



empower community



Office of the
Ombudsperson for Students

Annual Report 2010

listen

fairness

accountability

resolution

respect

share

collaborate

compassion



Introduction

In our first full year of operation, the Ombuds Office continued to learn about the culture and ethos of UBC. We met and interacted with people across campus, sought information and understanding about many different processes and policies and welcomed just under two hundred students to the Ombuds Office.

As we worked to understand individual student cases as well as campus-wide systems and patterns, I was struck by the sometimes fragile balance between what can appear to be the competing interests of pursuing academic excellence, applying rules in a clear and consistent manner and instilling our interactions with one another with empathy and compassion. I believe a balance is attainable, though in such a diverse and large community as UBC, there are many challenges to sustaining a stable and fair equilibrium. Our work centres on helping students, staff and faculty either recalibrate to restore the balance or act proactively to ensure the balance is maintained.

The Ombuds Office is grateful to all the students, staff and faculty who have helped us to understand and integrate into life at UBC and who have collaborated with us to work towards UBC's strategic goals. We also thank the AMS and GSS for their continued financial support this year and their readiness to work together with us to enhance the student experience.

The Ombuds Office is a two-person unit serving over 47,000 students and supporting staff and faculty at UBC Vancouver. I extend my thanks and appreciation to the Ombuds Officer, Joy Coben, who was the face of the Ombuds Office for a large part of 2010 and joined the Office permanently in December. As the first point of contact with students, she conveys in each of her interactions a real interest in the student's well-being, a kind and non-judgmental ear and frank and helpful information and advice to help the student move forward – cornerstones to an effective ombuds service.

The Ombuds Advisory Committee continued to provide me with indispensable insight, advice and assistance in this second year and for that I express my sincere gratitude.

Respectfully submitted,

Shirley R. Nakata
Ombudsperson for Students

What we do

The Ombuds Office is an impartial, confidential and independent resource to ensure students are treated fairly in every aspect of their university life. We are not an office of record and strive to facilitate resolution through informal avenues.

Our work takes place at both the individual and institutional levels: we assist students with their individual cases and we support students, staff, faculty and the University to develop best practices and systems and to build capacity to address problems. In both spheres, our philosophy is the same. We do not fix problems nor do we take sides. The underlying goal of each of our interactions is to foster an individual's or unit's competencies and confidence to deal with challenging situations in a constructive way that will also enhance their skills to manage conflict in the future. We aim to reinforce a sense of community where disaffection threatens and to help broaden the field of vision for those who may have lost sight of their bigger goals.

We are told that today's students, the so-called Millennials or Gen Z's, are the generation of instant and virtual communication. Yet we receive consistent feedback from students that they appreciate the opportunity to sit down with someone face-to-face who will listen and help them to work through their challenges. The most favoured mode of students' initial contact with our office is drop-ins, followed by phone and then email (see Statistics page 13). Regardless of how they first contact us, students are invited to meet with us in-person and we routinely check in with them until their situation is resolved. Our office standard is to acknowledge all inquiries within 24 working hours.

It is heartening to see students express this very core human need to seek face-to-face interactions when looking for help and advice. At UBC, the information we click to find is not only often hard to locate, it is too often so sterile (and sometimes inaccurate or incomplete) that it moves people not toward resolution, but further into confusion and disengagement. These students who seek in-person interactions are on the right track. There is a sense that to successfully navigate the labyrinthine landscape of UBC we need to cultivate social capital with one another – to boost our resilience to ambiguity, hardship and conflict.

We do not promise happy endings. Students who consult with us don't always get the result they want and some continue to feel frustration and disappointment with the University. We do commit to helping students explore options and think in different ways about a problem so they can articulate what is really important to them and find the most constructive path to that end.

The proactive side of Ombuds work focuses on providing outreach, education and support to all UBC community members. We are available and most willing to assist in policy development and review, to identify and construct best practices and to support, through workshops and dialogue, the development of competencies in areas related to the Ombuds mandate. And through our exposure to individual cases and our outreach work, we identify systemic changes that might prove to make some meaningful and relevant difference to the student experience at UBC.



**Thank you
for following
up, and for
the suggestions you
offered in our meeting. I
appreciate the time and
effort you took to fully
understand the situation
and explain my options."**

Student

With no authority to compel or impose change, the work of an Ombuds office must centre on holding informal conversations, identifying common aspirations, sustaining relationships and using moral suasion. The services we provide are only as effective and relevant as the University's commitment to its stated core values is enduring: "The heart of The University of British Columbia lies in its people – students, staff, faculty, alumni, and community – and our exceptional learning environment is the outcome of our relationships with one another." (Place and Promise: The UBC Plan)

Reflections and Observations

*"But let us not forget that human knowledge and skills alone cannot lead humanity to a happy and dignified life. Humanity has every reason to place the proclaimers of high moral standards and values above the discoverers of objective truth."
(Albert Einstein, 1937)*

This statement reminds us that while academic excellence and intellectual pursuits are essential to humankind's progress and well-being, they must not be valued any more than social or civic excellence and humanitarian pursuits. In fact, they should go hand-in-hand: academic freedom is foundational to the university's mission, as are respect and diversity. What makes UBC shine as an educational institution is our willingness and capacity to create an ethos that permeates every sector of this campus and promotes a holistic vision of well-being that values both academic and emotional intelligence. Can we create a model community at UBC which embraces and practices the values, skills and knowledge that can have a transformational impact on this and the larger global community?

There is a growing academy whose research is bridging the still resilient gap between the "hard sciences" and the "soft skills" that include compassion, kindness and altruism. A neuroscientist who stated that "fairness is not merely an abstract principle – it is a felt experience" predicts that "there is every reason to expect that kindness, compassion, fairness, and other classically 'good' traits will be vindicated neuroscientifically – which is to say that we will only discover further reasons to believe that they are good for us, in that they generally enhance our lives."¹ My observations in this report focus again on the way we individually and collectively live and experience community and how that impacts our interpretation and experience of fairness.

The Power Differential

Power differentials and hierarchies exist everywhere and all of us live and work within them. They are not usually apparent in our day-to-day interactions but come to the forefront when there is a conflict or a dispute.

This, I believe, is acutely true for students. In their day-to-day classes and studies, the power imbalance that exists between students and their TAs, professors and administrators may not register in their conscious thought. However, when they dispute a grade, have a request for a concession denied, or cannot agree with their graduate supervisor on a thesis topic, that power differential becomes very real. We have heard many students speak of their

¹ Sam Harris, *The Moral Landscape* (New York, NY: Free Press, 2010) 79-80



**Compassion
is the chief
law of human
existence"**

Fyodor Dostoevsky



**To be frank,
the system
is so heavily**

**skewed in favour of
professors and Faculties
that we as students
often find ourselves
intimidated to the point
of inaction regardless
of the seriousness of
the matter. We learn far
too quickly that when
pitted in an adversarial
dispute, it is often a
single student vs. UBC,
and we are thus scared
towards the path of least
resistance ...”**

Student

fear of approaching a professor with a concern or question that could be taken as challenging the professor’s authority or behaviour. Students have also spoken about their concerns that professors might adversely impact their academic progress or careers if students confronted them about their conduct.

Of particular prominence is the graduate student-supervisor relationship, where the stakes are high and the consequences of conflict can be profound. The higher proportion of graduate students who seek our services and the complexities of their cases bear vigilance and may reveal some deeply entrenched practices, attitudes and dynamics that may dominate the graduate studies landscape. Furthermore, since our graduate students and faculty come from all over the world with varied life experiences and life views, cultural difference and cultural acuity can have a significant impact on the graduate student-supervisor relationship and the students’ university experience as a whole.


It is important for us to be aware of the power differential in our interactions with students, even if we may not personally experience any sense of actual authority or power. This is not to diminish the challenges and pressures faced by faculty and staff in their work; our interdependence with one another and with students makes for a complex dynamic. However, as University employees, it is incumbent upon us to approach each of our interactions with students with a keen awareness that our individual actions (and omissions) may be perceived to be that of “UBC” and can have a lasting impact on the student’s future and on our institutional credibility and reputation.

Advocacy

Power differentials, perceived or actual, can also affect a student’s need for advocacy and representation. Both the AMS and the GSS have student advocates who work tirelessly to support students who seek their assistance. These student advocates are entirely competent and fit to do the jobs that they are hired to do. However, the demand for their services exceeds the supply. Resources are limited, including the time these student advocates can commit, while pursuing their own studies.

Another issue that comes back to the power differential is the challenge faced by these advocates due to the nature of a case and/or the level of advocacy brought to the proceedings by the University. Some processes, by their nature, are intimidating. A palpable disparity between student advocates and legal professionals at the table does not inspire a perception of a fair process.

Systemically, student advocates face another challenge in what I would call their “revolving door” appointments. While there are various factors that inform the length of employment contracts for students, it poses a challenge for advocates who have a steep learning curve and who begin to meet and develop relationships with the communities in which they work when their terms come to an end.



When one door closes another door opens; but we so often look so long and so regretfully upon the closed door, that we do not see the ones which open for us."

Alexander Graham Bell

Rigidity in Rule Interpretation and Application

Consistency is of course a fundamental tenet of fairness. People expect rules to be applied in a consistent and impartial manner, without favour to any party or to the idiosyncrasies of the case.

But like any good thing, too much consistency can actually undermine and end up working against its primary purpose – fairness. When a rule is applied rigidly, without regard to individual circumstance, compassion and a good dose of common sense, it becomes a barrier that frustrates the purpose for which it was imposed in the first place. Fairness does not mean treating everyone the same.

We all understand that rules must be in place and that some University rules are more sacrosanct than others. Rules must be clear, accessible and logically related to the University's mission. They must also be sufficiently detailed to ensure that an individual understands what constitutes a violation and the consequences for the same. Further, rules can and should be interpreted and applied in a way that confirms our membership in one community that lives, learns and works in accordance with some common core values. Many times there are options if we simply allow ourselves to look for them. As University staff and faculty, we must ask ourselves, "Is the position we are taking worth the possible losses and costs, to us as individuals and to the University as a whole? Is it in keeping with Place and Promise?"

Hard decisions have to be made and serious consequences will result in some cases. But the expression and experience of fairness are not limited simply to the outcome in any given case. The way in which we apply a rule, the considerations and good intent we convey during the process and how we help people accept the decision and transition through to the next step make a vital difference to preserving the investment made by both students and the University in each other.

Reviewability of Decisions

Another hallmark of fairness is the opportunity for an individual to have a decision that adversely impacts them be reviewed by an impartial and independent body or person. At UBC, discipline, academic standing and admissions decisions can be appealed to the appropriate Senate committee, a body that has no interest in or affiliation with the original decision-maker.

Our office has seen a number of decisions, and will undoubtedly see more, that has no articulated or available route of appeal or review outside the unit in which the original decision was made. The standard advice we provide students in such cases is to "go up the chain of command," whatever that might look like for the particular issue. While this ad hoc approach might sometimes yield satisfactory results, it is certainly not ideal and falls short of a process that is characterized by certainty and accountability. Every unit should anticipate that their "final" decision could be challenged and should consider establishing an appropriate route of appeal outside of their unit and within the University. The appeal process can vary depending on the nature of the decision and the seriousness of the adverse impact on the student and can be as formal or informal as the circumstances warrant.

Fair decisions and processes must be able to withstand scrutiny. That scrutiny should be conducted at arm's length from the original decision-maker

to meet the requirements of an accountable, transparent and sound appeal. At a bare minimum, information about the intra-unit appeal process should be easily accessible.

Building Community

Our individual and institutional success lies in each others' hands.

One formidable challenge we face at UBC Vancouver is the dispersion of resources, responsibility and accountability relating to student success. They are defined and contained in different portfolios, units, teams, working groups and other bodies across campus. This observation is not a criticism but a call to action to consider how we can bring more coordination and integration to all that occurs every day at UBC that positively impacts students in all spheres – academic, social, health, financial and personal. I am careful to say “more” work because there is real progress being made in creating inter-unit connections and collaborating broadly. And still, there persists a line between what occurs inside classrooms and what occurs out of them that sometimes hinders what should and can be a more holistic and integrated approach to provide an exceptional learning environment. Other divisions certainly exist throughout the campus; they cannot, and perhaps should not, all be eliminated but what we might wish to examine is the cost to students when disharmony persists between and among us.

Where appropriate, the Ombuds Office can be a catalyst for some of those collaborative efforts; in other situations, we can support initiatives led by others. We strive to create new and maximize existing opportunities to understand, embrace and foster a sense of interconnectedness within the UBC community. While valuing difference and diversity, we try to underscore the critical importance of acknowledging our sameness and our common goals and values.

The **Conference on Enhancing Student Support Services** at UBC was an event that was conceptualized, planned and executed on the belief that collaborating across campus, across units and across student, staff and faculty lines would have a powerful impact on the way we can support student success. Over 150 people attended this one-day conference in June 2010 where they had the opportunity to meet and exchange stories and experiences with one another. They attended sessions throughout the day organized under the overarching theme of student mental health and well-being.

The feedback was strong that this type of gathering was very important for students, staff and faculty to learn ways in which we could all contribute to do better, individually and collectively as UBC. The walls and silos which seem to grow spontaneously in institutions like UBC need to be sufficiently porous to allow for the easy flow of human interaction, knowledge and experiences. Another conference is being planned for October 2011.

The Ombuds Office also worked closely with the AMS and GSS, in particular with their respective Advocacy Offices, beyond the cooperation and collaboration that occurs with individual student cases. We coordinated an **Orientation Workshop** for the advocates and other representatives of student associations, including the AMS and Law Student Society's Ombudspersons that featured presentations from individuals who would likely be either a resource or a point of contact in their work with students. Units represented included the Equity Office, Faculty of Graduate Studies, Access

& Diversity, Privacy & Access, International House, Senate & Curriculum Services and the President's Advisory Committee on Student Discipline.


It is important and beneficial for student advocates and ombudspersons to have the opportunity to meet these individuals outside the context of a live case, interact in-person and build relationships. Understanding that student societies are separate entities from the University, I believe there is still an obligation to support their endeavours and their work to the extent that they are consistent with the mandate and strategic goals of UBC. It is intended that this workshop will be an annual event.

The Work of the Ombuds Office

Case Summaries

Every student who comes to the Ombuds Office brings a uniquely distinct problem and experience. Though we deal with numerous cases involving the same type of issue, each situation is different – because of the individual student, the other people involved in the case, the relevant faculty or administrative unit and particular fact pattern presented. There are no formulaic responses, although there is a singularly consistent message we express to each student: take care of yourself, move forward constructively and keep your eye on what's really important.

The following case summaries represent some of the typical issues we faced and the type of resolution made possible. (In these summaries, information that could identify the student, faculty or unit has been removed or changed.)



**Thanks
for your
listening ear
today, you were very
considerate of my case. I
feel that you empowered
me with some hope.”**

Student

Case 1

An international graduate student was asked to repay the University an amount equal to the scholarship funds she had received for her studies. She had enrolled in another graduate program at another university, not understanding the stipulations of the scholarship that stated that she could not be enrolled in any other program. The overlap of enrolment was over multiple years and UBC required repayment of the full amount of the scholarship. The student, acknowledging her error and the need to repay the University, felt that because she had been on campus and focused on her studies at UBC for the majority of the time, she should be required to repay a prorated amount. Her personal and financial circumstances made it virtually impossible to repay the full amount without abandoning her hopes of completing her Ph.D.

There is no articulated avenue of appeal for such financial decisions made by faculties. In this case, the Faculty made its “final” decision. The Ombuds Office helped the student to articulate her extenuating or mitigating circumstances and consider an appeal that would first go to the Provost and ultimately to the President. In this case, the President reviewed the Faculty's decision and reduced the amount owed to the University.

Graduate students, especially those who may be relatively unfamiliar with the Canadian post-secondary context, can experience a heightened level of stress and confusion when they encounter a problem. This student wanted the original decision to be reconsidered, but there was no accessible infor-

information about how to do so. Although she approached individuals in different units, there were many months of silence in response to her inquiries and she felt she was not able to move forward. The Ombuds Office was able to help her identify some options and clarify her long-term goals.

Case 2

A member of the student's immediate family committed suicide just prior to final exams in April. This third year undergraduate student, whose marks suffered in Term 1 due to pressures at home, requested that her Term 2 exams be deferred to the winter term of her fourth year. She did not wish to withdraw as she felt she had worked so hard and was so close to completing her Term 2 courses.

The faculty deferred the exams, but only to the summer session and placed her on academic probation because of her academic standing in Term 1. She was advised to seek mental health support outside the University due to wait times on campus and was told that registration for fourth year courses in the fall would be determined following an assessment of her standing at the end of the summer.


The student felt incapable of writing the exams in July. She was working to support her family and was diagnosed with medical conditions. A few days prior to her exams, she submitted another formal request for deferral to the winter session, including supporting medical documentation. She did not wait for the response and did not write the exams.

The faculty reviewed the information and retroactively extended the deferral to December. The academic probation was removed and she was permitted to register for her fourth year courses.

By the time this student contacted the Ombuds Office, she was distressed and frustrated by the lack of support and responsiveness she experienced with various individuals within her faculty. She felt she got the "runaround" and was required to re-tell the events of an extremely traumatic experience to various people on a number of occasions. What ought to have been a situation where the University did everything to ensure that the student felt supported and her situation accommodated, in fact resulted in the student feeling hopeless and alone. The faculty's good intentions are not questioned; compassion and concern were expressed once the details of her story were known. However, rules and academic standards appeared to take a leading role in the decision-making process. The Ombuds Office was able to provide support and advice on how to pursue the discussion with the faculty and explore available options in the event of an adverse decision against the student.

Case 3

A third year student in a part-time, online program suffered an injury and subsequent complications from surgery and rehabilitation. He was not aware of the program's requirement that students needed to register for at least three credits in an academic year to maintain registration and was also not aware of the process to request leaves of absence. His medical condition, however, was such that even had he known, he would not have been capable of taking such steps to secure his return in the following year.



Anyway, I just wanted to thank you so much for meeting with me when I was really stressed out and upset, and for listening."
Student

When the student was told that his registration had lapsed, he tried to explain his medical situation and requested that he be re-admitted to the program (even though the deadline for late admission had passed). The Faculty confirmed that he would have to re-apply for the following year, stating that it would set a precedent if they diverged from the rule for a special case.

The student was referred to the Access & Diversity Office and provided them with full documentation of his medical condition. A meeting was arranged with a representative from the program, Access & Diversity and the Ombuds Office and resulted in registration for the student. The program also agreed to review their processes for communicating registration requirements to students and expressed a willingness to make improvements.

The Faculty was applying their rule consistently and feared that by making an exception, they would be “setting a precedent” that would make it difficult for them to enforce the rule generally. This program also had unique challenges in that many of its students were off-campus and most had full-time jobs. Their method of communicating important information was based on an assumption that these students would access their UBC interchange email account on a regular basis. In addition, as the program was dealing with an extremely high work volume, when the student raised the issue of a medical condition, they did not probe further but issued the standard response in accordance with their rules.

Lack of resources, time and energy, rather than mal-intent, is often the cause of a blind application of rules that fails to take into account relevant and individual circumstances and concludes that if a student does not meet the requirements of A, B and C, then D is the only result. A question about why the requirements were not met and whether an alternative result other than D is possible is not asked until, as in this case, frustration levels on all sides rise, time becomes of the essence and many, many hours of several individuals’ time are required to reach a fair resolution.

Case 4

A student contacted the Ombuds Office when she discovered that a mid-term was scheduled on a date different from what she believed was stated in the course outline distributed to the class at the beginning of the term. She had just returned home from travelling on a University-related matter and rather than having a week to prepare for the mid-term, found that she had only a few days. She attempted to contact the instructor to discuss available options, but could not reach her. The student came to the Ombuds Office, not to complain about the perceived discrepancy but to seek advice on how she might request a concession.


The Ombuds Office made some inquiries on her behalf with the faculty advising office, who in turn contacted the department head. It was confirmed with the instructor that there had been no discrepancy or change in the mid-term date, but in the course of the communications with the various individuals, there was some angst created about what was perceived to be a complaint against the instructor.

The student was able to speak with the instructor and ended up writing the mid-term as scheduled.



I would also like to thank you for checking-up on me! It feels great knowing that I have options and support at the university.”

Student



I know that my case must be very time-consuming to go through. I am very thankful for all of the actions that you have done on my behalf today.”

Student

This case is an example of the positive outcomes that can come out of a challenging situation. The Ombuds Office met with the instructor to explain the process and mandate of the office and clarify the student’s concerns and perspective. The instructor described the challenges and anxieties faculty face when students make “complaints” and the different priorities and limitations that instructors must juggle. From this dialogue, the instructor suggested and assisted the Ombuds Office in creating a toolkit for Faculties that outlines best practices in addressing student concerns and complaints in a fair and constructive fashion (Top Tips for Dealing with Student Concerns).

This case also highlights the need to provide faculty with support and resources regarding their responsibilities outside of their area of academic expertise. For example, managing student complaints and in-class conflicts can be time-consuming and stressful for all involved. Individual temperaments, capacities and resources range widely for all of us and can have a significant impact on the teaching/learning experience.

Working with the University Community

It has been rewarding for the Ombuds Office to have worked with so many individuals and units throughout the campus on various initiatives and projects. We assist with the development of new or the review of existing policies and procedures and work with units to identify best practices as they relate to fairness for students. We are here as a resource to provide training on topics like administrative fairness and conflict resolution skills and to join collaborative efforts to enhance the UBC student experience.

Some of the key collaborations of 2010 include:

- **Vice President Students’ Initiatives and Priorities**

In many ways, the mandate of the VP Students portfolio overlaps and intersects with that of the Ombuds Office. The Ombuds Office was involved in discussions, training and working groups hosted by VP Students that focussed on how we could work and deliver our services differently to better support student success.

- **AMS and GSS**

An open and trusting channel of communications with the AMS and GSS is fundamental to the Ombuds Office’s ability to understand and respond effectively to student needs on campus. We have worked closely with the advocates of both societies, on individual student cases and on proactive projects and initiatives. Our office has also facilitated connections between the student advocates and the University to help foster relationships and communications outside of an adversarial context.

- **Academic Misconduct Working Group**

Formed on the request of the President, this working group is tasked with making recommendations related to:

- Reducing the incidence of academic misconduct
- Easing the process of dealing with academic misconduct
- Improving consistency across UBC in dealing with academic misconduct

Further consultations and discussions are planned with stakeholders as the working group moves to finalize their recommendations.

- **Faculty of Graduate Studies**

The Ombuds Office has worked with the Associate Dean, Graduate Studies and Research to develop training modules to support faculty in fostering successful and positive relationships with graduate students.

- **Commerce Undergraduate Students Society**

We have worked with members of the CUS primarily on their Class Liaisons initiative. This program establishes a student liaison in every Sauder course whose responsibility is to facilitate the communication of student feedback with their instructors. Through formal and informal evaluation processes, these student liaisons communicate sometimes challenging and difficult content to instructors. Our office supported the program's training of class liaisons in managing difficult communications.

Ombuds Activities

The Ombuds Office participated in a wide range of orientation events and meetings throughout the year:

- Imagine UBC
- Graduate Students Orientation Fair
- GALA International Students Orientation
- First Nations House of Learning Orientation
- New Staff and Faculty Orientation

We also had opportunities to meet and work with various units across campus – to discuss our role and mandate, to deliver training sessions and to facilitate conversations that could make an impact on the student experience:

- AMS Speakeasy Training Workshop
- Registrar's Executive Team Meeting
- Sauder School of Business
- Admissions Staff Meeting
- Faculty of Medicine
- Faculty of Education Teacher Education Workshop
- AMS Council
- GSS Council
- Faculty of Dentistry
- CLASS Conference
- Student Registration & Information Services Staff Meeting
- Commerce Undergraduate Students Society
- Residence Life
- Athletics & Recreation
- Faculty of Arts Advising Staff Meeting

The Ombuds Office also served on the following committees or working groups:

- Respectful Environment Statement Working Group
- Discrimination and Harassment Policy Review Committee
- Intercultural Understanding Working Group
- Faculty of Graduate Studies Intercultural Communications Working Group
- Academic Misconduct Working Group
- Enrolment Services and Student Development and Services Professional Development Committee

While the community of ombudspersons is not large, the nature of ombuds work stimulates an active professional network within the academic sector as well as across diverse fields. I am a member of and attended meetings with:

- The BC Academic Ombuds Network
- The Northwest Ombuds Group Steering Committee
- The Association of Canadian College and University Ombudspersons (ACCUO)
- The Forum of Canadian Ombudsman (FCO)
- The ACCUO/FCO Conference Planning Committee
- The International Ombudsman Association

Ombuds Office Statistical Information 2010

Table 1

Study Level

Graduate	62
Undergraduate	102
Other (staff, unknown, external, prospective)	11
Total	175

Table 2

Students' Faculty

Applied Science	22
Arts.....	53
Centre for Interdisciplinary Studies.....	9
Commerce – Sauder School of Business	16
Dentistry.....	2
Education	12
Forestry.....	2
Law	5
Land and Food Systems	3
Medicine.....	7
Pharmacology	4
Science.....	28
School of Social Work	1
Unclassified	4
Other (prospective, staff, external, unknown).....	7
Total	175

Table 3

Initial Mode of Contact

Email	52
In-person (drop in).....	68
Telephone	55
Total	175

Table 4

Nature of Concern (Overall)

Academic.....	101
Appeals	6
Library.....	1
Interpersonal	30
Financial	28
Residence.....	11
Misconduct	14
Total.....	*191

* Some students had multiple concerns

Table 5

Academic Concerns

Academic Standing.....	43
Admission	11
Advising	11
Course/Program.....	20
English Language Proficiency	2
Faculty/School	4
Practicum/Field Work	5
Probation/Withdrawal.....	1
Other Academic Concerns	4
Total.....	101

Table 6

Interpersonal Concerns

Associate Dean.....	1
Co-Op Coordinator	1
External Examiner.....	1
Graduate Supervisor.....	2
Head of Unit	3
Instructor	15
Office Administrator	1
Student.....	4
Undergraduate Advisor.....	1
Other.....	1
Total.....	30

Ombuds Office Statistical Information 2010

Table 7

Referred by

Advising Office.....	8
Access and Diversity Office.....	2
AMS	14
Dean	6
Equity Office	5
GSS	2
Instructor	3
Student Services	10
Ombuds Office Website	13
Promo Material.....	2
Counselling Services.....	4
Other (personal)	17
Other (University)	9
Unknown	80
Total	175

Table 8

Action Taken

Advice-Information.....	100
Shuttle Diplomacy.....	2
Intervention-Clarifying.....	28
Referral.....	14
Referral and Advice	31
Total	175

Table 9

Visa Type

Canadian.....	124
Permanent Resident.....	17
International Study Permit.....	27
Other (staff, external).....	7
Total	175

On-line Satisfaction Survey: Summarized Results

These results include answers from all respondents who took the survey from March 4, 2010 to December 1, 2010. Thirty-six completed responses were received during this time.

Questions	N/A	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Information about the Ombuds Office was easy to find.	3%	14%	47%	11%	22%	3%
The office is conveniently located.	5%	26%	54%	9%	6%	0%
My initial contact with the Ombuds Office was promptly acknowledged.	0%	63%	31%	6%	0%	0%
I was able to meet with an Ombuds Office representative quickly.	6%	61%	28%	5%	0%	0%
I was treated with respect and courtesy.	0%	86%	9%	5%	0%	0%
The information I received or the actions of the Ombuds Office helped me to move forward.	3%	47%	28%	14%	8%	0%
I was given different options and/or suggestions on how I could proceed.	3%	33%	40%	13%	11%	0%
I felt that my issues were treated with sensitivity and concern.	0%	56%	33%	11%	0%	0%
I was satisfied with the outcome achieved.	3%	36%	28%	14%	17%	2%
The Ombuds Office website is easy to navigate and has helpful information.	16%	14%	31%	33%	3%	3%
I feel better prepared to effectively deal with similar situations in the future.	3%	42%	31%	14%	5%	5%
I would recommend the Ombuds Office to a friend.	0%	63%	20%	14%	3%	0%