OMBUDS OFFICE

2024-2025

REPORT

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A MESSAGE FROM THE OMBUDS

My renewed interest in mathematics is understandable, given the Villanovan math roots of our beloved, newly-minted Pope Leo XIV (who shares those same Villanovan math roots with my esteemed father, another Robert ('69), affectionately known in my house as Mr. Math). There is something special about the certainty of math, the ability to find an answer, the answer–that is so appealing during this time of change. So, my attention turns to an established formula for calculating change, and I wonder whether it can help us comprehend all of the change that surrounds us.

This has been a challenging year of change for everyone. We have all struggled with it. There has been uncertainty, fear and heartache. How do we express this? Algebra teaches us to calculate it through the Percent Change Formula:

((New Value – Original Value)/Originial Value) *100, to quantify the proportion of change.

Can we use the Percent Change Formula to find the magnitude of the change we are experiencing? There is a New Value in our world, perhaps a 10 in terms of its impact. To quantify the Original Value, I draw on the actions of Villanovans I experience every day in my work–the integrity with which faculty have handled their trials, pursuing collaboration, overcoming adversity and gaining understanding. There has been perseverance, resilience and satisfaction. Surely, a value of 9.5, at least. Inputting that into our formula, we calculate a percent change of 5%: not a negligible difference, but not as consuming or overwhelming as it first appears.

And now that we know what it is (and isn't), we can put this current change in its proper perspective. Borrowing lessons derived from Algebra, our Pope and my dad, we can see that the proportion of change to consistency is very small indeed. Take heart, Villanovans, that we can certainly manage that together. I am here to help you do that. Please remember that you are not alone.

With gratitude,

Megan P. Willoughby, Esq.
Faculty Ombuds

TESTIMONIALS

"Ms. Willoughby is professional, compassionate, and extremely helpful. She listened to my concerns carefully, enabled me to articulate them effectively, and provided meticulous advice and guidance to address them in the best possible way. Ms. Willoughby did all of this in a manner that was psychologically supportive and added so much to my institutional knowledge of Villanova. Villanova will be a better institution for the work that Ms. Willoughby does for the faculty."

"Megan is caring, understanding, and a great listener. She worked on my case tirelessly and continuously until we managed to address all the issues I was experiencing."

"The Ombuds Office helped me think through my concerns and educate me about relevant University policies and procedures."

"I am grateful for this resource to address workplace difficulties".

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 and 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), from August to May. During the 2024-25 AY, the Ombuds Office served 61 faculty, including four visitor matters that remained pending from AY 2023-24. This is an increase of 11% from the 2023-24 AY, when 55 faculty consulted with the Ombuds. Since its founding, the Ombuds Office has served on 271 faculty matters.

Ombuds Office Visitors Since its Founding
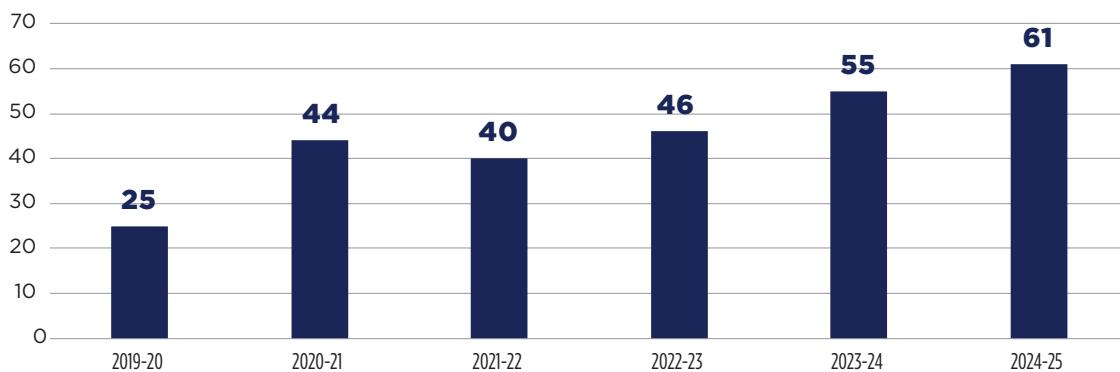
Additionally in AY 2024-25, six staff members and two students requested consultations, which the Office provided outside the scope of its Standards of Practice. Every year, Villanovans request the expansion of the Ombuds Office to serve those populations.

This year, 52 matters reached a conclusion in which faculty implemented the strategy that they developed with the Ombuds, partially or fully achieving their resolution goals. Another nine matters are still in progress, and the Ombuds Office will revisit them in the fall of AY 2025-26.

In AY 2024-25, these 61 faculty brought 328 concerns to their consultations, averaging five concerns per visitor. All visitors raised at least two concerns; half had seven or fewer, while the other half had between eight and 11. These 328 concerns represent a 20% decrease in concerns from the 2023-24 AY, when 396 were raised. For the second year, there has been a decrease in the number of concerns raised. This downward trend in concerns may reflect the more commonplace use of the Ombuds Office to address issues as they arise and before they escalate. This is a significant advancement for the Ombuds Office's embeddedness in Villanova's culture.

DASHBOARD FACTS AY 2024-25	
Faculty matters: **61**	Concerns per matter: **5**
Faculty concerns: **328**	Resolved matters: **52**

Listening to faculty and counseling them about the concerns they raise is the core function of the Ombuds Office. In these consultations, 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. For many visitors, this results in them directing the Ombuds to act: strategizing and rehearsing conversations (34), reviewing documents (21), conducting research (27), engaging with stakeholders (41), facilitating shuttle diplomacy (13) and mediating disputes (8). Seven faculty members maintained year-long professional coaching relationships with the Ombuds Office, in which they raised successive, unrelated concerns.

Ombuds Services Provided in AY 2024-25

Service	Value
Provided Professional Coaching	7
Mediated Disputes	8
Facilitated Shuttle Diplomacy	13
Engaged with Stakeholders	41
Conducted Research	27
Reviewed Documents	21
Strategized and Rehearsed Conversations	34
Listened and Counseled	61
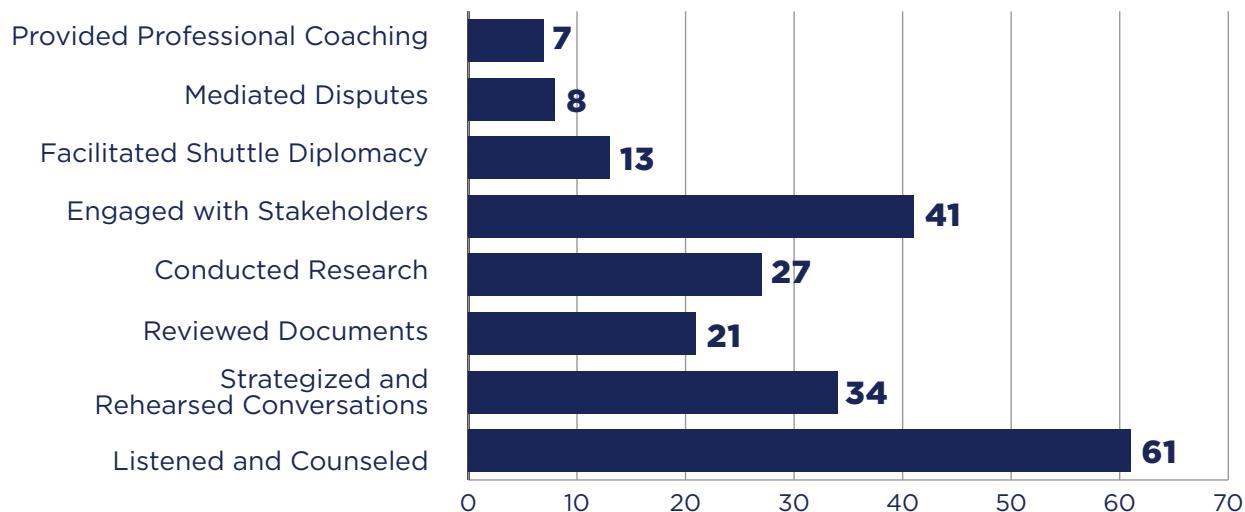
Most matters involved approximately six interactions between the Ombuds Office and faculty or other stakeholders. While a few matters were concluded within one or two interactions, some required interactions numbering in the teens, and one matter's interactions numbered in the twenties. The Ombuds Office facilitated 309 interactions overall. On average, an interaction includes five hours of preparation, meeting and follow-up, equaling 1,545 hours or 44 weeks of work.

Ombuds-Facilitated Interactions

- 50% — One-one meetings with consulting faculty (153)
- 31% — Meetings with stakeholders (97)
- 19% — Other communications (59)
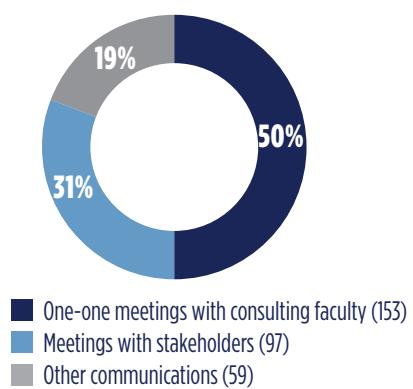
Timeframe for Resolution of Matters AY 2024-25

Timeframe	Value
under 30 days	24
under 90 days	14
under 180 days	12
within academic year	11
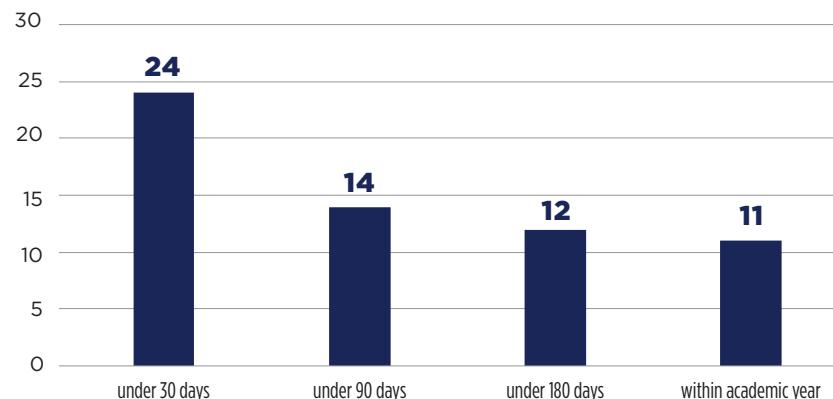
The Ombuds Office resolved matters efficiently. Over a third of matters (39%) were resolved within 30 days, another quarter (23%) were resolved in under 90 days, 20% resolved in under 180 days and the remaining 18% either concluded within the academic year or remain pending.

THE OMBUDS OFFICE EFFECT

Faculty often consider formal action to resolve their concerns before consulting with the Ombuds Office. After working with the Ombuds, however, faculty typically alter their plans and de-escalate their disputes.

The Ombuds Office requests feedback from its visitors after each academic year. Half of the visitors (30) provided that feedback this year. Faculty were asked how they had planned to handle their conflicts before consulting with the Ombuds—and how they handled them after doing so. As shown below, after consulting they consistently reduced or eliminated their prior plans to formalize and escalate their disputes.

Faculty Plans to Resolve Concerns
Before and After Ombuds Consultation AY2024–25
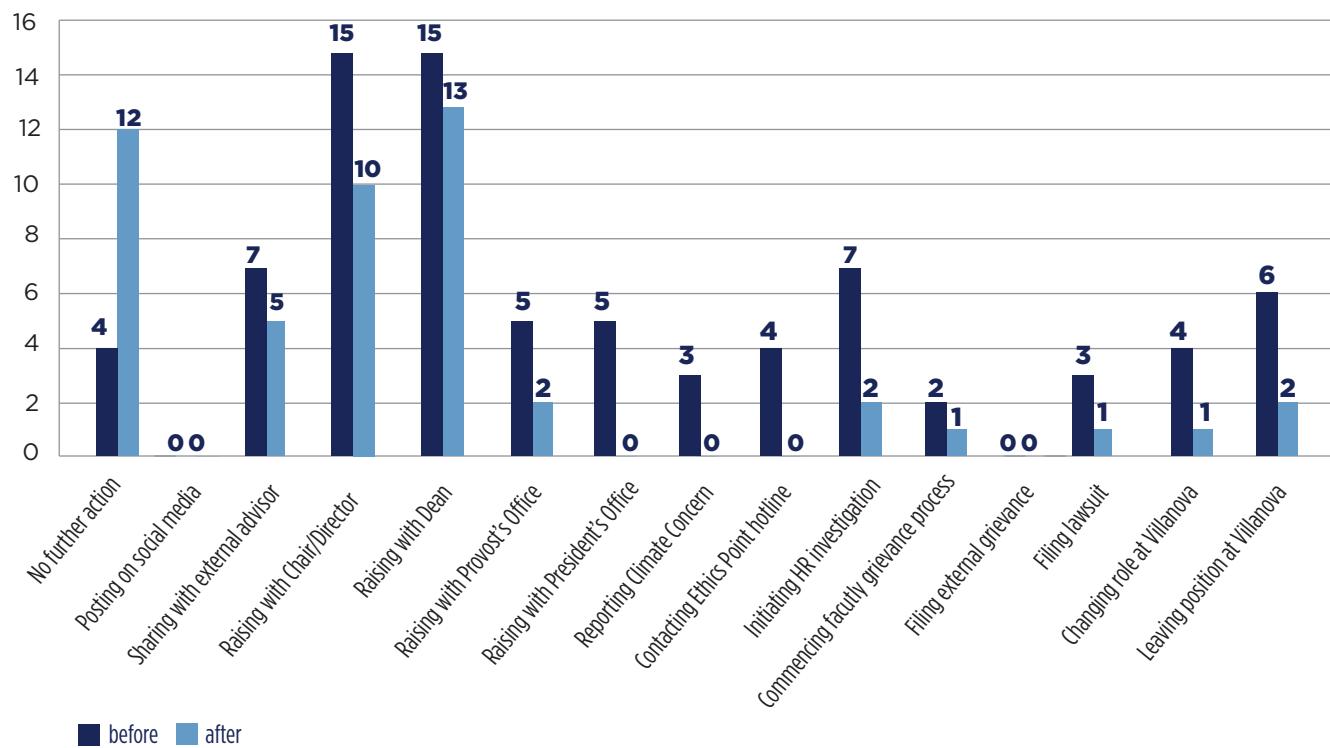
Before consulting with the Ombuds, five faculty had planned to raise the issue with the President's Office, three faculty had planned to report a Climate Concern, and four more planned to contact the Ethics Point hotline; none planned to afterward.

After consulting with the Ombuds, four fewer faculty left their position at Villanova as they had initially planned; three fewer faculty changed their role. Two fewer faculty filed a lawsuit, and one fewer faculty commenced a faculty grievance following their consultation with the Ombuds Office. Additionally, three fewer raised the issue with the Provost's Office, five fewer faculty members initiated Human Resources investigations, five fewer faculty members raised the issue with their Chair/Director, two fewer raised it with their Dean and two fewer faculty shared the concern with an external advisor. Instead, they resolved their concerns informally and achieved efficient and effective results for themselves and the University.

Significantly, demonstrating the value in faculty consulting with the Ombuds, eight faculty members decided not to act at all after consulting. Faculty shared this insight about how consulting with the Ombuds Office improved their situation.

Consulting with the Ombuds Improved Faculty Situations AY 2024-25

Category	Value
Changed Outcome	9
Managed Conflict	10
Handled Unwanted Behavior	4
Improved Understanding About University Policy/Practice	13
Enhanced Productivity	4
Removed Interference from Work	0
Increased Positivity About Work	6
Changed Workplace Dynamics	3
Repaired Relationships with Colleagues	0
Feeling Empowered	13
Feeling Understood	18

TESTIMONIALS

"The Ombuds Office listened, investigated, shared appropriate findings, and continued to follow up with me. It is essential for Villanova faculty to voice concerns without fear of retaliation."

"The Ombuds was kind, professional and genuinely listened to my concerns."

"I have worked with the Ombuds Office on various issues, and I have always found it to be fair, informative, and supportive."

"The VU Ombuds office provides a mechanism for faculty to talk through concerns without fear of reprisal. The are few "safe spaces" at Villanova outside of the Ombuds office."

"Megan provided an opportunity for me to talk openly about concerns and things that I have not really been able to talk with anyone else about, based on my role. So, it was super helpful to get an unbiased perspective and some guidance on how to approach several difficult situations that I was working through."

DISTRIBUTION OF FACULTY CONCERNS

The 328 concerns raised in AY 2024-25 had the following distribution, as analyzed by the Ombuds Office.

Subject Area of Concerns

23

77

- ■ Employment
- ■ Academic

Scope of Concerns

54

46

- ■ Systemic
- ■ Individual
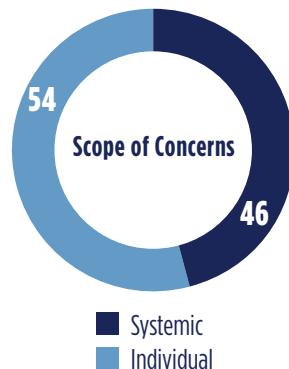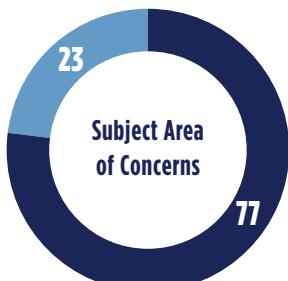
Most issues related to employment (77%), as they did in AY 2023-24. Systemic concerns leveled off at 46%, after nearly doubling from 33% in AY 2022-23 to 59% in AY 2023-24. This represents stabilization of employment issues affecting faculty in a widespread manner.

Bias Concerns

16

84

- ■ No
- ■ Yes

Nature of Concerns

41

59

- ■ Relational
- ■ Procedural
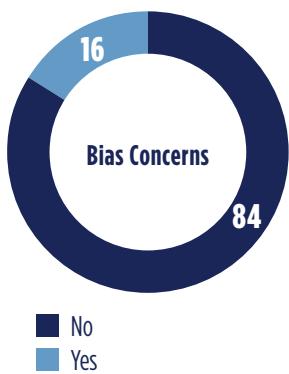
Most concerns did not involve bias this year (84%) again, as categorized by the Ombuds and as faculty reported in their own feedback. Over the years, bias concerns have hovered between 10 and 20%. Most concerns this year were procedural (59%): a reversal of the consistent theme of relational concerns.

Type of Concerns

33

67

- ■ Intradisciplinary
- ■ Interdisciplinary

Origin of Concerns

33

39

28

- ■ University
- ■ Department
- ■ College
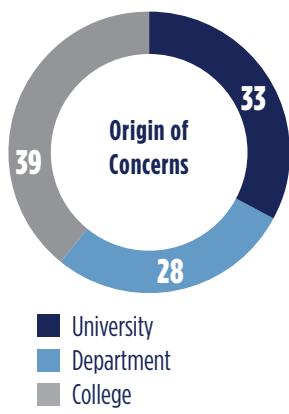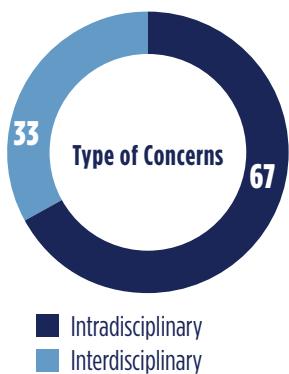
Over two-thirds (67%) of the concerns raised this year were intradisciplinary, and well over a third (39%) stemmed from the college level. The fewest (28%) concerns were attributable to the department level, which is the inverse of AY 2023-24, when the most concerns (45%) arose there.

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.

As analyzed by the Ombuds Office, Evaluative Relationships dominated the concerns this year (121), which it has historically done. Career Progression (49), with the second highest number of concerns, has also been a top concern in the past two years, with 57 and 56 concerns, respectively. The next highest number of concerns arose in the area of Compensation (48), which is a new category of significance. Values (42), ranking fourth, had only 30 concerns previously. Notably, Colleagues, Legal and Organizational each had around 20 concerns, while two categories had de minimis concerns: Safety and Services.

Faculty Concerns by Uniform Reporting Category AY 2024-25

Category	Count
1. Compensation and Benefits	48
2. Evaluative Relationships	121
3. Peer and Colleague Relationships	19
4. Career Progression and Development	49
5. Legal, Regulatory, Financial and Compliance	18
6. Safety, Health and Physical Environment	6
7. Services/Administrative Issues	3
8. Organizational, Strategic and Mission Related	22
9. Values, Ethics and Standards	42

TESTIMONIALS

"The Ombuds effectively addressed the facility's concerns promptly when they had been ignored by my department."

"The Office helped me with a much-needed strategy in handling challenging faculty behavior."

"Whether as a leader in faculty governance looking for tools to support the needs of faculty or a faculty member investigating employee processes, our Ombudsperson Meg Willoughby has been an extraordinarily helpful resource for our faculty and me, personally. The Ombuds Office is a wonderful and much-needed benefit for Villanova faculty."

Faculty who provided feedback to the Ombuds Office categorized their concerns as mainly arising in the Colleague and Evaluative Relationship categories, as well as in Values, Compensation and Organization. This result is similar to the high-ranking categories as assessed by the Ombuds Office.

Faculty Perceived Concerns by Uniform Reporting Category AY 2024-2025

Category	Value
1. Compensation and Benefits	8
2. Evaluative Relationships	11
3. Peer and Colleague Relationships	16
4. Career Progression and Development	4
5. Legal, Regulatory, Financial and Compliance	5
6. Safety, Health and Physical Environment	4
7. Services/Administrative Issues	4
8. Organizational, Strategic and Mission Related	7
9. Values, Ethics and Standards	9

TESTIMONIALS

"The Ombuds has been an extraordinary resource during several difficult situations. She offered clear guidance on university policies, conducted research to help me understand my options, connected me with the right people, and—perhaps most importantly—helped me develop practical coping strategies to navigate ongoing challenges. Her calm, respectful, and knowledgeable presence has made a meaningful difference in how I've been able to approach and manage institutional stress. I'm deeply grateful for her support and for the vital role she plays in our community."

"Meg helped me to feel better about my situation. She was warm, caring, and listened carefully. She offered great suggestions and followed up on my questions."

"The meeting was relaxed and informal and really helped me identify specific issues and a potential path forward."

"I approached the Ombuds with a sensitive issue that affects the Villanova community widely and exposes the University to considerable risk. Most leadership did not take the issue seriously and had downplayed it to me for years. When I saw students being affected by the same issue, I raised it with the Ombuds and immediately found new pathways to creating change and providing a safer, more inclusive and supportive community. We are not done, but important work has begun."

"Before meeting with Meg, I wasn't fully aware of the options available to address the situation. Our conversations helped me feel heard and validated, and more importantly, helped me identify constructive paths forward. While there was a period when I seriously considered resigning, positive changes have since been implemented to address the behavior and underlying concerns. I can say with confidence that I would not have remained at Villanova long enough to witness these improvements without Meg's support, guidance, and consistent presence."

FACULTY USE OF OMBUDS OFFICE

Faculty initiated 31 matters in the fall semester, with four visitor matters resuming from AY 2023-24, which amounted to 35 total matters addressed in the fall. Faculty raised slightly fewer matters in the spring semester (26). This mirrors the pattern of matters raised by faculty in AY 2023-24.

Ombuds Office Caseload AY 2024-2025

Legend: new matters, pending matters, resolved concerns

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
new matters	13	5	7	6	4	4	3	5	8	6
pending matters	13	15	22	27	23	20	23	28	28	28
resolved concerns	3	0	1	8	7	0	0	8	6	19
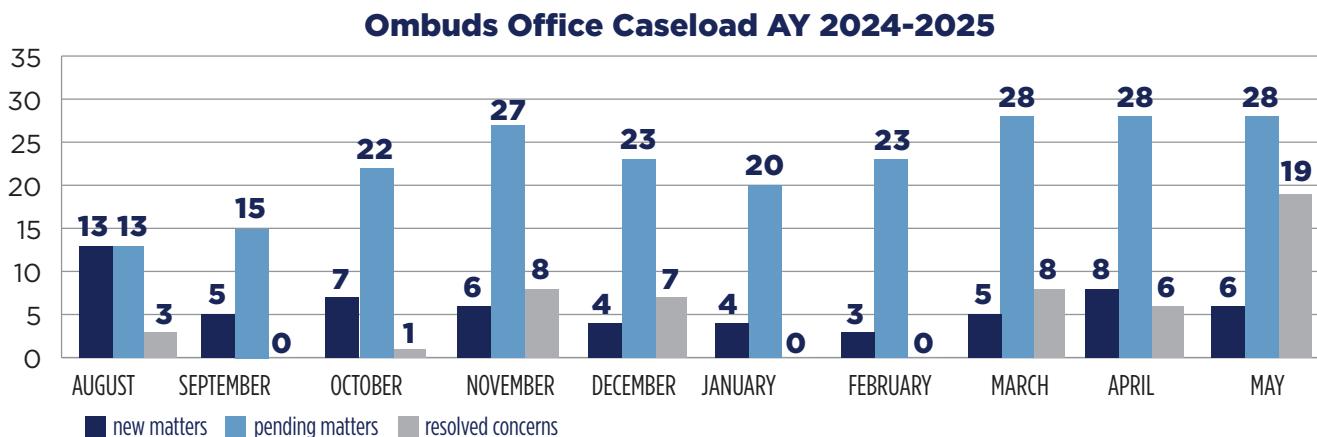
Faculty from all University colleges utilized the Ombuds Office this year. On average, four individual faculty from the same department raised independent matters with the Office throughout the year. In some instances, one to three faculty members of a department, or more than five individual faculty members from the same department, raised a matter this year. This year, 60% of faculty visitors were first-time users of the Ombuds Office.

Consulting faculty profiles varied by position, tenure status and leadership role: professors, non-tenure track faculty, and those not currently holding leadership roles used the Ombuds Office the most.

Position of Consulting Faculty AY 2024-25

Professor	Associate Professor	Assistant Professor	CNT	Other Roles (Visiting, Adjunct, Post-Doc)
16	13	8	14	10
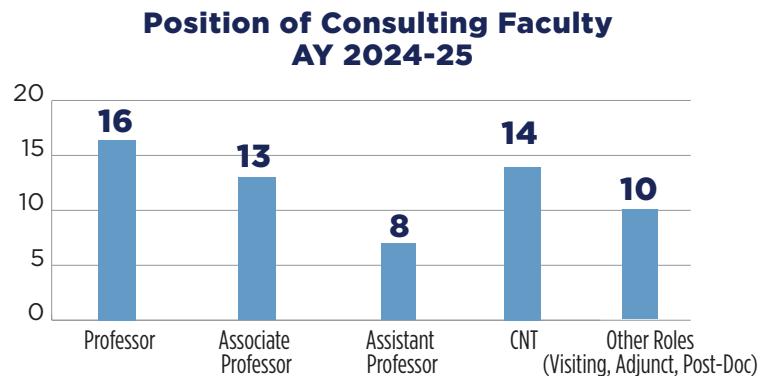
Tenure Status of Consulting Faculty

Tenured	Tenure Track	Non-Tenure Track
24	12	25
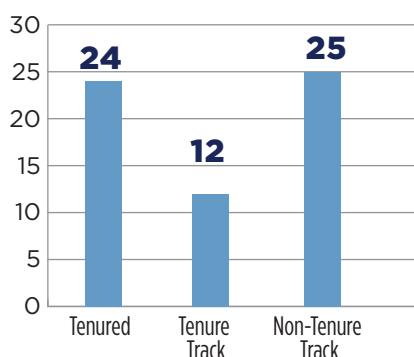
Leadership Role of Consulting Faculty

Faculty Leadership	Faculty
25	36
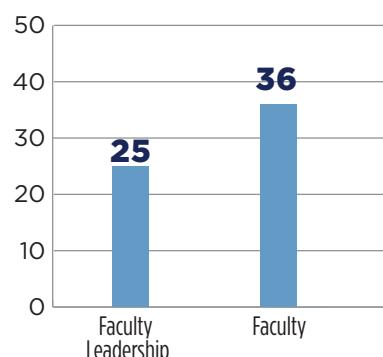
FACULTY PERSPECTIVE

While the Ombuds Office conducts a variety of outreach, most faculty (15) reported learning about the resource from a colleague.

Faculty Awareness of Ombuds Office AY 2024-2025

Category	Value
Presentation from the Ombuds	5
Previous Consultation with the Ombuds	5
Knowledge of Ombuds Role Available at Other Institutions	3
Referral from Another University Office	0
Involvement in Developing the Ombuds Office	1
Colleague Recommendation	15
Written Materials from the Ombuds Office	0
Internet Search	1
Other	3
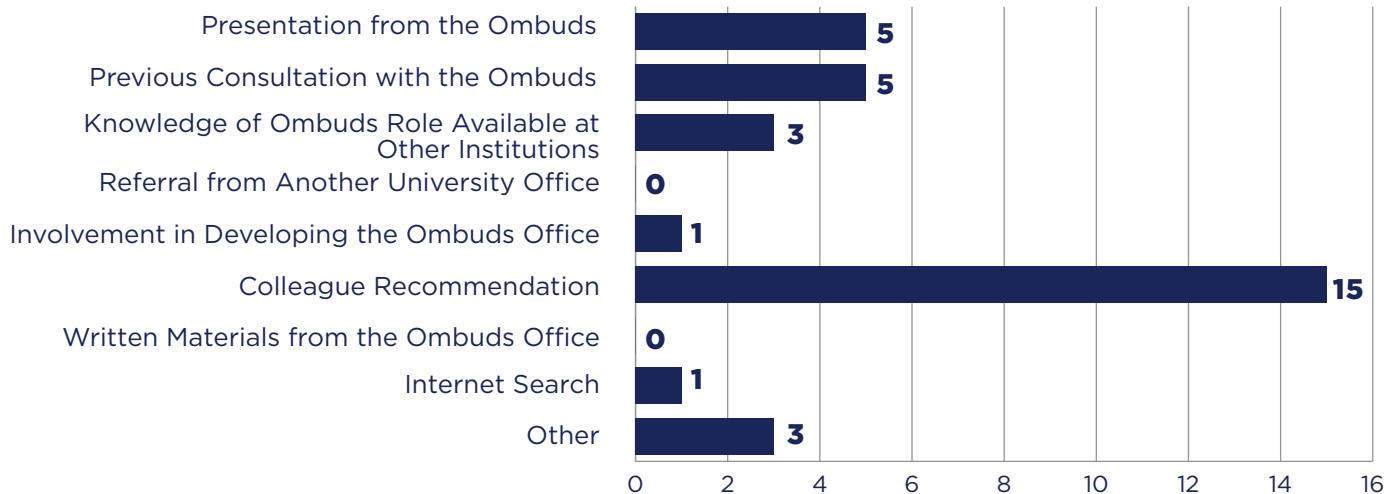
The Ombuds Office is engaged in raising greater awareness of this resource. The Ombuds has consulted across campus, including with Faculty Congress, the Provost's Office, Villanova Initiative to Support Inclusiveness and Build Leaders, and Villanova Institute for Teaching and Learning. The Ombuds regularly presents on 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.

Intention to Consult with Ombuds Office for Future Concerns

- 78
- 7
- 10
- 0

Legend:
- Yes
- No
- It depends
- Other

Intention to Recommend Ombuds Office to Colleagues with Concerns

- 75
- 3
- 19
- 3
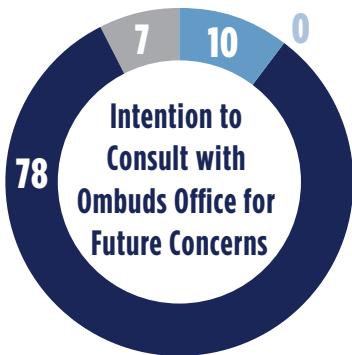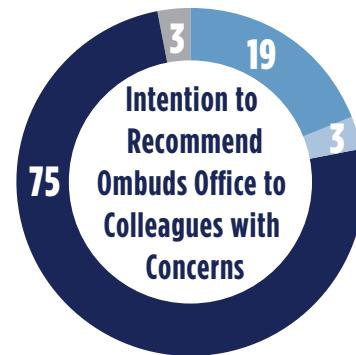
Legend:
- Yes
- No
- Already did
- Other

Faculty report understanding how the Ombuds Office operates with informality, impartiality, independence and confidentiality. As demonstrated in their testimonials, they share that it improved their situations and led to resolving their concerns. They plan to use it again to resolve a conflict and recommend it to colleagues who have concerns. Overall, they report having been positively impacted by using the Ombuds Office to resolve their conflicts.

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)
....
....

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)
....
....

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)
3.e **Communication** (quality and/or quantity of communication)
3.f **Bullying, Mobbing** (abusive, threatening, and/or coercive behaviors)
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)
....
....

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)

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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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