



EMORY
UNIVERSITY

Office of the
University Ombuds

Annual Report

2023-2024 Academic Year

September 1, 2023 to August 31, 2024

October 10, 2024

Message from the Ombuds

Dear Colleagues,

This year as we celebrate an important milestone for the Office of the Ombuds, our 5th Anniversary, we are faced with numerous challenges and levels of conflict; international conflict and how it impacts our own community at Emory and an extremely complex political environment in the US. Not to mention, our daily challenges related to fair processes, clear communication, equity and inclusion and respectful work environments.

How our actions impact others in our learning and living communities and how we engage in the workplace, are all topics that have required us to examine and reflect on how we manage meaningful dialogue and organizational conflict, so that everyone at Emory feels heard and seen. We hope to be able to work with the least distractions as possible. How, in a complex world, can we come to campus each day and focus on doing our absolute best work?

As we reflect and examine the work of the Office of the Ombuds at Emory, our goal is to make certain that our work is impactful in meaningful ways. First, that we have established a trustworthy resource and have assured our community that issues discussed with us are strictly confidential. Second, we have the capacity to address a wide range of issues, ensuring that your voices are heard and your issues are addressed in the most positive pathways forward. And third, we have been able to work behind the scenes to ensure that policies are updated and communicated in a timely manner to everyone, that patterns and trends of conflict behavior are addressed in appropriate ways, and that by addressing concerns as early as possible, we can resolve conflict before it spirals out of control.

In terms of outreach, we have connected with over 3,750 people within our Emory community through a variety of engagements. This year the office welcomed 421 individual visitors, who made a collective 556 separate visits. We are seeing a consistently high level of engagement with the Ombuds office, both from individuals and small groups seeking guidance, mediation, and pathways to enhance communication. This reflects the initiative-taking spirit of the Emory community in resolving all levels of conflict. I might note here that many of our visitors are repeat visitors and most of our new visitors come by recommendations from their colleagues.

This impactful and critical work would not be possible without the small team. Thank you to Brian Green, Associate Ombuds and Ren Brooks, Administrative Assistant who both work diligently each day to achieve our goals and to serve our community.

Thank you to our leadership teams for listening and understanding the importance of this work and thanks to our Emory community for entrusting us with your most vulnerable stories. It is a privilege to serve you and to support this valuable mission and Emory's vision of an engaged and meaningful collegial environment.





Ombuds Role

Established in 2019, the Emory University Ombuds Office (University Ombuds) was created with the support of various university groups and leadership. Our purpose is to support Emory's mission of teaching, research, learning, and service by providing a confidential space where members of the community can address concerns, questions, or conflicts in a productive way.

What We Do

The Ombuds Office is here to promote respect, civility, and ethical conduct across campus. We aim to prevent conflict by alerting university leadership to potential policy issues, identifying trends of concern, and recommending changes to university practices.

As an independent and neutral resource, the University Ombuds is open to all faculty, staff, and students who need a safe space to discuss issues, misunderstandings, or concerns that may not fall within formal university procedures.

We are here to help foster mutual respect and help resolve misunderstandings in a collaborative environment. The University Ombuds provides guidance on various university-related matters, offering confidential advice and informal support for anyone looking to address concerns—whether it's interpersonal conflict, questions about university policies, or broader systemic issues.

How We Help

As impartial third parties, University Ombuds are here to listen to concerns, provide referrals, and offer flexible options for addressing issues. Whether you are facing a dispute, navigating university structures, or simply seeking information, we can guide you in finding the best course of action. All discussions within the office are confidential and off-the-record, ensuring that visitors can speak freely without fear of repercussions.

Professional Standards

The University Ombuds follows the Code of Ethics and Standards of Practice set by the International Ombuds Association (IOA). This means the office is established as an independent entity, and our services are informal, impartial, and completely confidential. Our goal is to help resolve concerns outside of formal university processes, offering a resource for anyone looking for an alternative approach to conflict resolution.

Ombuds Professional Ethical Standards

- **Confidentiality.** Confidentiality is at the core of what we do. The University Ombuds does not keep records with personally identifiable information, and our ombuds do not confirm the identity of visitors or disclose details of conversations without permission. The only exception to this confidentiality is if there is an imminent risk of serious harm, or if required by law. Communicating with the Ombuds Office does not serve as formal notice to the university for legal or regulatory purposes.
- **Independence.** The University Ombuds operates independently from other university offices and is accountable only to the University President. This independence is key to maintaining our neutrality and ensuring that all visitors feel safe and respected.
- **Impartiality.** As an impartial third-party entity, the Ombuds Office does not take sides. We advocate for fair processes and ensure that all parties in a dispute are aware of their rights. We do not have a stake in the outcomes of any situations we help with, and if there's ever a potential conflict of interest, we disclose it immediately.
- **Informality.** Our role is strictly informal. We do not participate in formal investigations, make decisions, or take part in university disciplinary actions. Instead, we provide informal mediation, facilitate conversations, and work toward resolving issues collaboratively.

For more information about these standards, see the Emory University Ombuds [Charter](#) and the International Ombuds Association's [Standards of Practice and Code of Ethics](#).

A Safe Space for All

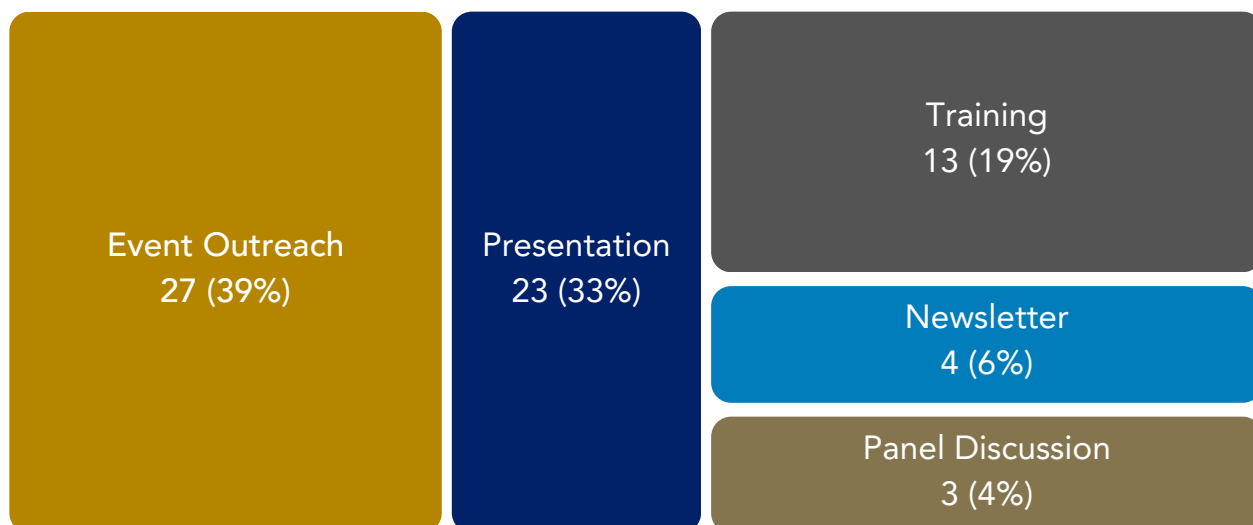
The Ombuds Office is a resource for everyone in the Emory community—faculty, staff, and students. We are committed to providing a space where individuals can bring their concerns without fear of retaliation. Our office serves as a bridge between university members and leadership, ensuring that issues are addressed with care, confidentiality, and respect.



Education and Outreach

The University Ombuds Office is deeply committed to connecting with individuals to build and strengthen partnerships, be a bridge of support, and help address institutional challenges. Through engagements such as trainings, presentations, town halls, and panels, we have connected with over 3,700 members of our Emory community.

To that end, we engaged in a total of 70 engagements across the university throughout the academic year. We participated in 27 (38.6%) event outreach activities, which provided rich opportunities for community interaction and relationship building. We performed 23 program education activities to help academic departments, staff units, and campus partners learn more about the ombuds role and function, including ways in which the office could be leveraged in new and unique situations. We also conducted 13 training sessions (18.6%) on a variety of topics, including civility, psychological safety, conflict resolution. We contributed to 4 newsletters (5.7%) and participated in 3 panel discussions (4.3%) to help foster dialogue on key issues.



Our Year in Numbers

This section will first look at the broad, aggregate data related to the non-attributorial characteristics of our visitors. We will then review the types of issues that were raised.

Total Visitor Breakdown

During the 2023-2024 Academic Year, the University Ombuds welcomed a total of 421 individual visitors, who made a collective 556 separate visits. This represents a slight decrease from last year, with 455 individuals visiting 562 times. While we observed a 7.5% drop in the number of individual visitors this year, the minor difference in separate visits (just six fewer visits) indicates a consistent level of engagement with the Ombuds office.

Figure 1A: Total Visits



Figure 1B: First Visits



Meeting Format

Two thirds of the visitors (415) engaged with the Ombuds office virtually this year. 16% (87) chose to meet face-to-face, 7% (38) talked over the phone, and just 3% (16) engaged by email.



Virtual: 75%



In Person: 16%



Phone: 7%

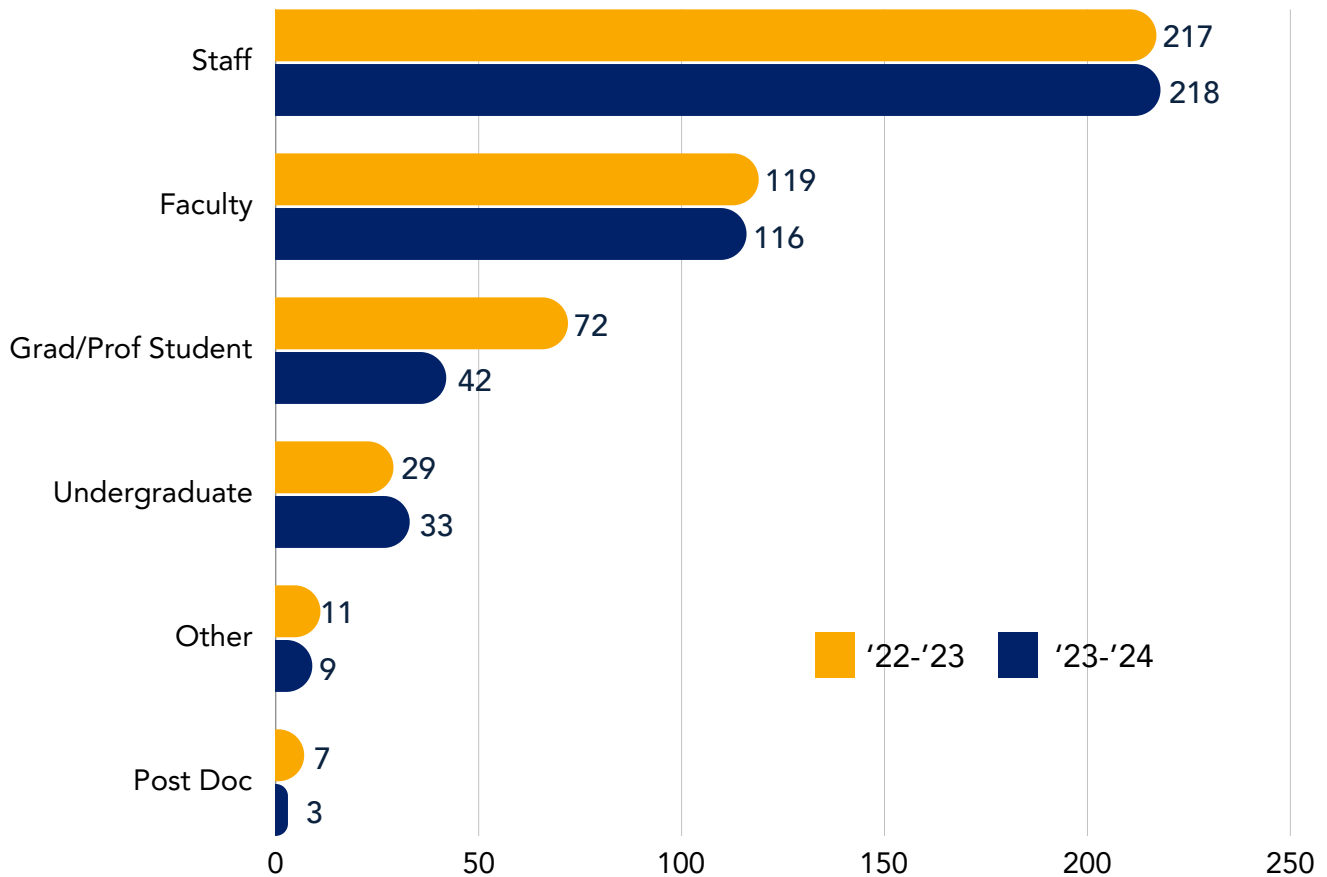
Visitor Constituency

A review of our constituency data reveals stable participation from staff and faculty members, with staff increasing slightly from 217 last year to 218 this year. Faculty saw a modest decrease from 119 to 116.

Graduate and professional student involvement experienced a significant drop from 72 to 42 (a 42% decrease) while undergraduate participation showed a positive uptick, rising from 29 to 33. Additionally, the "Other" category saw a slight decrease from 11 to 9, and postdoctoral involvement declined from 7 to 3.



Figure 2: Visitors by Constituency

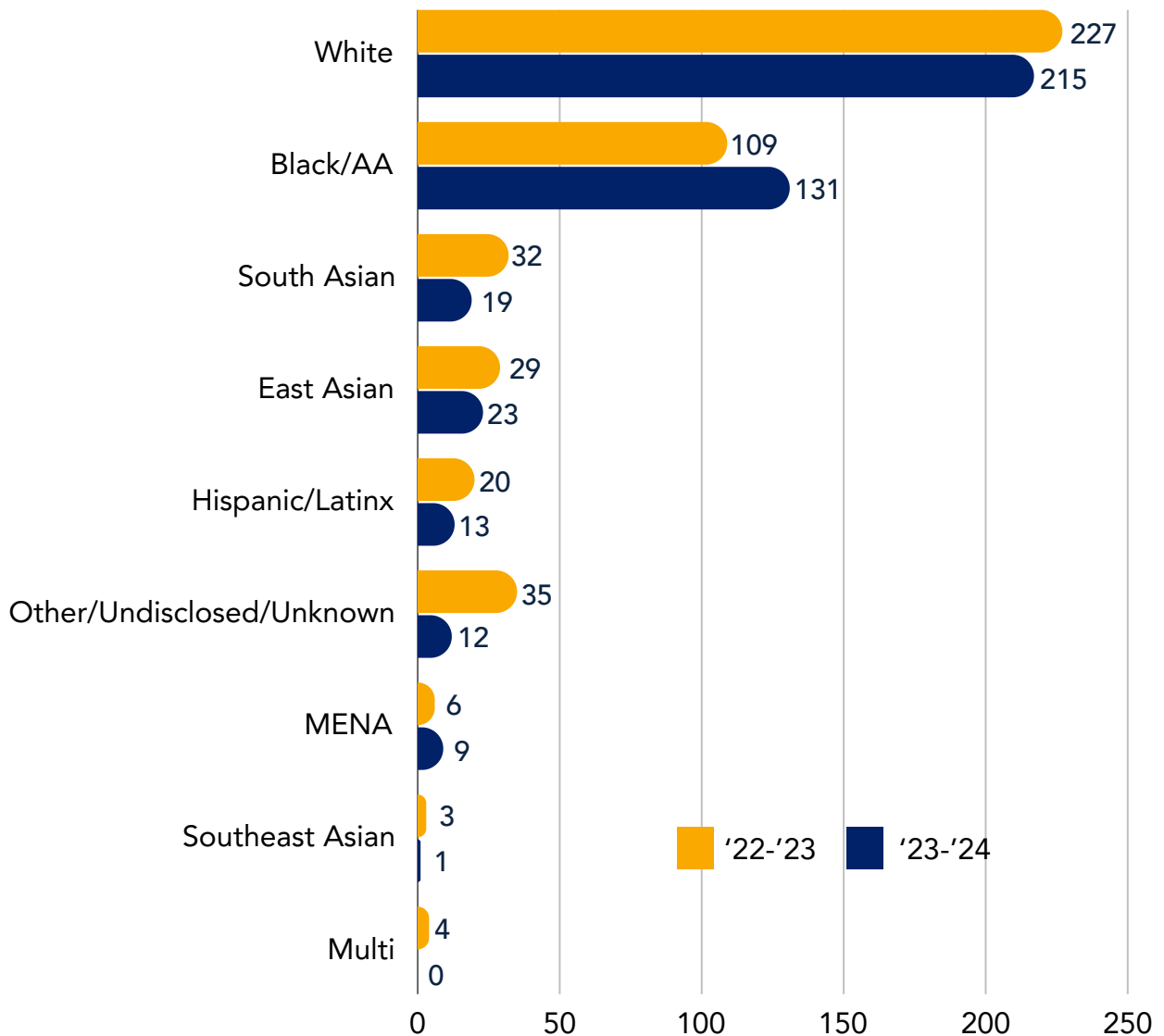


Visitors by Race and Ethnicity

The Ombuds Office remains committed to providing support and resources to all members of our community and continues to monitor and analyze visitor demographics to ensure we are meeting the needs of our diverse population.

The number of visitors identifying as White slightly decreased by 4% from 227 last year to 217 this year, while those identifying as Black or African American increased by 20% from 109 last year to 131 this year. The number of South Asian visitors decreased by 41% from 32 last year to 19 this year, and East Asian visitors decreased by 21% from 29 last year to 23 this year. Hispanic/Latinx visitors decreased by 35% from 20 last year to 13 this year. The number of Middle Eastern or North African (MENA) visitors increased by 50% from 6 last year to 9 this year; Southeast Asian visitors decreased by 67% from 3 last year to 1 this year; and visitors identifying as multi-racial decreased from 4 last year to 0 this year.

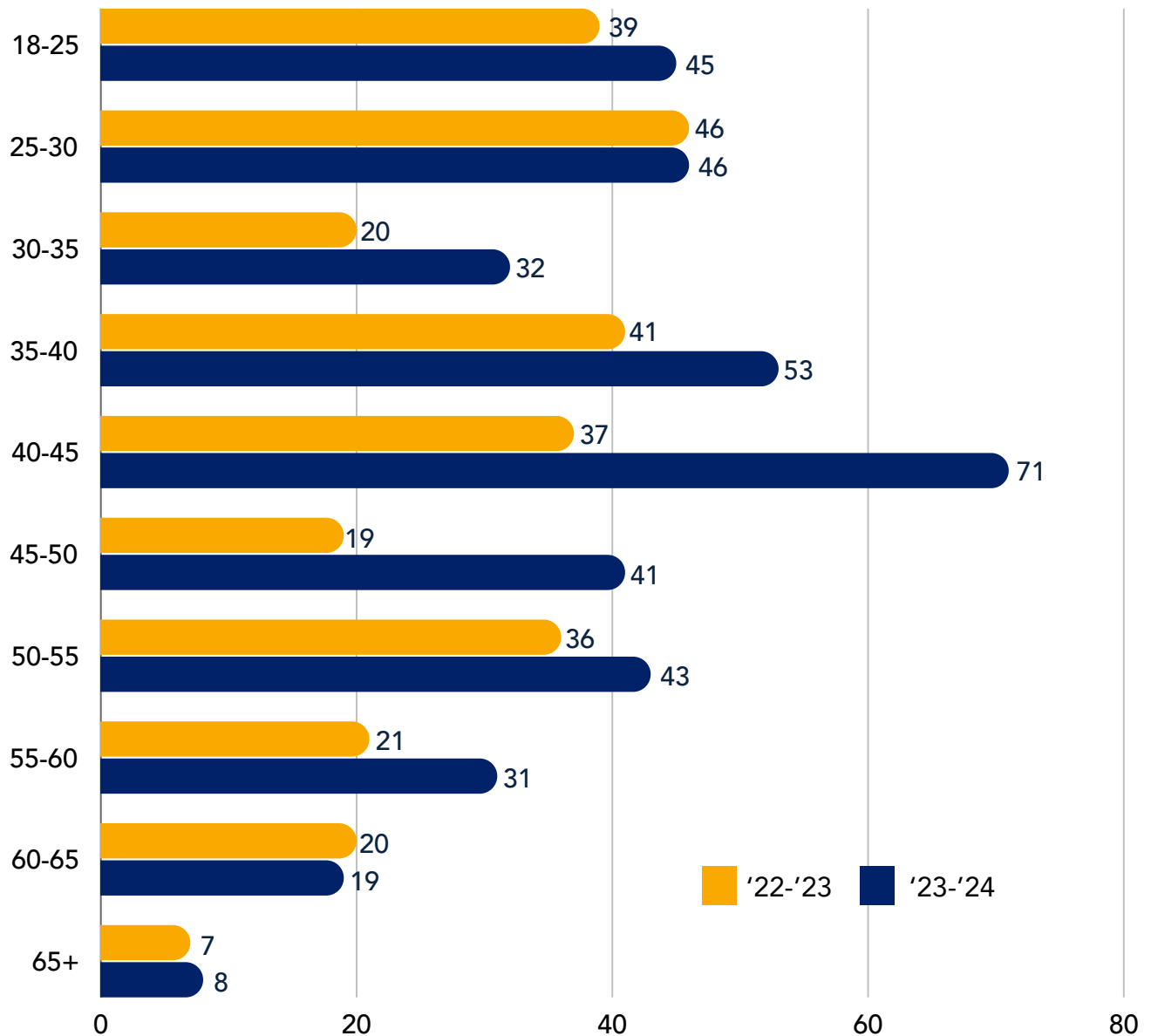
Figure 3: Visitors by Race and Ethnicity



Visitors by Age Range

The Ombuds office visitor data comparing age demographics between last year and this year shows various changes across different age groups. The 18-25 age range saw a 15% increase, rising from 39 to 45 visitors. The 25-30 age group remained steady with no percentage change. Visitors aged 30-35 increased by 60%, from 20 to 32, and the number of visitors in the 35-40 age range grew by 29%, rising from 41 to 53. The 40-45 age group experienced a substantial 92% jump, from 37 to 71 visitors, while the 45-50 group saw a 116% increase, from 19 to 41. In the 50-55 category, there was a 19% rise, from 36 to 43, and the 55-60 group grew by 48%, increasing from 21 to 31 visitors. The 60-65 age range remained relatively stable, with a slight 5% decrease, from 20 to 19 visitors, while the 65+ group saw a 14% increase, from 7 to 8 visitors.

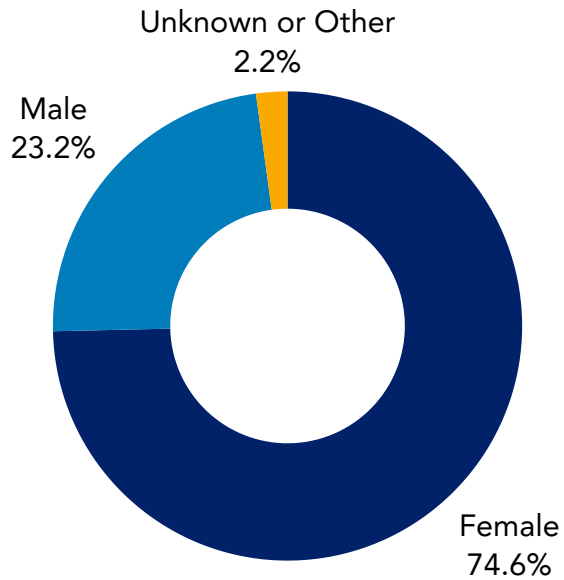
Figure 4: Visitors by Age Range



Gender Identity

The gender identity distribution reveals that the majority of Ombuds visitors are female, accounting for about two-thirds of the total, with male visitors represented at just under a quarter of visitors. The data also shows an increase in participation from the LGBTQIA+ community. The Ombuds office welcomes additional collaboration, input, and engagement from LGBTQIA+ individuals, as we are an additional resource to ensure your voices and stories are heard and represented.

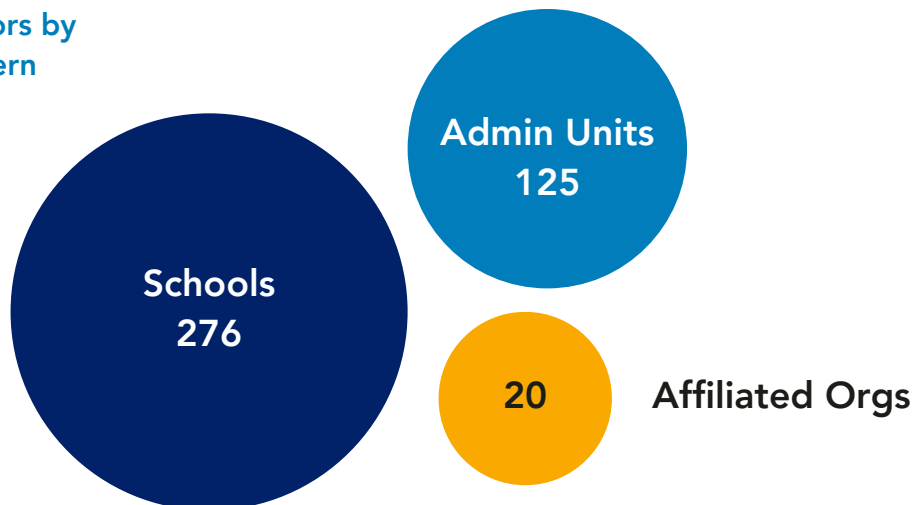
Figure 5: Visitors by Gender Identity



Areas of Concern

Figure 6 below captures the main area of concern discussed by visitors. 276 (66%) described concerns about specific Schools; 125 (30%) identified concerns about administrative units, and 20 (5%) mentioned concerns about Affiliated Organizations.

Figure 6: Visitors by Areas of Concern

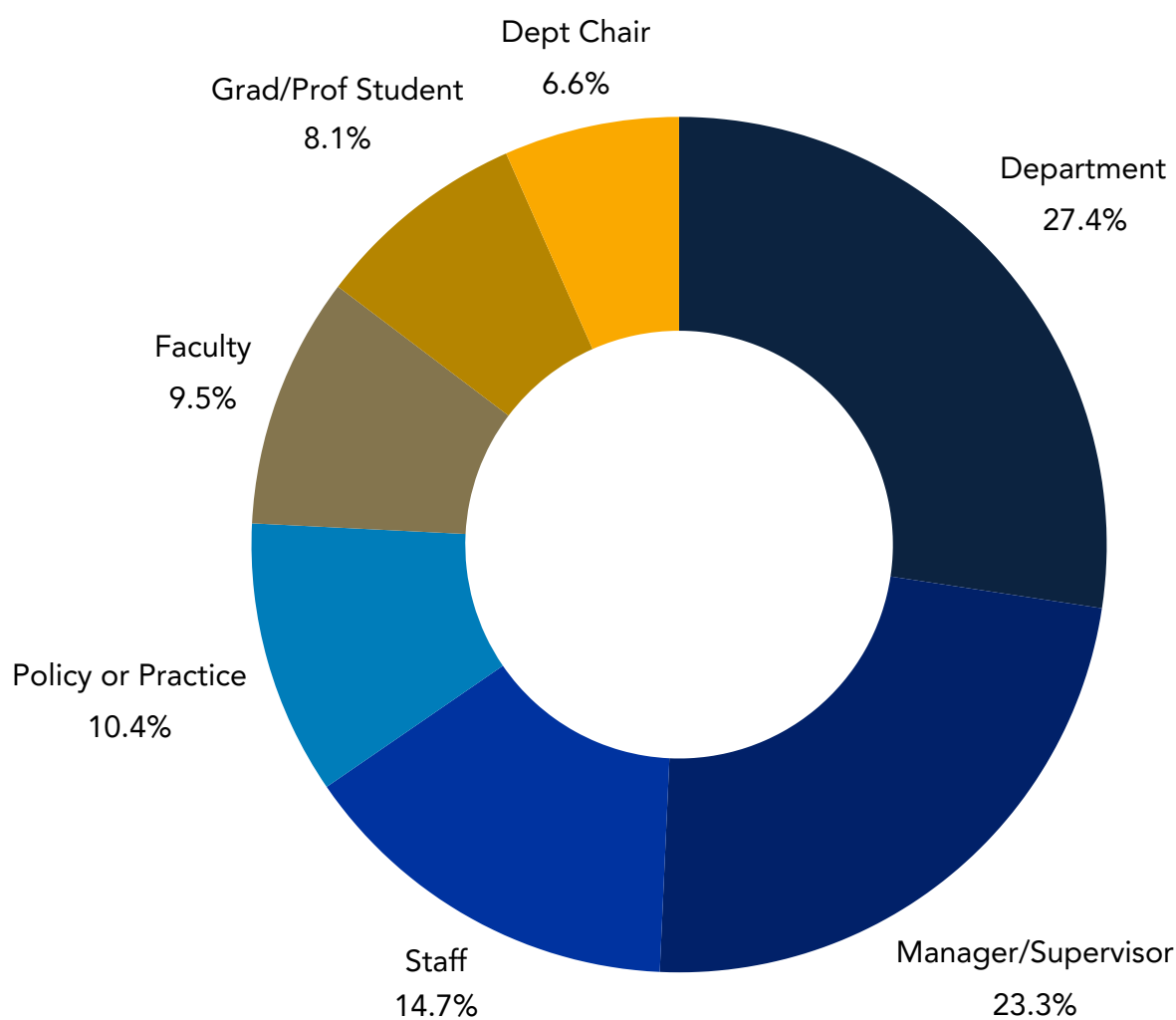


Focus of Concern

The data in Figure 7 identifies the focus of concern, whereby the “department” accounted for 95 (27%) of concerns, followed by 81 (23%) concerns about managers/ supervisors.

Staff was the focus of concern 51 (15%) of the issues; policy or practice issues were mentioned 36 (10%) times; faculty members were the focus in 33 (10%) of the cases; 28 (8%) focused on graduate/professional students; and department chairs were the focus of concern in 23 (7%) of the cases.

Figure 7: Focus of Concern



Issues We Monitor

It is important to reiterate that all communications with the University Ombuds are confidential and off-the-record. We do not maintain records or files with individually identifiable information, nor do we discuss a visitor's concerns in any identifiable manner. We do, however, capture the broad demographic information of visitors and the types of issues that are shared. The purpose is to monitor issues, themes, and systemic trends. Developed by the International Ombuds Association, the following lists the main categories of issues we track. See the Appendix for the full list of primary and sub-category issues with descriptions.

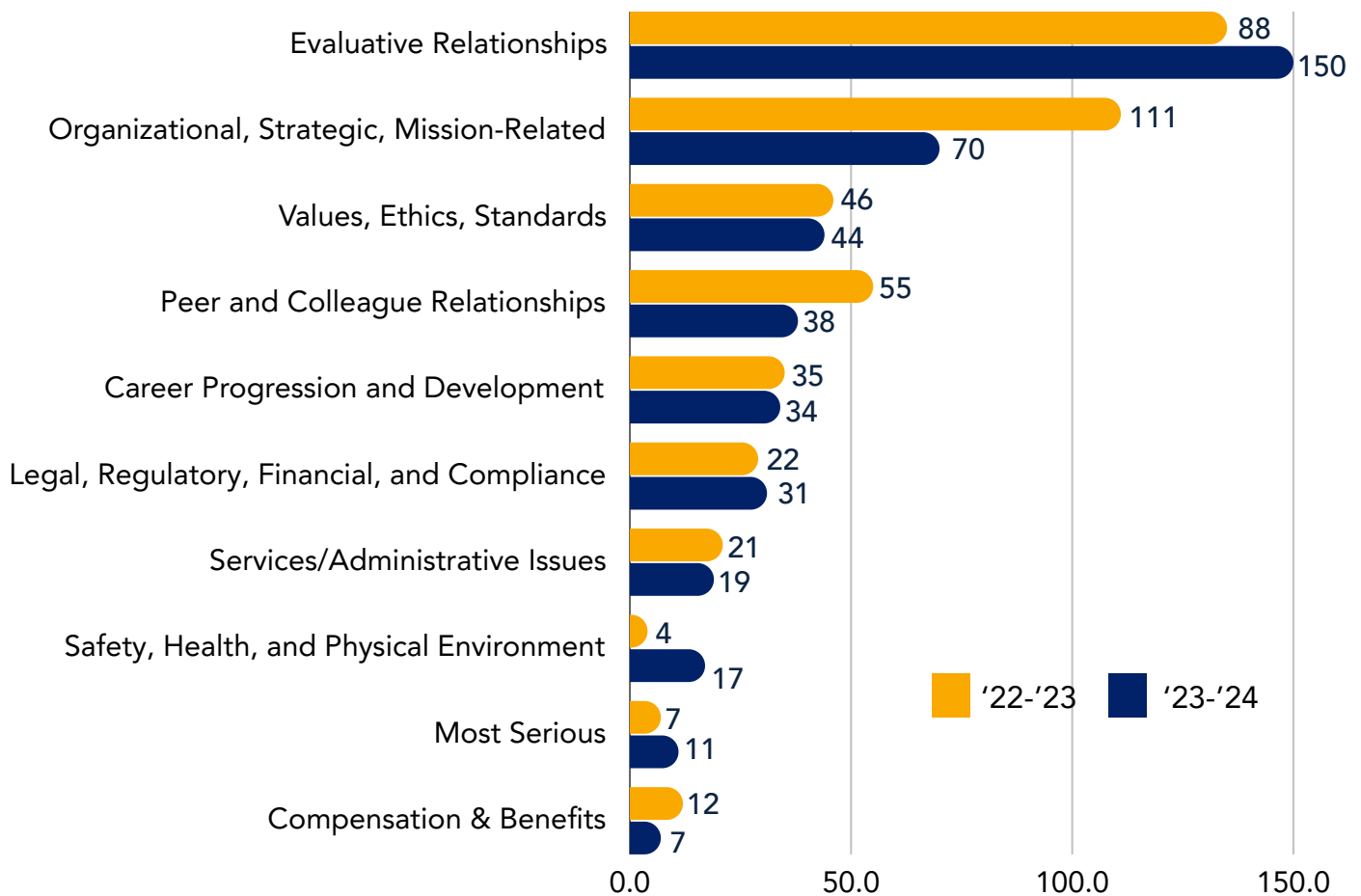
- 1. Compensation & Benefits.** Questions, concerns, issues or inquiries about the equity, appropriateness and competitiveness of employee compensation, benefits and other benefit programs.
- 2. Evaluative Relationships.** Questions, concerns, issues or inquiries arising between people in evaluative relationships (i.e. supervisor-employee, faculty-student.)
- 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.)
- 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.)
- 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.
- 6. Safety, Health, and Physical Environment.** Questions, concerns, issues or inquiries about safety, health and infrastructure-related issues.
- 7. Services/Administrative Issues.** Questions, concerns, issues or inquiries about services or administrative offices including from external parties.
- 8. Organizational, Strategic, and Mission Related.** Questions, concerns, issues or inquiries that related to the whole or some part of an organization.
- 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.

ISSUES SHARED



Looking at the primary issue categories (Figure 8), Evaluative Relationships increased by 11% (135 to 150 cases), while Organizational, Strategic, and Mission-Related concerns dropped significantly by 37% (111 to 70 cases). Safety, Health, and Physical Environment issues saw the most dramatic rise, increasing from 4 to 17 cases. In contrast, Compensation & Benefits cases declined by 42% (12 to 7). Peer and Colleague Relationships dropped by 31% (55 to 38), while other categories, such as Legal, Regulatory, Financial, and Compliance and Most Serious concerns, saw smaller changes.

Figure 8: Primary Issue Categories



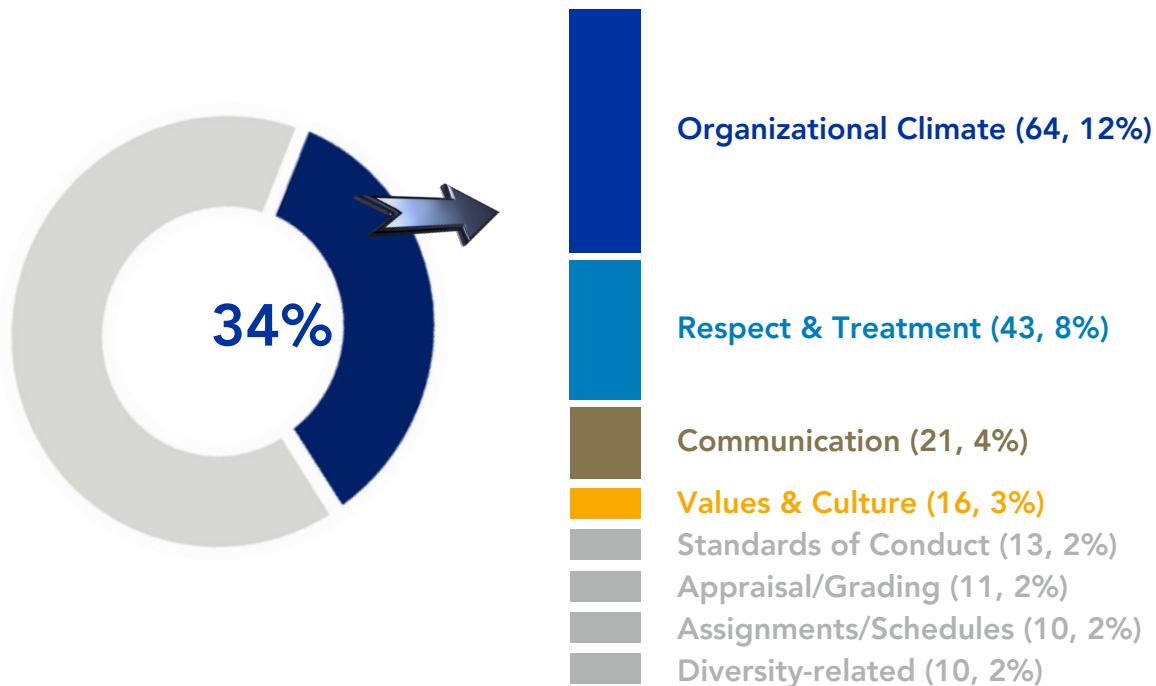
Top Sub-Category Issues

In reviewing the issues raised, we looked at the most frequently mentioned sub-category issues (see Figure 9), which captures 34% of all issues raised.

Organizational Climate was mentioned 64 times (or 12% all issues). *Respect and Treatment* issues were shared 43 times, representing 7.7% of the concerns. *Communication* concerns accounted for 21 sub-category issues, or 3.8%, while *Values and Culture* were the focus of 16 concerns, making up 2.9%.

Of the remaining top sub-category concerns, the following categories were mentioned approximately 2% of the time: *Standards of Conduct* - 13 concerns; *Performance Appraisal/Grading* - 11 concerns; *Assignments/Schedules* - 10 concerns; and *Diversity-Related issues* - 10 concerns.

Figure 9: Top Sub-Category Issues

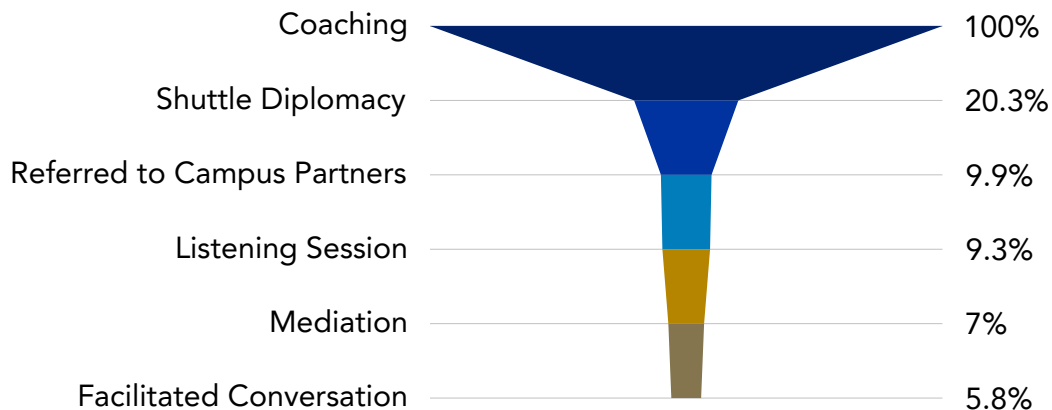


This data highlights the importance of fostering a positive environment and ensuring that every member of the Emory community feels valued and respected. As we move forward, it is crucial to consider implementing strategies that address these concerns, and create a more inclusive and supportive atmosphere for all. This might involve engaging in open dialogues, offering training and development programs, and continuously evaluating our progress to ensure that we are meeting the needs of our diverse community. The University Ombuds is available to facilitate additional dialogue surrounding these concerns.

HOW THE OMBUDS HELPED

The top two services provided this year were Coaching and Shuttle Diplomacy, which together represented 79% of all services (see (See Figure 10). Coaching was provided 344 times, or 66% of the cases. We engaged parties in Shuttle Diplomacy 70 times, making up 13% of the total services.

Figure 10: Top Services



Broad Case Examples

To offer additional context, the following outlines broad case descriptions that correspond to each of the top three major categories of issues.

Evaluative Relationships

A graduate student approached the Ombuds Office concerned that their advisor was providing inconsistent feedback on their dissertation progress. The student felt that the advisor's critical comments were undermining their confidence and progress and believed that the advisor cared more about their own research than the student's progress toward graduation. After listening to the student and learning that the student had not raised these concerns to their advisor directly, the Ombuds helped the student craft a plan to speak with their advisor to better understand the advisor's motivations. The student was then able to articulate why their own progress toward graduation would help the advisor meet their own goals. The advisor and student agreed on a more realistic timeline and planned to meet regularly to discuss the student's progress.

Organizational, Strategic, Mission-Related

Several faculty approached the Ombuds Office about the absence of a clear strategic vision from department leadership during a period of rapid institutional change. They felt the lack of direction was causing confusion and low morale, as employees were uncertain about how their roles aligned with the institution's evolving priorities. The Ombuds held listening sessions with the faculty to understand their concerns and expressed those concerns confidentially to school and department leaders. Realizing that the concerns largely stemmed from faculty feeling unheard, the ombuds worked with the leaders to create a system for providing upward feedback as the department navigated these changes going forward.

Values, Ethics, & Standards

A faculty member contacted the Ombuds Office, concerned that their tenure review was being evaluated based on shifting and unclear standards compared to colleagues, raising ethical concerns about fairness. The Ombuds helped the faculty member understand the evaluation process, facilitated a meeting with the review committee, and supported a transparent dialogue to ensure consistent and fair application of the tenure criteria.

Narrative Reflections on Impact

The Ombuds office is truly grateful for the positive feedback received over the year. We deeply value the support and encouragement, as it motivates us to continue striving for excellence. At the same time, we appreciate and honor the courage of our visitors to come forward and talk about difficult situations they're experiencing, and the dedication they show in working toward improved outcomes. Here is a sampling of that feedback.

"I'm grateful for the role the Ombuds office plays for our team by providing them space for important conversations, and for sharing feedback in a way that helps us strengthen our culture and address issues important to our team."

"The Ombuds office is one of the best things about Emory and has played a huge part in sustaining my commitment to this community, particularly during the challenging last few years. Whenever I reached out to discuss issues affecting my staff or myself, their responsiveness has made me feel valued and respected, their deep listening and empathy have touched me as authentic and affirming, all the more so because they are offered without the slightest hint of condescension. It is a unique gift to know that my workplace includes a space where I can reliably find support, compassion, wisdom, and even challenges to my own assumptions. The Ombuds embodies Emory's strategic focus on 'commitment to our people' and I often recommend it to colleagues, especially those new to Emory."

"Getting Lynell's advice on two sensitive situations (where risk would be involved in consulting HR or my supervisor) was exactly what I needed. Lynell listened carefully, asked questions that clarified and helped frame the situation, and offered prudent strategies to manage it in humane, professional, and responsible ways."

CONTACT US

ombuds@emory.edu

404.727.1531

Atlanta Campus

North Decatur Building, Suite 232
1784 North Decatur Road
Atlanta, Georgia 30322

Oxford Campus

208 Oxford College Library (by appointment only)
801 Emory Street
Oxford, Georgia 30054



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Appendix: IOA Issue Category Descriptions



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 subcategories)

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.)

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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 (noncompletion 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)

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 related 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)

