OMBUDS OFFICE

2023-2024 REPORT

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A MESSAGE FROM THE OMBUDS

Conflict seemed omnipresent this year. Turmoil dominated the news – and our hearts. Academia, typically removed from worldly strife, became embroiled in external conflict and sparked even greater disputes. Regardless of differing opinions on how those conflicts should resolve, we could all agree that they were not resolving. Conflict begat conflict, and the world seemed to burn around us.

But a sanctuary from this conflict existed at Villanova University. That is not to say that conflict did not exist here. Conflict coexists with humanity, wherever we find ourselves: from Holy Grounds to the Oreo, from Villanova to Philadelphia, from Pennsylvania to the United States and beyond.

Villanova University was a sanctuary because our community addressed its conflict instead of ignoring or escalating it. Our faculty engaged in the hard and humbling work of identifying it. In the Ombuds Office, they developed plans to remedy it. Our administration worked equally hard at hearing it and taking responsive action, with guidance from the Ombuds Office. Together, our community achieved the goals of greater understanding and caretaking of one another and our University.

Villanovans understand that speaking up and listening in are superpowers for conflict resolution. Through activating those powers, we demonstrated the way to create a sanctuary, fulfilling our moral obligation to live in peace.

Please continue to reach out to me so that I can help you manage your conflicts. I'm here to hear you.

With gratitude,

Megan P. Willoughby, Esq.
Faculty Ombuds

TESTIMONIALS

"Meg is the reason I stayed at Villanova, and I have recommended her to several colleagues."

"The Ombuds Office has been a valuable resource, helping me to navigate challenging issues. Importantly, the Ombuds Office does not take sides, helps to walk through these challenges and helps to process. I have felt completely supported by the Ombuds Office and validated throughout the process. I believe that sometimes we have concerns that we think we are overreacting to. The Ombuds Office did a phenomenal job of helping me to understanding the situation and truly process what had happened. I am in a stronger and healthier mental state because of my interactions with the Ombuds Office."

"Meg Willoughby provided thoughtful support throughout the difficulties I encountered at VU. She listened attentively, did research on my behalf when she was not fully cognizant of the policies at hand, provided helpful feedback and followed up with me to learn about the outcome of the situation. I felt incredibly supported. Her contribution to our campus is extremely valuable."
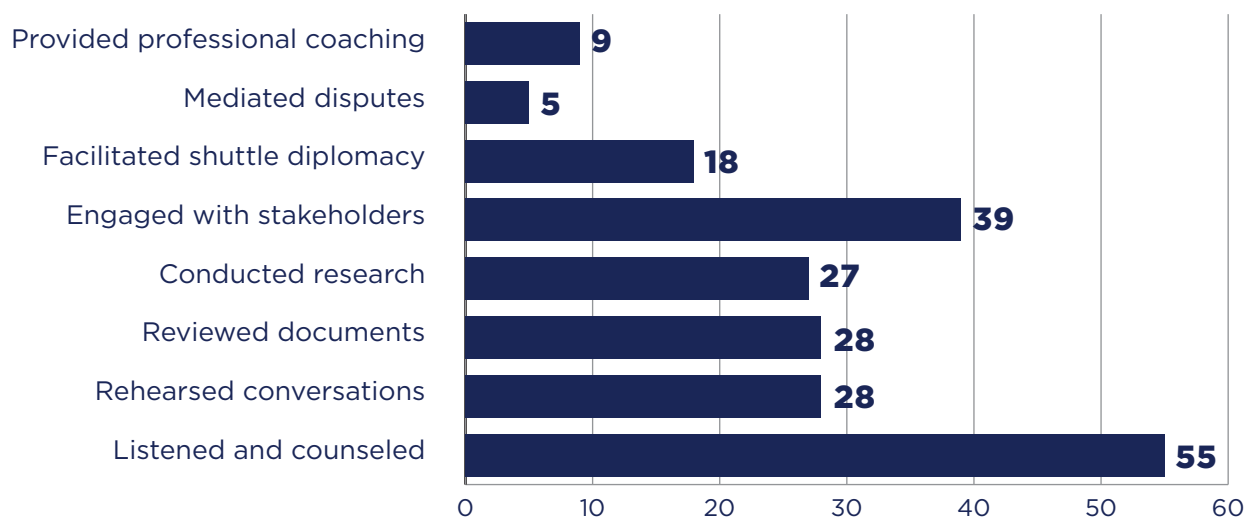
OMBUDS SERVICES

Villanova's Faculty Ombuds is a confidential resource for all faculty, providing impartial, independent and informal assistance to help resolve conflicts or issues that arise in the academic or workplace environment. Following the Standards of Practice and Code of Ethics promulgated by the International Ombuds Association (IOA), the Ombuds advocates for the principles of fairness and equity, rather than individuals, groups or entities. Villanova's Office of the Provost and Faculty Congress collaborated to create the Faculty Ombuds position in 2019.

The Ombuds Office operates during the academic year (AY), which spans from August to May. The Ombuds Office served 55 faculty during the 2023-24 AY, including seven visitor matters that remained pending from AY 2022-23. This represents an increase of 20% from the 2022-23 AY, when 46 faculty consulted with the Ombuds, and a 38% increase from the 2021-22 AY, which yielded 40 visitor matters. Additionally, in AY 2023-24, eight staff members and two students requested consultations, which the Office provided outside the scope of its Standards of Practice. Villanovans continually request the expansion of the Ombuds Office to properly service those populations.

In AY 2023-24, these 55 faculty brought 396 concerns to their consultations, which averaged four concerns per visitor. All visitors raised at least two concerns; half had seven or fewer, while the other half had between eight and 12. These 396 concerns represent less than a 1% increase in concerns from the 2022-23 AY, when 380 were raised. Significantly, AY 2022-23 consultations had double the average concern per matter (eight) than this year. This reflects the more widespread use of the Ombuds Office this year, oftentimes for less severe or entrenched concerns. Faculty are addressing more disputes and doing so in real-time before they escalate: this is an ideal development.

This year, 51 matters reached a conclusion in which faculty implemented the strategy that they developed with the Ombuds, partially or fully achieving their resolution goals. Of the goals that were not fully achieved, action by others and change in University policy or practice typically has to occur first. Goals that were achieved involved creative resolution to conflict, such as facilitated discussions with colleagues that addressed the source of concern and provided an opportunity to remedy it. Many times, more fully understanding University policy and practice allowed faculty to make decisions about how best to proceed. However their concerns resolved, faculty universally feel heard, empowered and in control of the conflict that previously haunted them. Another four matters are still in progress, and the Ombuds Office will revisit them in the fall of AY 2024-25.

Ombuds Services Provided in AY 2023-24

Service	Value
Provided professional coaching	9
Mediated disputes	5
Facilitated shuttle diplomacy	18
Engaged with stakeholders	39
Conducted research	27
Reviewed documents	28
Rehearsed conversations	28
Listened and counseled	55

Ombuds Office consultations always include listening to and counseling faculty about their concerns. We analyze their situations, identify their goals, consider their options, weigh the risks and rewards associated with each and develop a plan to address their concerns. Generally, this results in faculty directing the Ombuds to take action: rehearsing conversations (28), reviewing documents (28), conducting research (27), engaging with stakeholders (39), facilitating shuttle diplomacy (18) and mediating disputes (5). Nine faculty maintained year-long professional coaching relationships with the Ombuds Office, in which they raised successive, unrelated concerns.

Most matters involved approximately six interactions between the Ombuds Office and faculty or other stakeholders. While a few matters were concluded within one or two interactions, some had as many as 13. The Ombuds Office facilitated 307 interactions overall.

The timeframe for resolution was efficient. Almost a quarter of matters (24%) resolved within 10 days, another quarter (29%) resolved in under 90 days, 40% resolved in under 180 days and the remaining 7% concluded within the academic year.

The Ombuds Office continued to consult with faculty throughout the implementation of their plans, as needed. Their matters were considered closed when they reached the desired or ultimate outcome of a situation. The Ombuds Office continues to monitor the effectiveness of resolutions and identifies opportunities to advance systemic remedies.

TESTIMONIALS

"The Ombuds Office was attentive, responsible and fair. I was very impressed, and I have recommended the Ombuds Office to my colleagues."

"Understanding and navigating the process of considering [my situation] was daunting. I wanted to make sure I did 'right' by my colleagues, dean, provost and all my wonderful work colleagues at Villanova, and I had so many questions and was feeling a bit overwhelmed. The Ombuds Office was instrumental in helping me by answering my questions, identifying sources of information, researching answers to one-off questions related to my particular situation, and generally advising me on the process. I am so grateful for Meg's wise and experienced guidance and am so thankful that we have this wonderful resource for faculty at Villanova!"

THE OMBUDS OFFICE EFFECT

Prior to initiating consultation with the Ombuds Office, faculty were often considering formal action to resolve their concerns. After working with the Ombuds, however, faculty changed their plans, significantly de-escalating those disputes.

The Ombuds Office requests feedback from all visitors after each academic year. The majority of visitors provided that feedback, including the testimonials set forth throughout this report. Faculty were asked how they had planned to handle their conflicts before consulting with the Ombuds—and how they actually handled them after doing so. As shown below, they consistently reduced or eliminated formalizing their disputes.
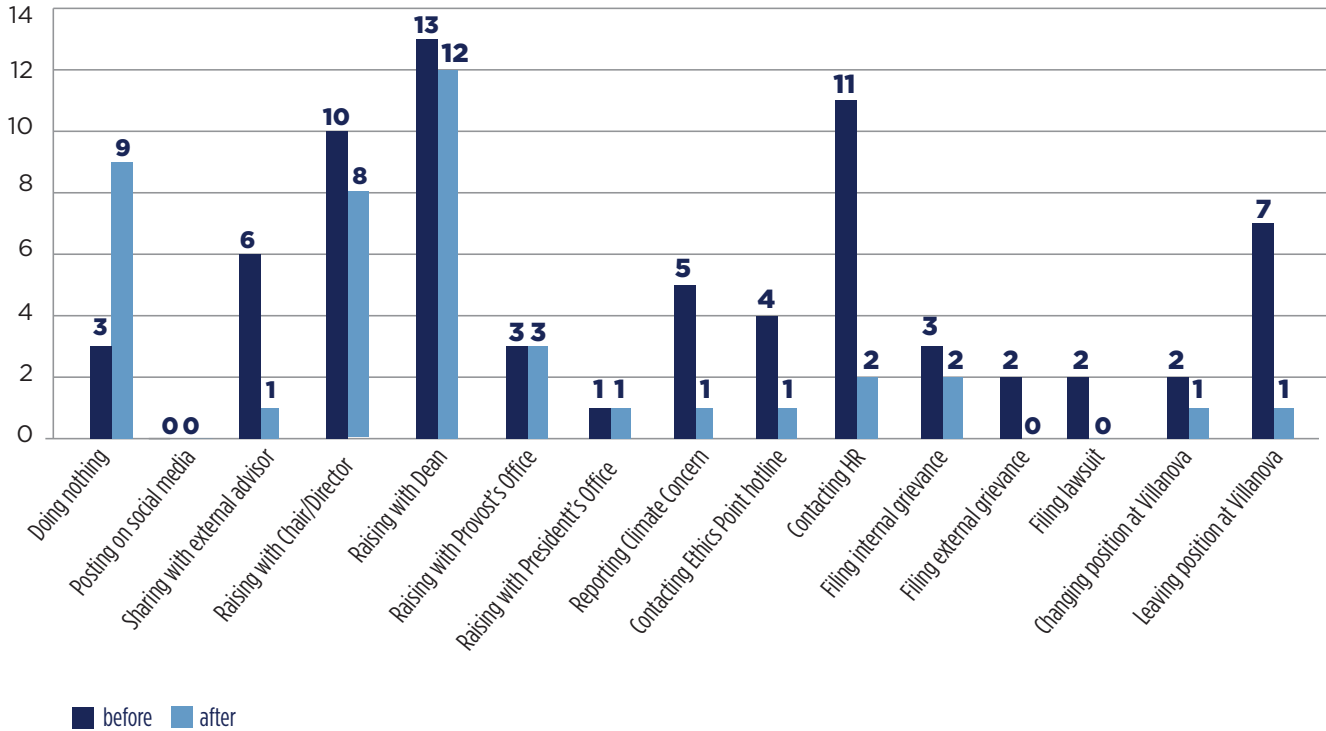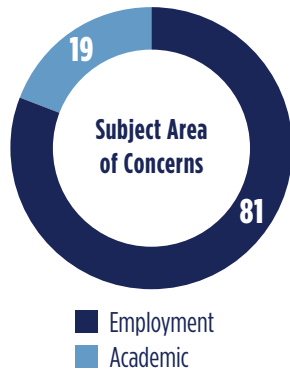

Before consulting with the Ombuds, two faculty had planned to file a lawsuit, and two more planned to file an external grievance: none planned to afterward. Six faculty stayed at Villanova instead of leaving their position as they had initially planned; one fewer faculty changed their position after consulting. One fewer faculty filed an internal grievance, three fewer filed EthicsPoint complaints, four fewer reported Climate Concerns. Nine fewer faculty contacted Human Resources about their concerns. Two fewer faculty raised the issue with their Chair/Director, one fewer raised it with their Dean and five fewer faculty shared the concern with an external advisor. Six faculty decided not to act at all.

In de-escalating their concerns, these faculty resolved their disputes outside of formal resolution channels. By utilizing early dispute resolution, they benefitted from timely, efficient and low-resource results—as did the University.
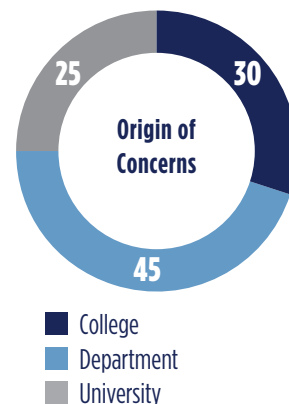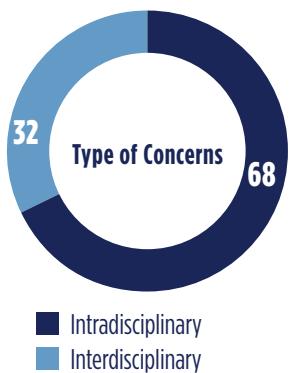
DISTRIBUTION OF FACULTY CONCERNS

As analyzed by the Ombuds Office, the 396 concerns raised in AY 2023-24 had the following distribution.

Subject Area of Concerns
- 19
- 81
- Employment
- Academic

Scope of Concerns
- 41
- 59
- Systemic
- Individual

Most issues related to employment (81%), as they did in AY 2022-23. Systemic concerns nearly doubled though, from 33% in AY 2022-23 to 59% in AY 2023-24. After several years of declining systemic concerns, they have returned to the level experienced in AY 2020-21, reflecting an increase in employment issues affecting faculty in a widespread manner.

Bias Concerns
- 21
- 79
- Yes
- No

Nature of Concerns
- 53
- 47
- Relational
- Procedural
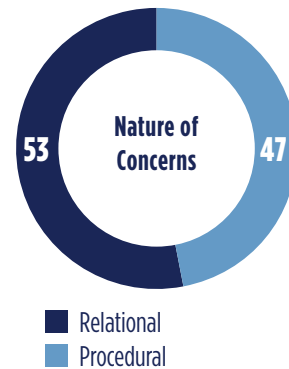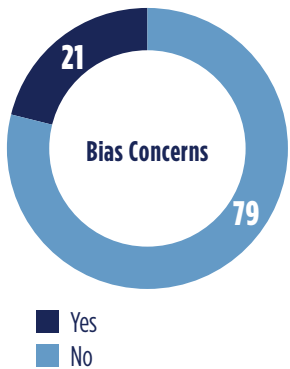
Most concerns did not involve bias this year (79%), as categorized by the Ombuds. However, almost half of the faculty responding to the Ombuds Office feedback request indicated that bias was underlying their concerns. By both measurements, faculty not only reported feeling bias based on protected categories, but also based on differences like faculty rank and tenure status, as well as academic elitism. Bias concerns increased from 17% in AY 2022-23 and 10% in AY 2021-22. Most concerns this year were relational (53%); a growing percentage were procedural.

Type of Concerns
- 32
- 68
- Intradisciplinary
- Interdisciplinary

Origin of Concerns
- 25
- 30
- 45
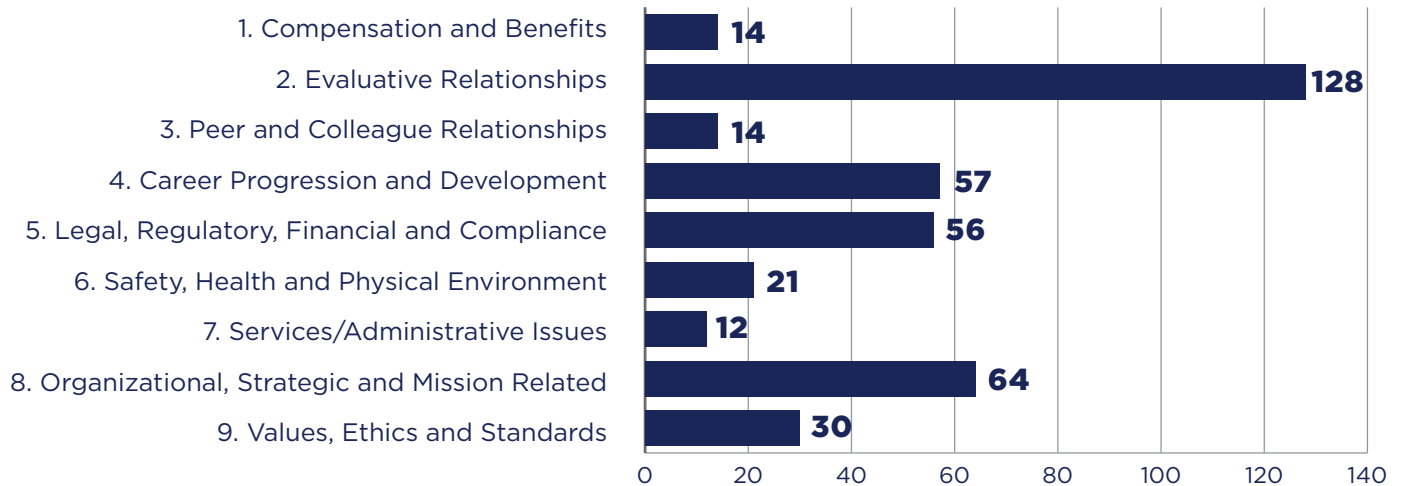- College
- Department
- University

Over two-thirds (68%) of the concerns raised this year were intradisciplinary, and nearly half (45%) were departmental in nature. The least (25%) concerns were attributable to the University level, which is the inverse of AY 2022-23 when the most concerns (43%) arose there.

UNIFORM REPORTING CATEGORIES

The International Ombuds Association (IOA) maintains a classification system, the Uniform Reporting Categories (URC), which is specifically designed for Ombuds to categorize the concerns that are presented to them. This allows Ombuds to view the trends and patterns in those anonymized, aggregated concerns. The URC includes nine broad categories: Compensation, Evaluation, Colleagues, Career Progression, Legal, Safety, Services, Organizational and Values. Each category contains multiple subcategories. An explanation of each category and subcategory is contained in the Addendum.

Faculty Concerns by Uniform Reporting Category AY 2023-24

Category	Value
1. Compensation and Benefits	14
2. Evaluative Relationships	128
3. Peer and Colleague Relationships	14
4. Career Progression and Development	57
5. Legal, Regulatory, Financial and Compliance	56
6. Safety, Health and Physical Environment	21
7. Services/Administrative Issues	12
8. Organizational, Strategic and Mission Related	64
9. Values, Ethics and Standards	30

As analyzed by the Ombuds Office, Evaluative Relationships dominated the concerns this year (128), followed by Organizational (64). They were top concerns in the past two academic years, with 110 and 82 concerns, respectively, in AY 2022-23. Career Progression (57) was likewise a top concern in AY 2022-23 with 56 concerns. Legal (56), however, was not—it only had 18 concerns previously. This tracks along with the increase in bias concerns observed over the past two years. Notably, five categories had de minimis concerns, each under 10% of the total: Values, Safety, Compensation, Colleagues and Services.
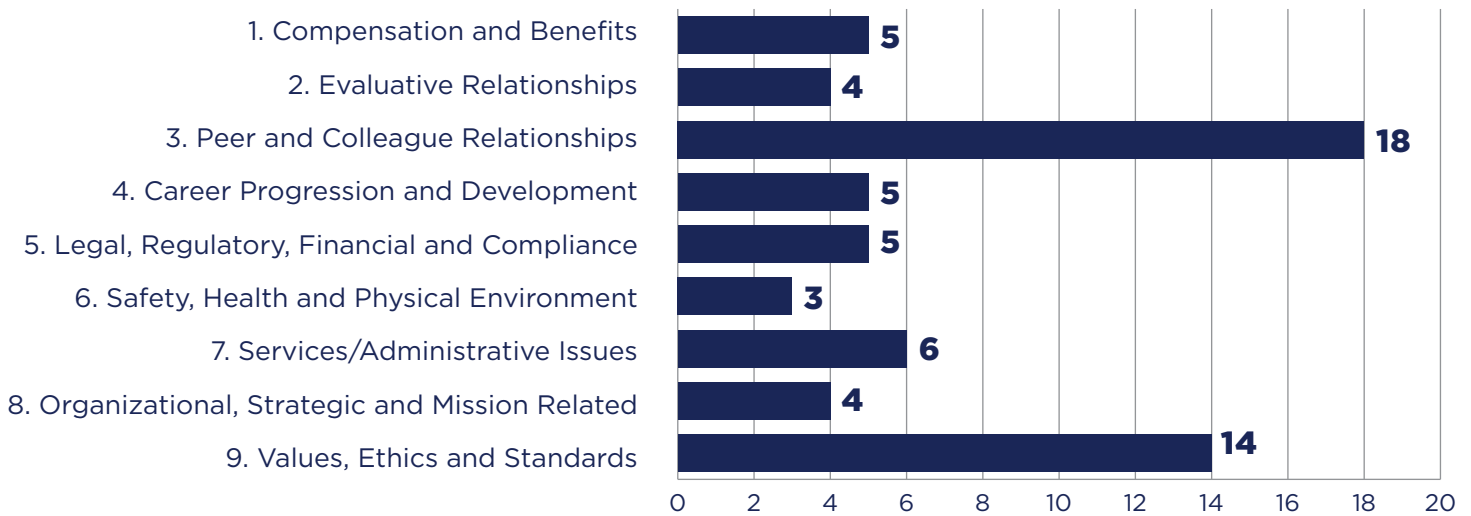
TESTIMONIALS

"My interaction with the Ombuds Office was very helpful and the process was quite straightforward and confidential. The Ombuds Office is a valuable resource."

"I found consulting with the Ombudsperson to be incredibly helpful. The office provided valuable suggestions to rationalize the situation and helped me view things logically, which I believe will contribute to my future success. The guidance was instrumental in navigating this challenging experience, and I am grateful for the support."

"The Ombuds helped me navigate the overly complex [system] at Villanova. She identified where the potential lines of communication among offices had broken down. I would not have been able to do this without her help, because the individual offices I had worked with all blamed the others. I am grateful to her for her help."

Self-Identification of Faculty Concerns AY 2023-2024

Category	Value
1. Compensation and Benefits	5
2. Evaluative Relationships	4
3. Peer and Colleague Relationships	18
4. Career Progression and Development	5
5. Legal, Regulatory, Financial and Compliance	5
6. Safety, Health and Physical Environment	3
7. Services/Administrative Issues	6
8. Organizational, Strategic and Mission Related	4
9. Values, Ethics and Standards	14

Faculty who provided feedback to the Ombuds Office categorized their concerns as mainly arising in the Colleagues and Values categories. This result is similar to the high-ranking categories assessed by the Ombuds Office, Evaluation and Organizational.

TESTIMONIALS

"The Ombuds Office has been extremely helpful. It was recommended to me by a colleague because my colleague had a very positive experience. I, too, had a very positive experience. Thank you!"

"Meg continues to be an invaluable professional adviser and sounding board. Her expertise and breadth of experience means she is able to provide unique insight on the way institutions work and the best ways to get things done. She is brilliant at listening to an account of a problem, identifying the key issues, and then working out a plan to get them resolved. She is generous with her time, supportive, sympathetic and efficient. Villanova is very lucky to have her and the services her office provides."

"I highly recommend the Ombuds Office to our colleagues. The Ombuds Office is a good and safe place to share their concerns and to get any advice and help, for our colleagues who have any concerns and need help."

FACULTY USE OF OMBUDS OFFICE

Faculty initiated 22 matters in the fall semester, and seven visitor matters also resumed from AY 2022-23, for 29 total matters. The spring semester saw faculty raise a similar number of matters, 26. This mirrors the pattern of faculty matters raised across semesters in AY 2022-23.

Ombuds Office Caseload AY 2023-2024

Legend: new matters, pending matters, resolved concerns
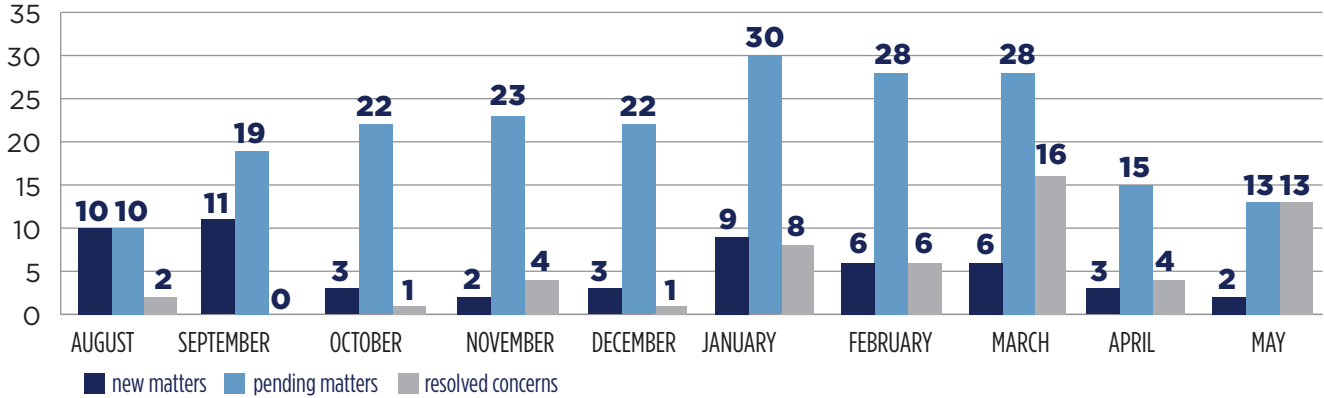
Faculty from most University colleges utilized the Ombuds Office this year. Typically, two or three individual faculty from the same department raised independent matters throughout the year. In a few instances, only one faculty member of a department, or more than three individual faculty members from the same department, raised a matter this year. This year, 67% of faculty visitors were first-time users of the Ombuds Office.

Consulting faculty profiles varied by position, tenure status and leadership role. Faculty that used the Ombuds Office most were tenured Associate Professors without leadership roles.

Position of Consulting Faculty AY 2023-24
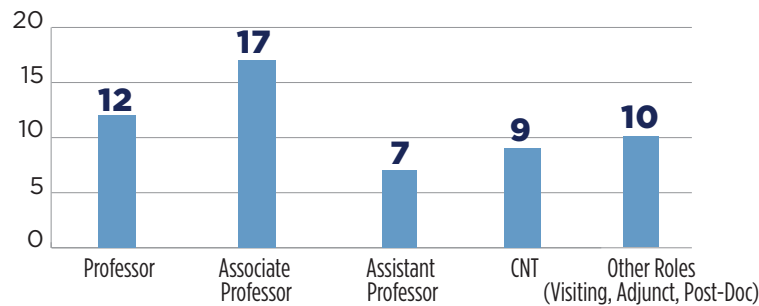
Tenure Status of Consulting Faculty
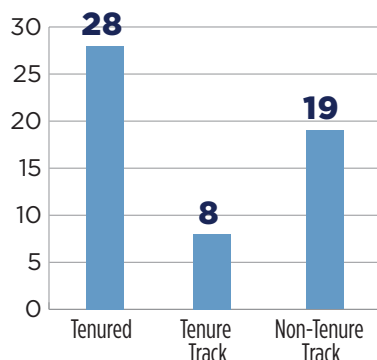
Leadership Role of Consulting Faculty

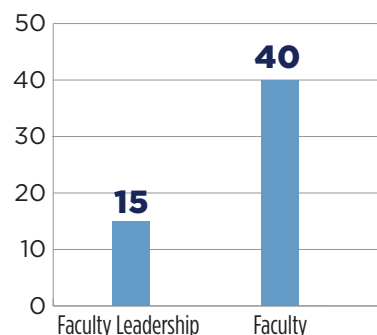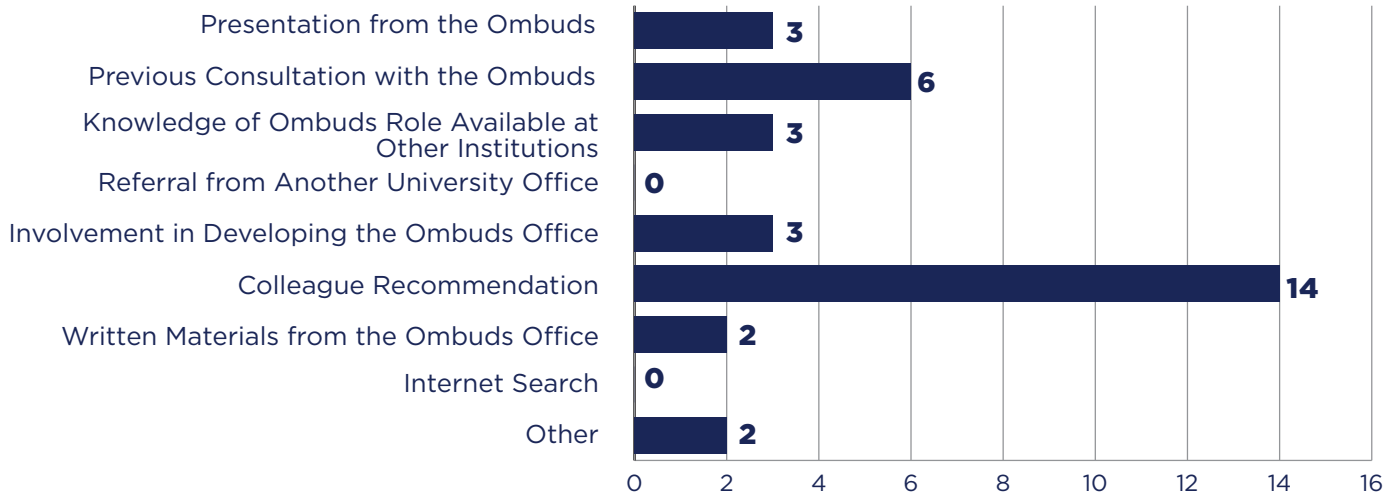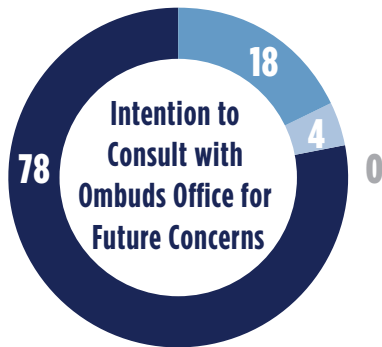# FACULTY PERSPECTIVE

In their feedback to the Ombuds Office, most faculty (14) reported learning about the resource from a colleague. Some faculty (6) had consulted previously. Many learned about it from Ombuds Office presentations and materials (5), while others were generally familiar with the role (6).
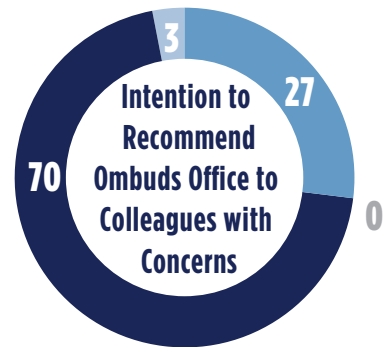
Faculty Awareness of Ombuds Office AY 2023-2024

Category	Value
Presentation from the Ombuds	3
Previous Consultation with the Ombuds	6
Knowledge of Ombuds Role Available at Other Institutions	3
Referral from Another University Office	0
Involvement in Developing the Ombuds Office	3
Colleague Recommendation	14
Written Materials from the Ombuds Office	2
Internet Search	0
Other	2

The Ombuds Office conducts outreach to raise awareness of this faculty resource. Many departments and subgroups invite the Ombuds for brief presentations during their standing meetings. The Ombuds has also consulted on projects with entities across campus, including Faculty Congress, the Provost's Office, Villanova Initiative to Support Inclusiveness and Build Leaders, Villanova Institute for Teaching and Learning and the Office of Diversity, Equity and Inclusion. The Ombuds regularly presents about conflict resolution for faculty orientation, new chair training and Villanova's Freedom School. The Ombuds Office provides related materials on its webpage, which is accessible from the Provost's Office and Faculty Congress webpages. The Ombuds Office is eager to raise greater awareness of this resource and welcomes opportunities to do so.

Intention to Consult with Ombuds Office for Future Concerns

- Yes: 78
- It depends: 18
- Other: 4
- No: 0

- Yes
- No
- It depends
- Other

Intention to Recommend Ombuds Office to Colleagues with Concerns

- Yes: 70
- Already did: 27
- Other: 3
- No: 0

- Yes
- No
- Already did
- Other

Faculty have been positively impacted by using the Ombuds Office to resolve their conflicts. They report understanding how it operates with informality, impartiality, independence and confidentiality. Overwhelmingly, they felt it improved their situation and was integral to resolving their concerns. They plan to use it again to resolve a conflict and will recommend it to colleagues with concerns, or they have already done so.

ADDENDUM A

As addressed above, the International Ombuds Association (IOA) developed the Uniform Reporting Categories (URC), a classification system that Ombuds utilize to categorize concerns presented to them. An explanation of each of the nine broad categories and their subcategories is contained in the URC document below that was issued by the IOA.

INTERNATIONAL OMBUDSMAN ASSOCIATION
Uniform Reporting Categories

1. Compensation & Benefits
Questions, concerns, issues or inquiries about the equity, appropriateness and competitiveness of employee compensation, benefits and other benefit programs.

1.a **Compensation** (rate of pay, salary amount, job salary classification/level)
1.b **Payroll** (administration of pay, check wrong or delayed)
1.c **Benefits** (decisions related to medical, dental, life, vacation/sick leave, education, worker's compensation insurance, etc.)
1.d **Retirement, Pension** (eligibility, calculation of amount, retirement pension benefits)
1.e **Other** (any other employee compensation or benefit not described by the above sub-categories)
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....

2. Evaluative Relationships
Questions, concerns, issues or inquiries arising between people in evaluative relationships (i.e. supervisor-employee, faculty-student.)

2.a **Priorities, Values, Beliefs** (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)
2.b **Respect/Treatment** (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)
2.c **Trust/Integrity** (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)
2.d **Reputation** (possible impact of rumors and/or gossip about professional or personal matters)
2.e **Communication** (quality and/or quantity of communication)
2.f **Bullying, Mobbing** (abusive, threatening, and/or coercive behaviors)
2.g **Diversity-Related** (comments or behaviors perceived to be insensitive, offensive, or intolerant on the basis of an identity-related difference such as race, gender, nationality, sexual orientation)
2.h **Retaliation** (punitive behaviors for previous actions or comments, whistleblower)
2.i **Physical Violence** (actual or threats of bodily harm to another)
2.j **Assignments/Schedules** (appropriateness or fairness of tasks, expected volume of work)
2.k **Feedback** (feedback or recognition given, or responses to feedback received)
2.l **Consultation** (requests for help in dealing with issues between two or more individuals they supervise/teach or with other unusual situations in evaluative relationships)

2.m **Performance Appraisal/Grading** (job/academic performance in formal or informal evaluation)
2.n **Departmental Climate** (prevailing behaviors, norms, or attitudes within a department for which supervisors or faculty have responsibility.)
2.o **Supervisory Effectiveness** (management of department or classroom, failure to address issues)
2.p **Insubordination** (refusal to do what is asked)
2.q **Discipline** (appropriateness, timeliness, requirements, alternatives, or options for responding)
2.r **Equity of Treatment** (favoritism, one or more individuals receive preferential treatment)
2.s **Other** (any other evaluative relationship not described by the above sub-categories)
....
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3. Peer and Colleague Relationships
Questions, concerns, issues or inquiries involving peers or colleagues who do not have a supervisory–employee or student–professor relationship (e.g., two staff members within the same department or conflict involving members of a student organization.)

3.a **Priorities, Values, Beliefs** (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)
3.b **Respect/Treatment** (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)
3.c **Trust/Integrity** (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)
3.d **Reputation** (possible impact of rumors and/or gossip about professional or personal matters)
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3.g **Diversity-Related** (comments or behaviors perceived to be insensitive, offensive, or intolerant on the basis of an identity-related difference such as race, gender, nationality, sexual orientation)
3.h **Retaliation** (punitive behaviors for previous actions or comments, whistleblower)
3.i **Physical Violence** (actual or threats of bodily harm to another)
3.j **Other** (any peer or colleague relationship not described by the above sub-categories)
....
....

4. Career Progression and Development
Questions, concerns, issues or inquiries about administrative processes and decisions regarding entering and leaving a job, what it entails, (i.e., recruitment, nature and place of assignment, job security, and separation.)

4.a **Job Application/Selection and Recruitment Processes** (recruitment and selection processes, facilitation of job applications, short-listing and criteria for selection, disputed decisions linked to recruitment and selection)
4.b **Job Classification and Description** (changes or disagreements over requirements of assignment, appropriate tasks)
4.c **Involuntary Transfer/Change of Assignment** (notice, selection and special dislocation rights/benefits, removal from prior duties, unrequested change of work tasks)
4.d **Tenure/Position Security/Ambiguity** (security of position or contract, provision of secure contractual categories)
4.e **Career Progression** (promotion, reappointment, or tenure)
4.f **Rotation and Duration of Assignment** (non-completion or over-extension of assignments in specific settings/countries, lack of access or involuntary transfer to specific roles/assignments, requests for transfer to other places/duties/roles)
4.g **Resignation** (concerns about whether or how to voluntarily terminate employment or how such a decision might be communicated appropriately)
4.h **Termination/Non-Renewal** (end of contract, non-renewal of contract, disputed permanent separation from organization)
4.i **Re-employment of Former or Retired Staff** (loss of competitive advantages associated with re-hiring retired staff, favoritism)
4.j **Position Elimination** (elimination or abolition of an individual's position)
4.k **Career Development, Coaching, Mentoring** (classroom, on-the-job, and varied assignments as training and developmental opportunities)
4.l **Other** (any other issues linked to recruitment, assignment, job security or separation not described by the above sub-categories)
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5. Legal, Regulatory, Financial and Compliance

Questions, concerns, issues or inquiries that may create a legal risk (financial, sanction etc.) for the organization or its members if not addressed, including issues related to waste, fraud or abuse.

5.a **Criminal Activity** (threats or crimes planned, observed, or experienced, fraud)

5.b **Business and Financial Practices** (inappropriate actions that abuse or waste organizational finances, facilities or equipment)

5.c **Harassment** (unwelcome physical, verbal, written, e-mail, audio, video psychological or sexual conduct that creates a hostile or intimidating environment)

5.d **Discrimination** (different treatment compared with others or exclusion from some benefit on the basis of, for example, gender, race, age, national origin, religion, etc.[being part of an Equal Employment Opportunity protected category – applies in the U.S.])

5.e **Disability, Temporary or Permanent, Reasonable Accommodation** (extra time on exams, provision of assistive technology, interpreters, or Braille materials including questions on policies, etc. for people with disabilities)

5.f **Accessibility** (removal of physical barriers, providing ramps, elevators, etc.)

5.g **Intellectual Property Rights** (e.g., copyright and patent infringement)

5.h **Privacy and Security of Information** (release or access to individual or organizational private or confidential information)

5.i **Property Damage** (personal property damage, liabilities)

5.j **Other** (any other legal, financial and compliance issue not described by the above sub-categories)

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6. Safety, Health, and Physical Environment

Questions, concerns, issues or inquiries about Safety, Health and Infrastructure-related issues.

6.a **Safety** (physical safety, injury, medical evacuation, meeting federal and state requirements for training and equipment)

6.b **Physical Working/Living Conditions** (temperature, odors, noise, available space, lighting, etc)

6.c **Ergonomics** (proper set-up of workstation affecting physical functioning)

6.d **Cleanliness** (sanitary conditions and facilities to prevent the spread of disease)

6.e **Security** (adequate lighting in parking lots, metal detectors, guards, limited access to building by outsiders, anti-terrorists measures (not for classifying "compromise of classified or top secret" information)

6.f **Telework/Flexplace** (ability to work from home or other location because of business or personal need, e.g., in case of man-made or natural emergency)

6.g **Safety Equipment** (access to/use of safety equipment as well as access to or use of safety equipment, e.g., fire extinguisher)

6.h **Environmental Policies** (policies not being followed, being unfair ineffective, cumbersome)

6.i **Work Related Stress and Work–Life Balance** (Post-Traumatic Stress, Critical Incident Response, internal/external stress, e.g. divorce, shooting, caring for sick, injured)

6.j **Other** (any safety, health, or physical environment issue not described by the above sub-categories)

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....

7. Services/Administrative Issues

Questions, concerns, issues or inquiries about services or administrative offices including from external parties.

7.a **Quality of Services** (how well services were provided, accuracy or thoroughness of information, competence, etc.)

7.b **Responsiveness/Timeliness** (time involved in getting a response or return call or about the time for a complete response to be provided)

7.c **Administrative Decisions and Interpretation/Application of Rules** (impact of non-disciplinary decisions, decisions about requests for administrative and academic services, e.g., exceptions to policy deadlines or limits, refund requests, appeals of library or parking fines, application for financial aid, etc.)

7.d **Behavior of Service Provider(s)** (how an administrator or staff member spoke to or dealt with a constituent, customer, or client, e.g., rude, inattentive, or impatient)

7.e **Other** (any services or administrative issue not described by the above sub-categories)

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8. Organizational, Strategic, and Mission Related

Questions, concerns, issues or inquiries that relate to the whole or some part of an organization.

8.a **Strategic and Mission-Related/ Strategic and Technical Management** (principles, decisions and actions related to where and how the organization is moving)

8.b **Leadership and Management** (quality/capacity of management and/or management/leadership decisions, suggested training, reassignments and reorganizations)

8.c **Use of Positional Power/Authority** (lack or abuse of power provided by individual's position)

8.d **Communication** (content, style, timing, effects and amount of organizational and leader's communication, quality of communication about strategic issues)

8.e **Restructuring and Relocation** (issues related to broad scope planned or actual restructuring and/or relocation affecting the whole or major divisions of an organization, e.g. downsizing, off shoring, outsourcing)

8.f **Organizational Climate** (issues related to organizational morale and/or capacity for functioning)

8.g **Change Management** (making, responding or adapting to organizational changes, quality of leadership in facilitating organizational change)

8.h **Priority Setting and/or Funding** (disputes about setting organizational/departmental priorities and/or allocation of funding within programs)

8.i **Data, Methodology, Interpretation of Results** (scientific disputes about the conduct, outcomes and interpretation of studies and resulting data for policy)

8.j **Interdepartment/Interorganization Work/Territory** (disputes about which department/organization should be doing what/taking the lead)

8.k **Other** (any organizational issue not described by the above sub-categories)

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9. Values, Ethics, and Standards

Questions, concerns, issues or inquiries about the fairness of organizational values, ethics, and/or standards, the application of related policies and/or procedures, or the need for creation or revision of policies, and/or standards.

9.a **Standards of Conduct** (fairness, applicability or lack of behavioral guidelines and/or Codes of Conduct, e.g., Academic Honesty, plagiarism, Code of Conduct, conflict of interest)

9.b **Values and Culture** (questions, concerns or issues about the values or culture of the organization)

9.c **Scientific Conduct/Integrity** (scientific or research misconduct or misdemeanors, e.g., authorship; falsification of results)

9.d **Policies and Procedures NOT Covered in Broad Categories 1 thru 8** (fairness or lack of policy or the application of the policy, policy not followed, or needs revision, e.g., appropriate dress, use of internet or cell phones)

9.e **Other** (Other policy, procedure, ethics or standards issues not described in the above sub-categories)

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