2021-2022 REPORT

FROM THE OMBUDS OFFICE
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2020-2021 Report
A MESSAGE FROM THE OMBUDS OFFICE

The Ombuds Office ensures that faculty and University members hear one another in a comfortable way to collaboratively resolve workplace concerns, which facilitates work satisfaction and institutional improvement. This report summarizes Villanovans’ efforts in the past year to do just that. It presents anonymous, aggregated information in three areas: information about faculty matters, faculty perspectives and plans, and faculty utilization of the Ombuds Office. It tracks patterns relating to issues that faculty brought to the Ombuds Office, and synthesizes faculty reflections about their concerns that they provided in a confidential feedback tool. Throughout the report, you will also see testimonials authored by Villanova faculty who utilized the Ombuds Office. My hope is, through review of this data and debriefing, faculty will better understand the value of this resource and continue utilizing it to resolve their concerns.

As I reflect on this past academic year, I write with immense gratitude to Villanova faculty for entrusting me with their concerns about their beloved work. In our consultations, they revealed an unparalleled combination of strength and vulnerability. They remained dedicated to practicing their craft and leading their field, despite the stress and exhaustion that was prevalent this year. I thank them for trusting me to help them improve their situations—and we certainly did.

I am so grateful, too, for the institution that supports this tremendous benefit for its faculty. By providing an impartial and independent forum for faculty to confidentially and informally raise concerns, it has shown great respect for them and for this process. Evidence of that dedication can be found in its decision to enhance the Ombuds Office to a full-time resource available during the academic calendar year. Further evidence is its expanding the jurisdiction of the Ombuds Office to now include all faculty, in response to the need for assistance demonstrated by its adjuncts. My gratitude extends to University administrators and staff, who were consistently willing to engage with the Ombuds Office to explore opportunities to resolve faculty concerns.

I look forward to facilitating more opportunities this year for faculty and University members to comfortably hear one another, and for the growth that occurs from this process.

Warm regards,

Megan P. Willoughby, Esq.
Faculty Ombudsperson

TESTIMONIALS

“The Ombuds leader was very responsive in listening to my concerns in a safe, nonjudgmental way. She followed through in obtaining information about University policies that was not included in the Faculty Handbook. She contacted me over time to ask about the status of issues and how she could continue to be helpful. I highly recommend that faculty consider using her as a resource for difficult situations.”

“I was thoroughly impressed with Meg’s compassion, professionalism, discretion and thoroughness. Her help allowed me to better navigate the issues with which I had to deal, and she followed through on every item we discussed. She is an invaluable asset to faculty, and to Villanova as a whole.”
**GENERAL INFORMATION ABOUT FACULTY MATTERS**

Each faculty matter is the story of what occurred, as perceived by faculty—no matter results in a finding, judgment or determination about its veracity or validity. During the academic year, from August 2021 through May 2022, faculty brought 40 matters to the Ombuds Office. Faculty initiated 14 matters in the fall semester and nearly double that (26) in the spring. The number and distribution of matters over time was like that of the 2020-2021 academic year.

![Faculty Matters by Month in 2021-2022](image)

Twenty-nine matters reached a successful resolution, while 11 remain. A successful resolution of a matter represents a conclusion of the issue raised with the Ombuds Office. While there is not a typical resolution for faculty, most include enhanced understanding of University policy and procedures, improved relationships with colleagues, and a renewed sense of empowerment about their work and workplace. Pending matters include faculty plans in process, unmade decisions or complexities that have not been fully untangled yet.

All faculty matters raised this year involved multiple concerns: within those 40 matters, there were 233 concerns. This is double the number of concerns raised in the prior academic year (115). On average, there were six concerns initiated per matter this year, while three concerns per matter were raised last year.

**Distribution of Concerns Raised in 2021-2022**

Those 233 concerns in 2021-2022 had the following distribution by subject area and scope, as analyzed by the Ombuds Office.
Thus, the majority of issues involved employment concerns of an individual nature. It is significant that almost half of the concerns raised were systemic, meaning that the issues affected multiple individuals in a widespread manner. It is equally significant, however, that there was an 18% reduction in systemic concerns from the prior year.

Very few concerns this year related to the effects of the COVID-19 pandemic, representing a 12% reduction in issues raised about the University’s handling of it from the prior academic year. A slim percentage of overall concerns implicated bias (10%).

Most concerns raised were intradisciplinary (64%), while many were interdisciplinary (36%). Half arose at the departmental level (50%), while approximately a quarter emerged at the University (27%) and college (23%) levels. Viewed together, the majority of issues arose within departments.

The International Ombuds Association (IOA) developed a classification system specifically designed for Ombudspersons to categorize concerns presented to them. The Uniform Reporting Categories (URC) has nine broad categories:

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

An explanation of each category and its subcategories is contained in the Addendum.
In order to promote uniformity and ensure anonymity, Villanova’s Ombuds Office categorized faculty concerns utilizing the URC:

**Faculty Concerns in 2021-2022 by Uniform Reporting Category**

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

The Evaluative Relationships category represented the most concerns this year (69), by far. About half that many concerns were raised in Legal, Regulatory, Financial and Compliance (34), the category with the next most concerns, followed closely by the Values, Ethics and Standards category (26). These three categories had the most concerns last year, as well—although the number of Evaluative Relationship concerns was more modest, at 27. It is notable that there were concerns raised this year in the Safety, Health and Physical Environment category (21), as well as Services/Administrative Issues (15), whereas none were raised in these categories last year.

**TESTIMONIALS**

“The Ombuds is a vital resource at the University. She listens to your concerns and helps you make a plan of action to make things better.”

“I ... had been made aware of a significant conflict between two of my faculty members. The Ombuds allowed me to make sure my colleagues had the support they needed without me having to directly intervene. It was an unbelievable relief to know that I could step back in a responsible way without abandoning my colleagues. The Office of the Ombuds is a tremendous resource for Villanova, actively facilitating the community that we are striving to become.”

“My concerns were heard and discussed in a confidential and fair manner. Ideas to implement were discussed based upon my concern.”
Of the faculty who completed the confidential feedback form utilized by the Ombuds Office, they categorized their concerns in the following manner:

### Self-Identification of Faculty Concerns in 2021-2022

- **Departmental Climate**: 7
- **Interpersonal Communications**: 4
- **Abrasive Conduct**: 5
- **University Policy**: 10
- **Leadership Decisions**: 4
- **Retaliation**: 5
- **Systemic Issue**: 6

When asked to provide feedback about whether bias was involved in their concerns, multiple faculty expressed that while it may not have been a primary factor, bias played a complicating role. Others expressed that they experienced outright bias based on protected categories in decisions including promotion, pay and assignments, as well as through comments and behavior.

Before they first consulted with the Ombuds Office in 2021-2022, some faculty had already taken action. Some had talked to a colleague or supervisor; some had already even filed an internal grievance or changed their position. Faculty stated that they had taken other steps too, by raising their issues in various committees, with administration and with Human Resources, as well as with individuals outside of Villanova.

Prior to consulting with the Ombuds Office this year, faculty were also considering taking the actions outlined below. As to other steps considered, some faculty members expressed not knowing what to do out of fear for their job, while others had talked to individuals outside of the University. One faculty member stated that consulting with the Ombuds Office was their first thought.

### Faculty Plans Prior to Ombuds Consultation

- **Ignoring the concerns**: 4
- **Talking to a colleague**: 12
- **Talking to a supervisor**: 8
- **Filing an Ethics Point complaint**: 1
- **Filing an internal grievance**: 4
- **Filing an external compliant**: 0
- **Filing a lawsuit**: 3
- **Changing your position**: 0
- **Leaving your position**: 7
- **Other steps**: 4
After working with the Ombuds Office in 2021-2022, faculty deescalated their concerns. This chart demonstrates that fewer faculty planned to make formal filings or leave their positions. Regarding other steps, some faculty expressed that they were still considering their options, while most stated that their issues had been totally resolved.

### Faculty Plans Following Ombuds Consultation

<table>
<thead>
<tr>
<th>Plan</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking to a colleague</td>
<td>4</td>
</tr>
<tr>
<td>Talking to a supervisor</td>
<td>5</td>
</tr>
<tr>
<td>Filing an Ethics Point complaint</td>
<td>0</td>
</tr>
<tr>
<td>Filing an internal grievance</td>
<td>1</td>
</tr>
<tr>
<td>Filing an external complaint</td>
<td>2</td>
</tr>
<tr>
<td>Filing a lawsuit</td>
<td>2</td>
</tr>
<tr>
<td>Changing your position</td>
<td>2</td>
</tr>
<tr>
<td>Leaving your position</td>
<td>9</td>
</tr>
<tr>
<td>Other steps</td>
<td></td>
</tr>
</tbody>
</table>

**TESTIMONIALS**

“The Office of the Ombuds is enormously helpful for department chairs. It serves as a resource for procedural or legal advice, offers second opinion to instruction provided by University administrators, and, when matters become uncomfortably adversarial, it re-opens the channels of communication. It listens, guides and reduces stress chairs most likely will face during difficult moments.”

“The Ombuds is a wonderful resource for faculty, particularly in troubling situations where it is difficult to know which campus resources, if any, could best be used, and what approaches might help solve the problem. I appreciated the Ombuds’ careful balance of warmth and objectivity. She is highly professional and knowledgeable—but also easy to converse with about sensitive subjects.”
FACULTY UTILIZATION OF THE OMBUDS OFFICE

For the first time this year, faculty from all six University colleges utilized the Ombuds Office. Of those, more than half were tenured (24), and another four were on the tenure track. The remaining 12 were not eligible for tenure. A third (13) held faculty leadership positions.

The Ombuds Office conducted approximately 150 consultations with faculty, either in person or through online platforms and by telephone, as requested. Each matter began with an initial consultation, during which faculty discussed their concerns. After probing to identify all important information, we considered options, weighing the risks and rewards associated with each, and then we developed a plan to address their concerns. This generally resulted in the Ombuds taking direct action: rehearsing difficult conversations with faculty, reviewing and commenting on their documents, researching Villanova’s policy or practice on an issue, making inquiries to stakeholders while keeping the identity of the faculty anonymous (unless specifically authorized by faculty to provide context or identity), relaying messages between faculty and stakeholders (again, either anonymously or as authorized by faculty) and facilitating mediations. The Ombuds Office continued to consult with faculty throughout the implementation of their plans, although occasionally faculty provided the Ombuds Office with information for it to proceed on alone.

Once faculty achieved desired outcomes, their matters were closed. The timeframe for resolution ranged from nine to 280 days, with the mean of 100. Half of the matters resolved in under 90 days. The Ombuds Office continues to monitor the effectiveness of the resolutions and to offer support to faculty and assistance as needed.

Specifically, the Ombuds Office provided the following services in 2021-2022:

• served as a sounding board in all 40 matters,
• engaged in professional coaching in 16 matters,
• in 15 of the matters, reviewed and commented on documents,
• conducted policy and practice research for faculty in 29 matters,
• met with multiple stakeholders in 28 matters,
• in nine matters, conducted shuttle diplomacy, and
• facilitated four mediations between parties.
Most faculty reported learning of the Ombuds Office through a colleague. The Ombuds Office also conducted outreach to raise awareness of this resource, including presenting information in meetings and orientations. It also presented a session on conflict resolution for Villanova’s annual Freedom School, available to faculty, staff and students. The Ombuds webpage contains the Principles of the Ombuds Office and is accessible from the webpages of Faculty Congress and the Office of the Provost. It also assisted both Faculty Congress and the Provost’s Office with projects, as requested. The Ombuds Office reminds faculty of its services through Campus Currents.

At the close of the academic year, most responding faculty highly agreed that the Ombuds assisted them with identifying their concerns, developing options to address them and implementing a plan to resolve their concerns. With near unanimity, they indicated that the Ombuds Office improved their situation and resolved their concerns. Almost all faculty gave five stars to the questions of whether they would: utilize the Ombuds Office to address a concern that arises in the future, and recommend the resource to their colleagues who have concerns. All faculty highly agreed that the Ombuds Office was easy to use and resoundingly reported that it was fair, confidential and felt independent from the rest of the University.

**TESTIMONIALS**

“It is extremely helpful to have an Office of the Ombuds at Villanova. Our Faculty Ombuds, Meg Willoughby, is a highly skilled professional who provides thorough and timely responses to queries. She has helped me to navigate several potentially complicated issues for a faculty member and resolved my concerns, helping me to see fruitful paths forward”

“Meg was responsive, available and provided thoughtful insight and advice. She is ultimately the reason I have remained at Villanova. Prior to meeting with her, I didn’t see a path forward through some challenging issues. I felt completely comfortable sharing sensitive information, and I highly recommend her as a resource!”
As addressed in the General Information about Faculty Matters section, above, the International Ombuds Association developed the 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 are contained in the document below.

**INTERNATIONAL OMBUDSMAN ASSOCIATION**

**Uniform Reporting Categories**

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<tbody>
<tr>
<td>Questions, concerns, issues or inquiries about the equity, appropriateness and competitiveness of employee compensation, benefits and other benefit programs.</td>
<td>Questions, concerns, issues or inquiries arising between people in evaluative relationships (i.e. supervisor-employee, faculty-student).</td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td>1.a Compensation (rate of pay, salary amount, job salary classification/level)</td>
<td>2.a Priorities, Values, Beliefs (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)</td>
<td>3.a Priorities, Values, Beliefs (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)</td>
<td>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)</td>
</tr>
<tr>
<td>1.b Payroll (administration of pay; check wrong or delayed)</td>
<td>2.b Respect/Treatment (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)</td>
<td>3.b Respect/Treatment (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)</td>
<td>4.b Job Classification and Description (changes or disagreements over requirements of assignment, appropriate tasks)</td>
</tr>
<tr>
<td>1.c Benefits (decisions related to medical, dental, life, vacation/sick leave, education, worker’s compensation insurance, etc.)</td>
<td>2.c Trust/Integrity (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)</td>
<td>3.c Trust/Integrity (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)</td>
<td>4.c Involuntary Transfer/Change of Assignment (notice, selection and special dislocation rights/benefits, removal from prior duties, unrequested change of work tasks)</td>
</tr>
<tr>
<td>1.d Retirement, Pension (eligibility, calculation of amount, retirement pension benefits)</td>
<td>2.d Reputation (possible impact of rumors and/or gossip about professional or personal matters)</td>
<td>3.d Reputation (possible impact of rumors and/or gossip about professional or personal matters)</td>
<td>4.d Tenure/Position Security/Ambiguity (security of position or contract, provision of secure contractual categories)</td>
</tr>
<tr>
<td>1.e Other (any other employee compensation or benefit not described by the above sub-categories)</td>
<td>2.e Communication (quality and/or quantity of communication)</td>
<td>3.e Communication (quality and/or quantity of communication)</td>
<td>4.e Career Progression (promotion, reappointment, or tenure)</td>
</tr>
<tr>
<td>1.f Draft (for internal purposes only)</td>
<td>2.f Bullying, Mobbing (abusive, threatening, and/or coercive behaviors)</td>
<td>3.f Bullying, Mobbing (abusive, threatening, and/or coercive behaviors)</td>
<td>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)</td>
</tr>
<tr>
<td>1.g Grievances (written complaints about practices, people, or processes)</td>
<td>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)</td>
<td>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)</td>
<td>4.g Resignation (concerns about whether or how to voluntarily terminate employment or how such a decision might be communicated appropriately)</td>
</tr>
<tr>
<td>1.h Harassment (any other issues linked to discrimination)</td>
<td>2.h Retaliation (punitive behaviors for previous actions or comments, whistleblower)</td>
<td>3.h Retaliation (punitive behaviors for previous actions or comments, whistleblower)</td>
<td>4.h Termination/Non-Renewal (end of contract, non-renewal of contract, disputed permanent separation from organization)</td>
</tr>
<tr>
<td>1.i Physical Violence (actual or threats of bodily harm to another)</td>
<td>2.i Physical Violence (actual or threats of bodily harm to another)</td>
<td>3.i Physical Violence (actual or threats of bodily harm to another)</td>
<td>4.i Re-employment of Former or Retired Staff (loss of competitive advantages associated with re-hiring retired staff, favoritism)</td>
</tr>
<tr>
<td>1.j Communications (requests for help in dealing with issues between two or more individuals they supervise/teach or with other unusual situations in evaluative relationships)</td>
<td>3.j Other (any peer or colleague relationship not described by the above sub-categories)</td>
<td>3.k Other (any peer or colleague relationship not described by the above sub-categories)</td>
<td>4.j Position Elimination (elimination or abolition of an individual’s position)</td>
</tr>
<tr>
<td>1.k Consultation (requests for help in dealing with issues between two or more individuals they supervise/teach or with other unusual situations in evaluative relationships)</td>
<td>3.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)</td>
<td>3.m Consultation (requests for help in dealing with issues between two or more individuals they supervise/teach or with other unusual situations in evaluative relationships)</td>
<td>4.k Career Development, Coaching, Mentoring (classroom, on-the-job, and varied assignments as training and developmental opportunities)</td>
</tr>
<tr>
<td>1.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)</td>
<td>3.n Consultation (requests for help in dealing with issues between two or more individuals they supervise/teach or with other unusual situations in evaluative relationships)</td>
<td>3.n Consultation (requests for help in dealing with issues between two or more individuals they supervise/teach or with other unusual situations in evaluative relationships)</td>
<td>4.l Other (any other issues linked to recruitment, assignment, job security or separation not described by the above sub-categories)</td>
</tr>
</tbody>
</table>
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)

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)

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)

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)

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)