

2022-2023

Office of the University Ombuds Annual Report



EMORY
UNIVERSITY

Office of the
University Ombuds

Letter from the University Ombuds

Dear Colleagues:

As we enter our fourth year, we celebrate having facilitated nearly 1,600 sessions with over 1,700 individual visitors. We feel privileged to be trusted by so many seeking constructive conflict resolution across our institution. Although still in our formative stages, we have established ourselves as an integral part of the organizational culture, known for fairness, integrity, and treating all our visitors with dignity and respect.

This year has evidenced remarkable growth in our office's utilization, with a 50% increase in new visitors. This dramatic rise in individuals seeking advice, mediation, and pathways to enhance communication reflects the proactive spirit of our community in resolving concerns.

The Annual Report for AY' 2022-2023 highlights significant themes identified during our interactions this year, including notable challenges related to change management and the evident desire for enhanced feedback mechanisms and psychological safety among many in our community. A prevailing trend has been the pursuit of an organizational climate conducive to candid dialogue and mutual respect, reinforcing the value of every voice being heard and respected. Emory's motto, "The wise heart seeks knowledge," serves as our guiding principle in fostering a leadership and organizational culture, that prizes learning, curiosity, inclusivity, and the embrace of diverse perspectives.

We have observed a sense of urgency and a desire for a more inclusive, considerate leadership and management style, with many echoing the need for more attuned and inclusive decision-making processes. Our report endeavors to shed light on these crucial themes, providing insights and possible pathways forward, anchored in mutual respect, understanding, and shared values. We hope that you find the revelations of our AY' 2022-2023 Annual Report enlightening and instrumental.

I would like to acknowledge and thank the Ombuds team members, Brian Green and Karen Brooks, for working diligently to design the technology to collect the data, for their contributions in analyzing, writing and designing this annual report, and for their overall commitment to this critical work.

Thank you to the Emory community! It is a privilege to serve you and to support this valuable mission and Emory's vision of an engaged and meaningful work environment that reinforces the One Emory approach. As always, we stand as a sanctuary for concerns and queries; if you find yourself in doubt or in need of guidance, we are here to listen, understand, and assist.

Best Regards,

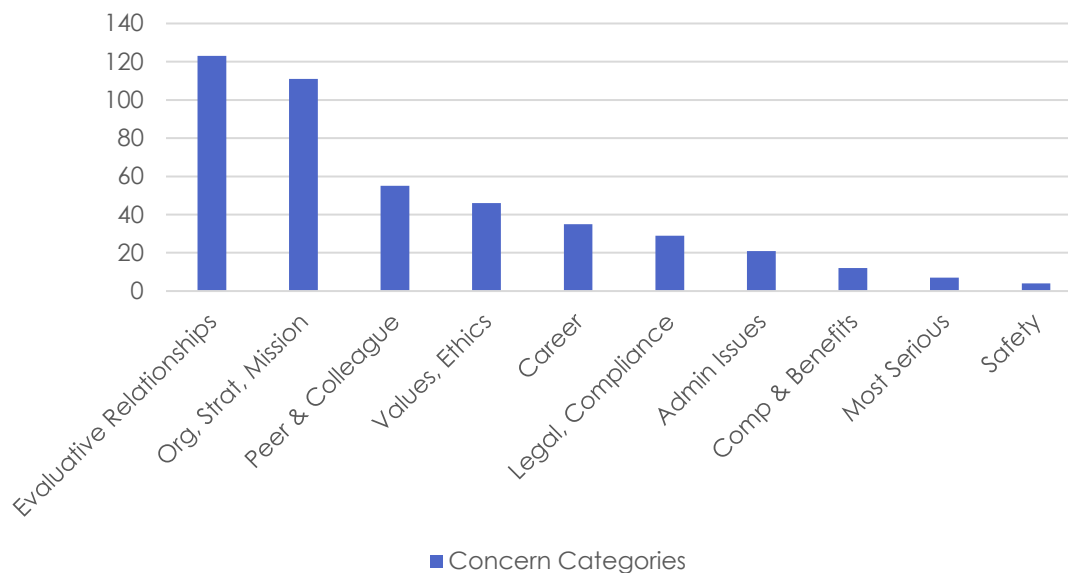
Lynell Cadray

University Ombudsperson & Sr. Advisor to the President

Visitors by the Numbers

The Office of the Ombuds saw a dramatic increase in visitors in AY'2022-23 (Sept. 1, 2022, to August 31, 2023). A total of 455 individual visitors¹ brought concerns to the Ombuds Office, with a total of 562 separate visits. These numbers constitute a 50% increase in visitors and a 37.5% increase in visits over AY' 2021-22. Visits peaked in March 2023 (with 104 visits that month alone). Most visits (75%) were conducted virtually, but we did see a significant increase in in-person visits from years prior (14%, compared to approx. 6% total from Sept. 1, 2021-Aug 31, 2022).

Fig. 1: Concern Categories



Top Concerns

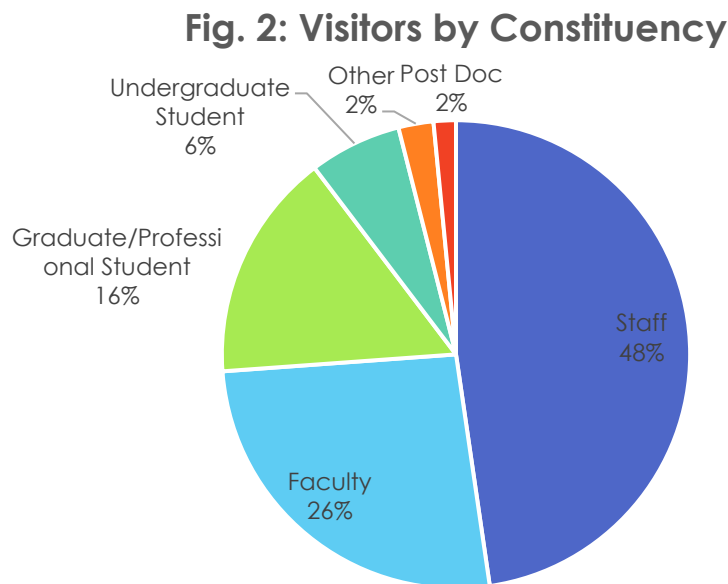
The Ombuds Office categorizes visitors' concern according to the International Ombuds Association (IOA)'s Uniform Reporting Categories (see Appendix). Since opening our office, a pattern has emerged in our top concerns categories, with *Evaluative Relationships* (conflicts between individuals in hierarchical relationships, such as faculty-student or manager-direct report), *Organizational* (concerns about the general direction or environment of a group), and *Peer & Colleague Relationships* (interpersonal conflicts and misunderstandings) consistently being the

¹ The Office of the Ombuds defines a "Visitor" as any individual bringing a separate concern to our office. Individuals who return for multiple visits on the same concern are not counted as separate visitors. However, if an individual returns with a separate concern, they are counted as a new visitor.

top three categories. AY' 2022-23 was no different. However, the order did shift this year, with *Organizational* concerns increasing over *Peer & Colleague* concerns. Though more data is needed, the continued presence of *Organizational* concerns suggests that Emory still faces challenges with respect to group dynamics despite the waning impact of COVID-19.

Visitor Profiles

The Office of the Ombuds tracks visitors by constituency (Faculty, Staff, Graduate/Professional Student, and Student) to identify concerns specific to these groups. In AY' 2022-23, we saw visitors from all groups in similar proportions to previous years:



Constituency

As in 2021-22, 48% of our visitors were staff, 26% were faculty (a slight increase over last year) and 22% were students (a slight decrease in overall percentage). Numerically, all constituency categories increased: staff from 145 to 217, faculty nearly doubled from 67 to 119, and students (both graduate and undergraduate) increased from 84 to 101 total. Undergraduate students especially continue to lag behind in visitors, a fact which may be reflective of how many resources currently serve undergraduates as compared to other groups.

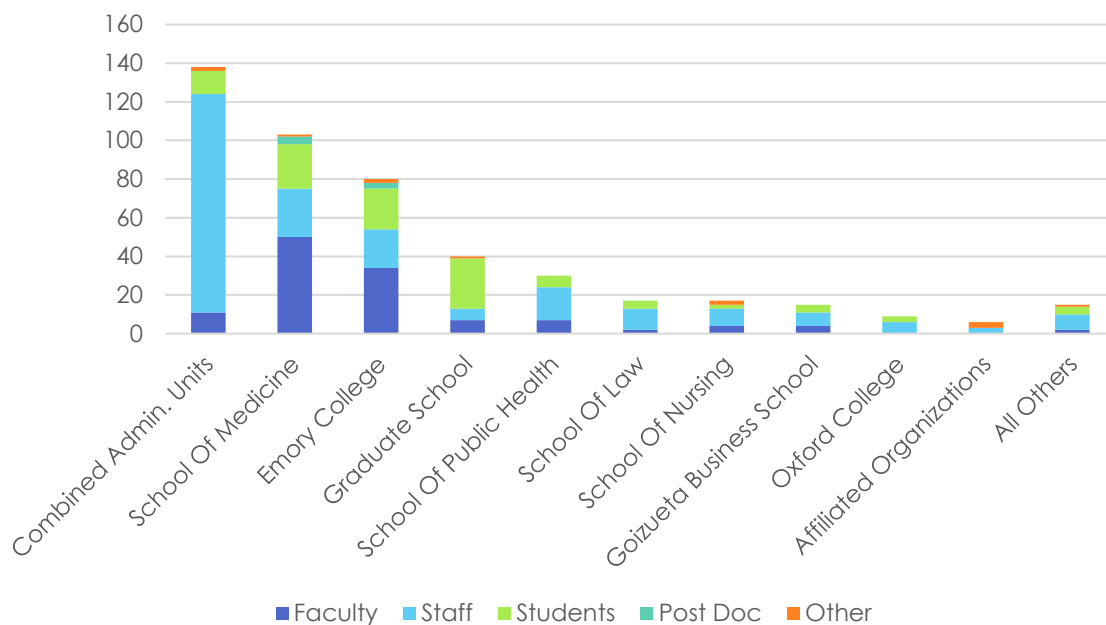
Administrative and Academic Units of Concern

This year, the Ombuds Office made significant changes to our data processes to align our Annual Report with Emory's administrative divisions. These changes allowed us to better distinguish administrative units and reveal areas of concern

with greater precision. Also, we adjusted these numbers to not simply show where the visitor was from, but to track the object of visitors' concerns.

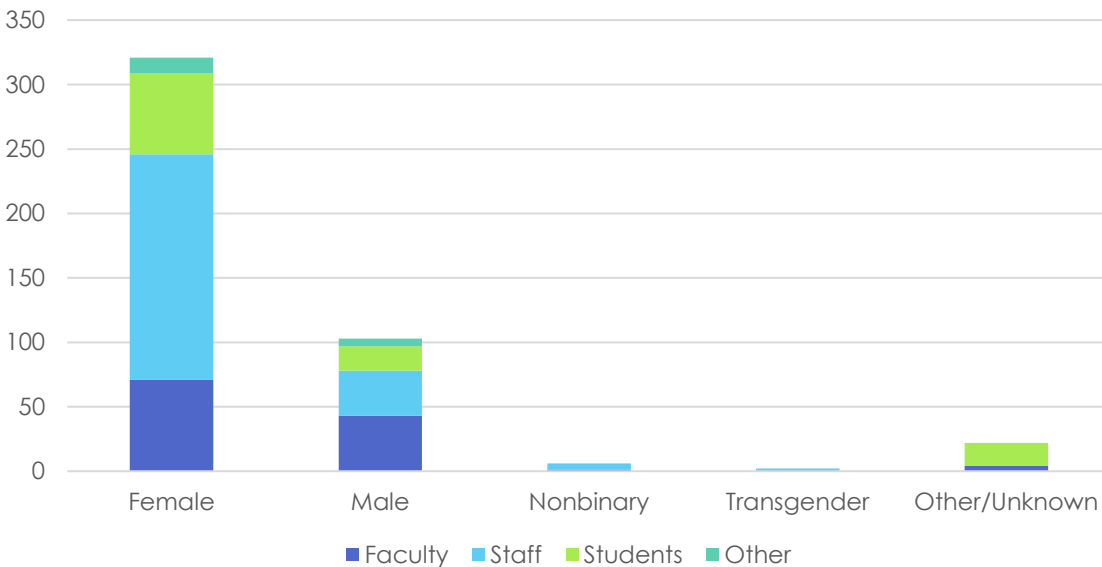
In 2022-23, Combined Administrative Units accounted for just over 30% of our visitors, the overwhelming majority of whom were staff. Our top Academic Division was the School of Medicine, with almost a quarter (23.6%) of all visitors raising concerns involving the SOM. Notably, just under half of visitors raising concerns about the SOM were faculty. Emory College remained in second place with almost 18% of total concerns, a slight decrease in percentage from last year (though still an increase numerically).

Fig. 3: Visitors by Administrative/Academic Units (and Constituency)



Gender Identity

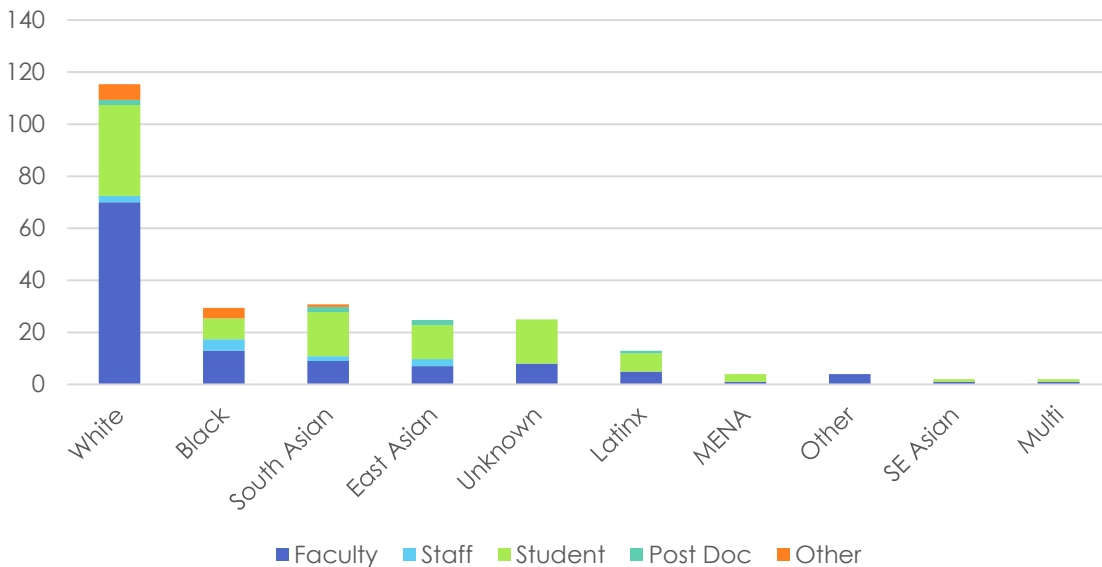
A high percentage of our visitors in 2022-23 were female, consistent with prior years: 70.5%, compared to 22.6% male and approx. 2% transgender or non-binary. These numbers exceed Emory's relative proportions of gender: according to the Office of Institutional Research, 60.9% of Emory's population identifies as female, compared to 39.1% male. This suggests that the number of female-identifying visitors to our office is significantly greater than should be expected given Emory's gender makeup.

Fig. 4: Visitors by Gender Identity

Top concerns among female visitors were *Evaluative Relationships* (32% of concerns brought by women—the same percentage as AY 2021-22); *Organizational* concerns (21%, a significant increase from last year), and *Peer/Colleague Relationships* (12.5%, approximately the same). Among male visitors, top concerns were *Evaluative Relationships* (27%), *Organizational* (20%), and *Values, Ethics, and Standards* (12.6%).

Race/Ethnic Identity

The Percentage of white/European descent visitors to our office climbed back to 49%, up from 45% last year. This percentage roughly tracks with the overall Emory population (48% white). 24% of our visitors identified as Black/African American, a decrease in percentage from last year (32%) but still higher than the proportion of the Emory population (20.2%). Visitors who identified as South Asian (7%), East Asian (6%), and SE Asian (.07%) comprised roughly 14% of our total visitors, significantly below the proportion of the Emory population that so identifies (24.3%). Visitors of Hispanic background composed approx. 4% of our total visitors, also lower than the Hispanic-identifying proportion of the Emory population (7.3%). Top concerns among all ethnic backgrounds were *Evaluative Relationships*, *Organizational*, and *Peer & Colleague* concerns.

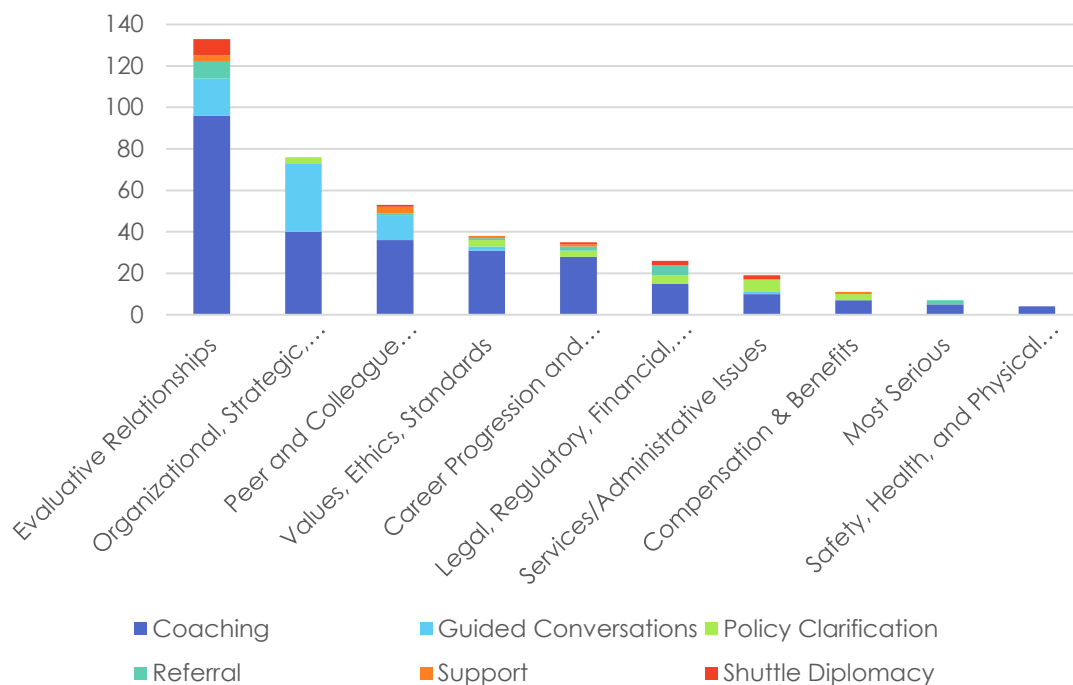
Fig. 5: Visitors by Race/Ethnic Identity

A very significant majority (77%) of Black-identifying visitors were Emory staff, while 12% were faculty and only 7% were students (all graduate/professional). White-identifying visitors were also often staff (50%), while 15% were faculty and 15.5% were students (both graduate and undergraduate). A significant percentage (41%) of undergraduate students identified as South Asian.

Outcomes

Outcomes tracked by the Ombuds Office include coaching (providing guidance about conflict approaches, including conflict analysis), guided conversations (guided conversations between individuals or groups, including mediations), shuttle diplomacy (acting as an intermediary), referrals (connecting visitors to applicable resources), support resources (providing self-help information), and policy clarification.

Fig. 6: Outcome by Concern Category



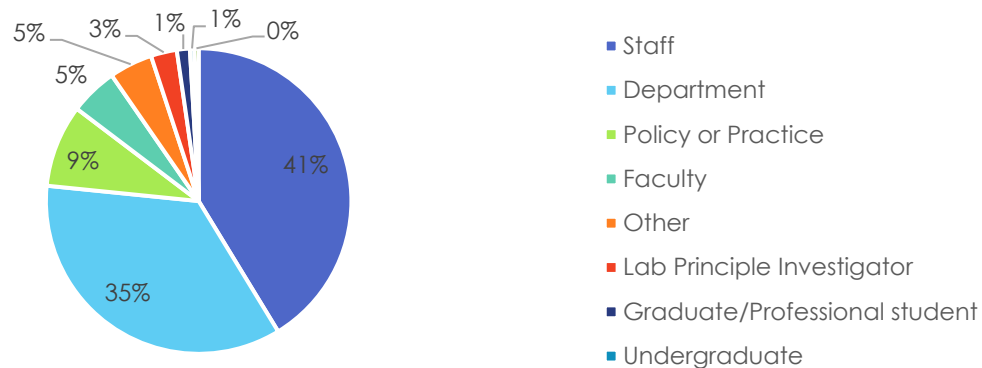
As in past years, the most common outcome in 2022-23 was coaching (60% of all visitors), followed by guided conversations (13%). However, Fig. 6 shows that the majority of our guided conversations happened within the top three concern categories, with the highest proportion in *Organizational* concerns.

Digging Deeper: Visitor Roles

This year, we added two dimensions to our data collection (1) “visitor role” which identifies the position of the visitor relative to the other parties to their dispute, and (2) “person of concern,” which identifies the constituency of those other parties. These dimensions give us additional depth to identify patterns among the subjects and objects of visitors’ concerns, which we can then further break down according to divisions, constituencies, and demographic identities for more insights.

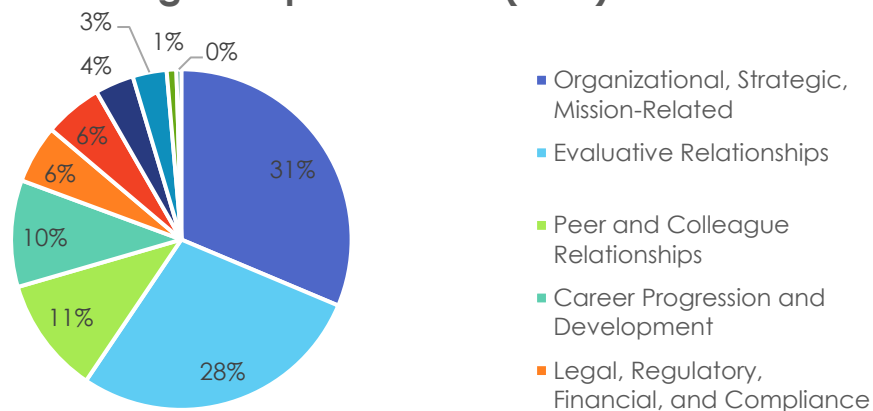
Examining staff complaints demonstrates the power of these insights. As in years past, staff visitors were our top Constituency, with 217 total staff visitors (49% of our total). Now, we can see that staff (to take one example) most often raised concerns about other staff (90 total, or 41 % of staff concerns):

Fig. 7: Person, Unit, or Policy of Concern (Staff)



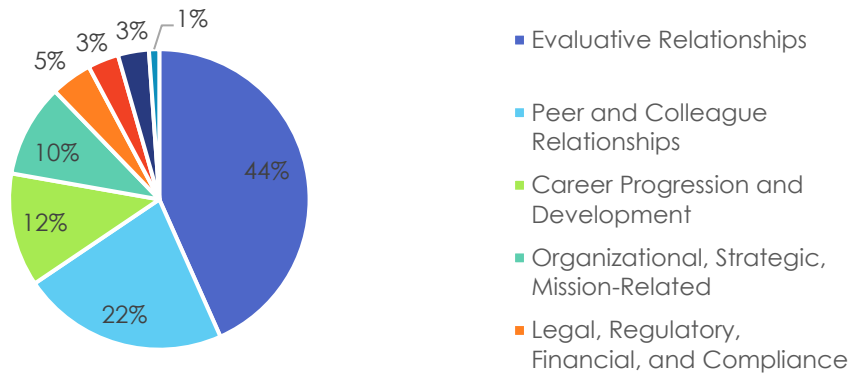
We can also see that the top concerns among staff were “*Organizational, Strategic, Mission-Related*” (31%) with *Evaluative Relationships* a close second (28%):

Fig. 8: Top Concerns (Staff)



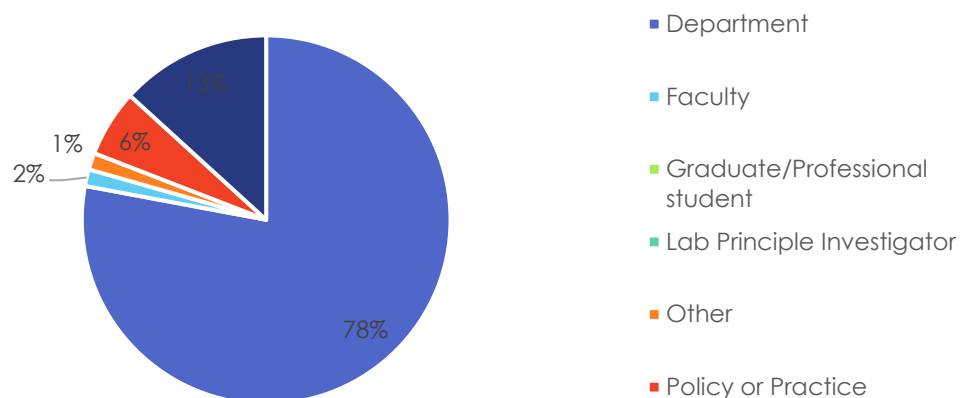
This might seem to suggest that staff had significant concerns about other staff involving *Organizational, Strategic, or Mission-Related* issues. In fact, nearly half of staff concerns about other staff involved *Evaluative Relationships*, followed by *Peer & Colleague Relationships*:

Fig. 9: Top Concerns (Staff with Other Staff, n = 90)



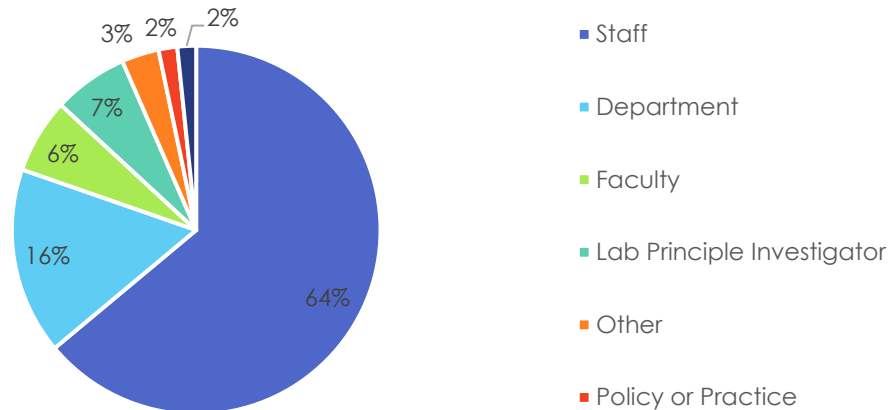
While staff concerns about *Organizational, Strategic, or Mission-Related* issues most often involved departments:

Fig. 10: Staff Org, Strategic, & Mission-Related Concerns (n = 68)



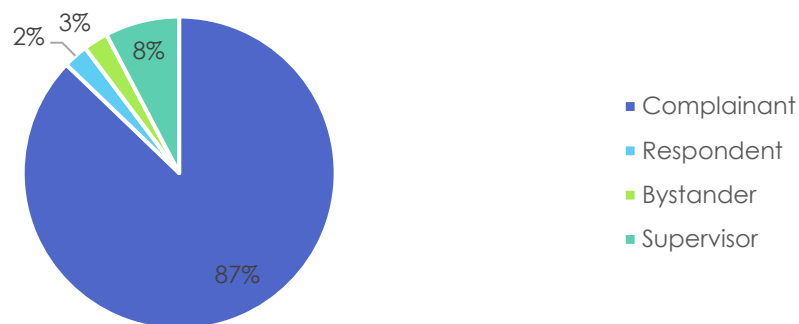
Likewise, we can see that while most *Evaluative Relationships* concerns brought by staff involved other staff, a significant percentage (16%) concerned the entire department:

**Fig. 11: Staff Evaluative Relationship Concerns
(n = 61)**



Finally, by overlapping “visitor Role” and “Object of Concern” with *Staff Evaluative Relationship* concerns involving other staff, it becomes clear that the overwhelming majority of *Evaluative Relationship Concerns* between staff were brought by direct reports about their supervisors:

**Fig. 12: Staff Visitor Roles in Evaluative
Relationship Concerns
(n = 39)**



On the other hand, this analysis also reveals that direct report staff complaints about their managers are a small portion of overall staff concerns. Only 15.6% of staff raised *Evaluative Relationship* concerns about their managers, significantly

less than *Organizational* concerns about departments (53, or 24.4% of staff concerns).

Overall, this kind of analysis allows us to see that Staff top concerns were: *Organizational* concerns about departments, *Evaluative Relationship* concerns about supervisors, and *Peer and Colleague Relationships* about fellow staff. Together, these combined Concern Categories and Objects of Concern constitute 52% of total staff concerns (112 of 217).

Themes and Patterns

Over the past year we have noted some recurring themes and patterns that have surfaced. Below we provide a succinct overview of two of those themes:

challenges with change management and **a sense of being unheard**. Our hope is that by delineating these patterns we can foster a deeper understanding and awareness of the underlying issues and areas necessitating attention and action within our community.

Challenges with Change Management

This academic year has underscored pressing challenges with Change Management, evidenced by a notable increase in *Organizational* concerns. Most prominent among these are concerns related to “*Organizational Climate*”—issues reflecting organizational morale and functionality. These issues are prevalent in departments that have undergone significant restructuring and leadership transitions.

Many of these concerns emanate from alterations in organizational structures, with staff expressing discontent primarily over shifts in leadership styles and perceived abrupt policy modifications. Often, these shifts are perceived as a move from a collaborative environment to a more assertive, hierarchical culture, triggering distress among staff. A perceived absence of inclusive decision-making has left staff feeling rushed into adapting to new changes, creating unrealistic expectations and escalating frustrations. This sense of hurried change, coupled with disagreements over new policies, has fueled tensions, resulting in low morale, high turnover, and pervasive frustration among the groups raising these concerns. Managers, too, have articulated issues with change management, especially those “caught in the middle” between upper leadership and front-line staff. The rise in such issues suggests an urgent need for refined and empathetic change management strategies.

To counter this, leadership might consider implementing transparent, inclusive change management processes, focusing on clear communication and, where possible, allowing for collective input, if not decision-making. Additionally, while these concerns were not explicitly related to diversity, concerns about bias were a common underlying theme of these visits. As such, a renewed focus on mindfulness of bias, even perceived bias, may help managers avoid such pitfalls. Addressing these needs can alleviate feelings of discontent, cultivate mutual respect and collaboration, and enhance the overall well-being and productivity of the Emory community.

A Sense of Being Unheard

One of the most articulated concerns was also one of the most basic: the fundamental desire to be heard. Visitors seek the Ombuds Office when conventional channels become untenable, often stemming from concerns of potential retaliation due to prevailing power dynamics or apprehensions surrounding formal processes. The underlying sentiment in these instances is a pervasive doubt that their concerns would receive due attention.

Many visitors find themselves stranded in a communication vacuum, unable to articulate dissent², discuss challenges, admit failures, or propose actionable ideas, resorting instead to latent or displaced dissent. This often correlates to accommodating or avoidant conflict styles, brewing dissatisfaction, frustration, and withdrawal over time. The prevailing circumstances underscore a critical need to bolster expressive avenues and to cultivate an environment of psychological safety and candid feedback, aligning with Emory's motto, "The wise heart seeks knowledge". Amy Edmondson's framework can guide us in establishing input

² Kassing (1997) describes three types of dissent in organizations as follows:

Articulated dissent. Articulated dissent occurs when employees express their dissent within organizations to audiences that can effectively influence organizational adjustment. Employees articulate their dissent when they believe they will be perceived as constructive and their dissent will not lead to retaliation. Thus, articulated dissent occurs in the constructive/low-retaliation condition. Articulated dissent involves expressing dissent directly and openly to management, supervisors, and corporate officers.

...

Antagonistic dissent resembles what Gorden (1988) described as active-destructive voice. Antagonistic dissent is a reaction that incorporates elements of voice and neglect. Employees engaging in antagonistic dissent want to change their organizations from within but do so for very selfish reasons and in rather ineffectual ways. Therefore, their efforts to bring about change can be considered neglectful.

...

Displaced dissent. Displaced dissent occurs when employees believe their dissent will be perceived as adversarial and will likely lead to some form of retaliation. Thus, displaced dissent occurs in the adversarial/high-retaliation condition. Displaced dissent occurs when employees choose to express their dissent to external audiences, to ineffectual internal audiences, and in concert with other employees. External audiences include nonwork friends, spouses/partners, strangers, and family members. Employees will dissent to these audiences because the risk of retaliation is diminished. Ineffectual internal audiences include fellow coworkers who have no ability to address the dissent concern directly. Rather, internally displaced dissent occurs in gripe or bitch sessions with fellow coworkers. Displaced dissent does not directly reach effective audiences (i.e., supervisors, management) that can properly respond to disagreements or concerns.

Kassing, J. W. (1997). Articulating, antagonizing, and displacing: A model of employee dissent. *Communication Studies*, 48(4), 311-332. Retrieved from <https://login.proxy.library.emory.edu/login?url=https://www.proquest.com/scholarly-journals/articulating-antagonizing-displacing-model/docview/233196752/se-2>

structures like focus groups and cross-employee learning structures, particularly for staff, and accentuating the value of proactive inquiry and curiosity.

Training in leadership and management should encompass cultivating situational humility and recognizing the necessity for structured feedback mechanisms. Our leadership should exemplify a pursuit of knowledge and a willingness to invite participation, nurturing a culture where every voice is valued and heard. To further substantiate this initiative, conducting comprehensive 'psychological safety' surveys or focus groups can provide more robust data, enabling the identification and addressal of core concerns, and fostering a harmonious and inclusive organizational environment.

The Office of the University Ombuds can conduct psychological safety surveys, listening sessions, and facilitate discussions with groups to assess psychological safety and provide guidance and training on how to cultivate it. For more information, please contact the Office of the University Ombuds.

Appendix: Uniform Reporting Categories



INTERNATIONAL OMBUDSMAN ASSOCIATION Uniform Reporting Categories

VERSION 2
October 2007

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)
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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/departamental 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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