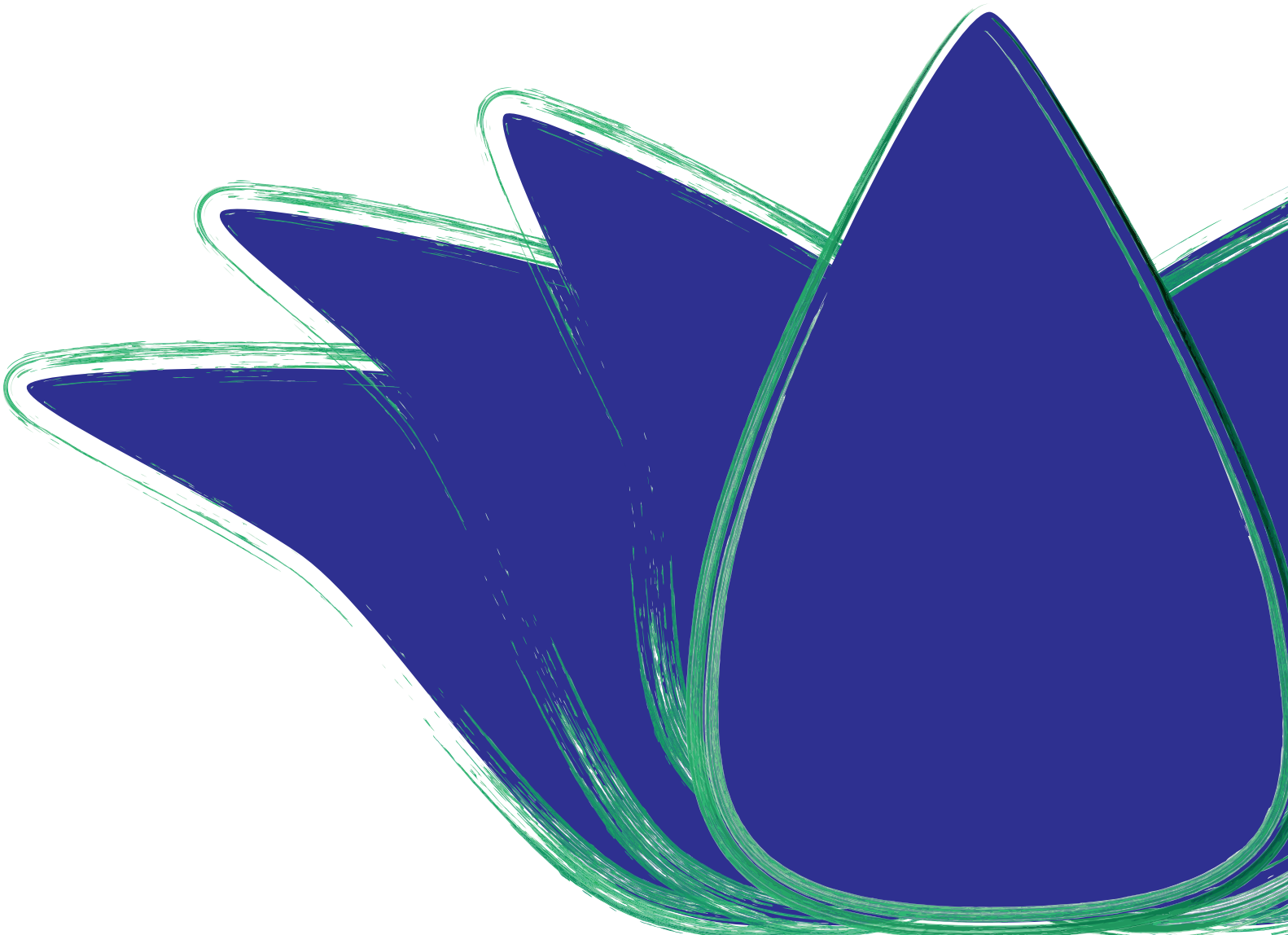




a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the  
**Ombudsperson for Students**  
Annual Report 2012



## Introduction

2012 was marked by an event that epitomized fairness for UBC students: the Honorary Degree Ceremony for the 1942 Japanese Canadian students of UBC. The University and the broader community experienced first-hand what fairness looks like 70 years after the fact.

In 1942, thousands of Japanese Canadians were exiled from the West Coast – taking them away from their homes, friends, community, and for 76 of them, their studies at UBC. Those 76 women and men were enrolled in undergraduate and graduate programs, each one of them exceptional in their achievement in being admitted to university in an age when prejudices ran deep and barriers were high. Almost three years after Mary Kitagawa asked UBC to consider granting honorary degrees to these students, the University Senate passed a motion in November 2011 to not only grant the honorary degrees but to also establish educational programs and develop library resources so that the injustice experienced by these students, their families and their community would never recur.

The Senate motion and the groundswell of support throughout the University showed that there is a deep commitment to fairness and the capacity to work collectively to achieve what needs to be done to set things right. We hear too often about how decentralized and dispersed we are on this campus; raising jurisdiction and lack of time as reasons, we continue to work within our respective silos. What UBC did last May and continues to do to respond to the injustices that resulted from widespread discrimination decades ago, is a reminder to us all that when we have a genuinely shared vision, jurisdiction, time or resources do not prevent us from achieving it.

Looking back at the work of the Ombuds Office in 2012 and looking forward to what we aspire to achieve in the coming year, a key activity is our role in connecting individuals to the right people and places: to air individual concerns and to create the tables to have conversations across portfolios and constituencies to advance fairness systemically. Our mandate is to reactively assist individuals when they face challenges at the University and to proactively promote change and innovation to prevent unfairness.

In August 2012 the Ombuds Office moved from its location in Brock Hall to temporary space in the CK Choi Building. Student walk-through traffic somewhat decreased. Due to the distance from most central student services, walk-over referrals from other offices declined while the number of in-person visits remained steady compared to 2011. Efforts to communicate our new location to students and the community across campus will continue.

I would like to thank Joy Coben, Ombuds Officer, who provides students with clear and practical advice while building their capacity and confidence to carefully consider their issues and determine a constructive pathway towards resolution. The comments you will see in the sidebars of this report relate to her interactions with students.

I am grateful to the President, his office and the members of the Executive for their support of the role and mandate of the Ombuds Office. In addition, the Ombuds Advisory Committee continued to provide me with guidance and support in the past year. I would like to express my special thanks to Tom Patch, who chaired the Ombuds Advisory Committee and steered the establishment and development of the Ombuds Office for over four years before his retirement in December 2012.

Respectfully submitted,

Shirley R. Nakata  
*Ombudsperson for Students*

## What We Do

The work of our office is grounded on two fundamental premises:

1. that individual concerns and issues will always arise and each case requires a meaningful and timely response; and
2. that individual cases must inform and shape proactive and systemic initiatives to prevent the occurrence of unfairness and to promote confidence and trust in the University.

These two spheres, the individual/reactive and the institutional/proactive, are equally important in the delivery of ombuds services and we allocate our resources accordingly.



**In any case,  
thank you  
for listening.**

**It means more than you  
can imagine that at least  
somebody on campus is  
willing to listen”**

***Student***

To make any significant impact – either for an individual student or on a process or policy – it is important for us to establish and maintain constructive and cooperative relationships throughout the campus. Starting with the presumption of good will and good faith, we work with students, faculty and staff to explore how we can improve either an individual situation or a systemic issue. And, as an independent and impartial resource for the University, our office can provide a perspective that is not tied to any particular administrative hierarchy or portfolio.

One of the biggest challenges for the Ombuds Office is no different than the one faced by the students, faculty and staff with whom we interact. It is that the institution is big, and size does matter. It slows things down, it complicates and creates numerous layers and it can sometimes make this place feel cold and de-personalized. Our office is one stop among many on campus that provides students with a dedicated space to describe their concerns, speak about their fears and communicate to a UBC employee about their UBC experience. In the majority of cases, our conversations enable students to plan and take positive, fruitful next steps. Of course in some cases, regardless of the number or length of the conversations, issues and concerns are recycled and students are unsatisfied with the University's response at any level.

We are a resource to ensure and promote fairness and to prevent unfairness. And from the perspective of our office, fairness needs to be informed

by the concepts of accountability, community and compassion. As such, fairness for an individual case can be considered in a broader, institutional context about what is best for the University as a whole, given its values and mission statements.

Within our broad definition of fairness, we include respectful interactions that support all University community members to thrive. The way we do our work, therefore, embodies the core values of respect, courtesy and compassion and they shape the way in which we deliver our services.

The role of an ombudsperson was aptly put in this way:

*“An ombudsman cannot be a substitute for well-reasoned policy, for wise and compassionate application of such policy, or for routine review and appeal procedures. The ombudsman provides an additional and extraordinary safeguard for the protection of the rights of the members of the community.”<sup>1</sup>*

### What we do for students

- Identify and explain relevant UBC policies and procedures
- Explore options on how best to proceed and make effective referrals
- Provide guidance to help plan strategies
- Clarify goals and promote problem-solving
- Empower students to deal directly and effectively with their concerns
- Facilitate discussions and use informal channels to seek resolution
- Give sound, practical advice
- Listen and provide an objective perspective

### What we don't do for students

- Decide who is right or wrong
- Take sides
- Receive complaints unrelated to the University
- Provide legal advice or counselling services
- Advocate for an individual student
- Compel actions or overturn decisions

### What we do for the community

- Identify and advance systemic improvements
- Review and provide feedback on existing policies or procedures
- Provide training to units across campus on procedural fairness
- Recommend changes to existing policies
- Consult with faculties and individuals on best practices to prevent or manage conflict
- Advocate for institutional fairness
- Create opportunities for cross-campus collaboration

1. Notes of a Novice Ombudsman, Milton J. Brawer, *The Journal of Higher Education* Vol 44 No. 22 (Feb. 1973) pp 148-154

# Reflections and Observations

## 1. The Power Imbalance – The Graduate Student Experience

The proportion of our caseload that relates to graduate student concerns remains at about 30%, higher than the proportion of graduate/undergraduate student enrolment which was about 20% in 2010-2011. Of those students, close to half are students on study permits or are permanent residents. What also remains unchanged is that the nature of those issues brought to us by graduate students is generally more complex, involves higher risks and requires a broader range of resources to respond effectively.

Graduate students' relationships with their supervisors continue to be a major and recurring source of anxiety, fear and lost time. The power differential that characterizes the supervisory relationship can manifest in express or implicit ways and be subtle or egregious in nature. What is most often described by students as neglectful, bullying and/or harassing behavior by the supervisor leads to a host of issues including how to switch supervisors or programs mid-way, impacts on funding and other financial supports, taking leaves and seeking flexibility in completion times, mental health issues and residency/accommodation supports. These concerns can be more pronounced for international graduate students.

We hear from students that there are serious communications issues – misunderstandings, incorrect assumptions, lack of understanding – that can compromise the relationship from a very early point. Moreover, vague and unclear policies and procedures sometimes lead to inconsistent and poor practices that can derail a graduate student's academic progress. There are varied views on whether responsibility to seek clarity and confirm understanding should be equally shared by the supervisor and the student or whether one has more responsibility than the other; cultural differences can play a significant role in both the supervisor's and the student's expectations and interactions with one another and the University as a whole.

The Ombuds Office continues to have regular meetings with the Graduate Student Society Advocacy Coordinators and in 2012 initiated meetings that included representatives from the Faculty of Graduate Studies. In this forum, our aim is to identify proactive initiatives that can address trends or clusters of issues. One such issue is the troubling incidence of graduate students being accused of plagiarism or cheating. For students pursuing a master's degree or a PhD, it is logical to expect that with their advanced knowledge and experience with academic integrity standards and rules, incidents of academic misconduct would be few and far between. Moreover, understanding the higher stakes involved in graduate studies, it is expected that the University would ensure that academic integrity rules and standards were clearly articulated, communicated and applied. However, a combination of shortcomings in both these arenas continues to result in students facing academic misconduct charges relating to their theses, dissertations and coursework.


The majority of graduate students at UBC have positive and enriching experiences and enjoy fruitful and supportive relationships with their supervisors. But those whose experience is not consistent with what is described



**I am happy that I have a better relationship with my supervisor according to your suggestions and advice. I think we can communicate better now and I hope I can get my supervisor's support for my graduation.**

***Student***





**It is wonderful to know that there is such a resource on campus - especially for those of us who feel that we are not supported by our departments and find that there is nowhere else to turn.**

*Student*

in *Place & Promise* can suffer grave consequences academically, but also financially, professionally and emotionally. Graduate students, as well as the faculty and staff who are inextricably linked to their experience at UBC, need the capacity and the supports to ensure that success is pursued collectively, as a joint endeavour. Understanding the interdependent nature of success is particularly critical for graduate students whose academic life can have a far more influential and consequential impact on their professional aspirations than for undergraduate students.

## **2. Lost on Campus**

We have promoted our office as a hub to offer direction and referral to the resources most appropriate in a particular situation. The direction we offer is sometimes geographic and many times virtual and emotional. For a student who feels they have been given the run-around, an invitation to tell their story and plan next steps is sometimes all that is needed to ground them again. But when faculty and staff who are responsible for procedures cannot themselves explain or quickly locate the appropriate information, it is time for UBC to rethink and re-imagine what accessibility means on this campus.

Of particular concern is the information that exists (or does not, in some cases) on faculty websites about their own internal procedures. When students are told that they have been referred to “Process A” to address “Issue X”, there is too often no helpful written information about that process or its possible outcomes. If there is online information, it can often take a significant amount of digging and googling to find it. Once found, the information can be insufficient or unclear. Across faculties, access is varied, with some faculty or department websites being “intrawebs” that limit access to members of that faculty. This makes it difficult for offices such as ours to provide advice and clarification to students.

Even when students can find information about what processes to follow and whom to contact about questions, the next challenge they might face is when the written information does not correlate to what actually happens. Procedures and policies may be written clearly enough, but sometimes the actual implementation veers significantly from them. This divergence in some cases can constitute a breach of a fundamental principle of fairness: notice. While decision-makers must be afforded enough flexibility and discretion to conduct fair processes and reach fair outcomes, deviation from what is written and what is expected can impair a student’s ability to respond and fully participate in the process.

## **3. Fairness is Cultural**

“Culture” broadly understood includes those characteristics of an individual that inform their understanding and experience of the world around them. It includes what has traditionally been synonymous with culture, like ethnicity and race, but also encompasses gender and gender/sexual identity, age and generation, socio-economic class, disability, political belief, religion etc. and combinations of all of the above. Culture is the lens through which we see and experience all that is around us and therefore has a profound impact on how we see others and behave towards them.

All conflict is cultural to a certain degree, so when students come to us about the interpersonal struggles they have experienced – with their peers,

supervisors, instructors or preceptors – we try to facilitate self-reflection to better understand what has happened and to support more effective future communications. As indicated above, the graduate student-supervisor relationship is one area where a lack of intercultural understanding can have a significant impact on a student’s experience at UBC. In addition, our office has seen various practicum/residency situations where what is described simply as interpersonal difficulties becomes entwined with the assessment of skills and professionalism that sometimes results in a “fail” for the student. Power dynamics are of course an incredibly important element in these situations and contribute to the overall outcome in any given case. And, undoubtedly, there are cases where students do not meet the required level of technical competence and professionalism required; however, how those students are supported to achieve those standards and how they are encouraged to *learn* from those experiences could be enhanced if cultural differences were better understood and valued.

Intercultural understanding is also important in the application of University rules and procedures as they relate to academic misconduct. While some insist that cheating is cheating regardless of where one is from, what we understand as good or bad behaviour depends a great deal on the cultural lens through which we have learned about our environment. In experiments with school-aged children in North America and China, there was a marked difference in how lying was perceived in certain situations. Called the “modest lie”<sup>2</sup>, children in China “lied” and did not take credit for doing a good deed, while children in North America did. Adults in China praised the children for “lying” and being modest, while adults in North America judged the Chinese children to be morally wrong for not telling the truth<sup>3</sup>. Whether a certain act is lauded or penalized can depend on the society in which it occurs.

There is also evidence that in cross-cultural interactions, people tend to interpret non-verbal behaviours (smiling, eye movements, hand gestures) that are not consistent with their social norms as indicators of deception<sup>4</sup>. This of course has critical relevance for student discipline processes at UBC. Moreover, research suggests that to counteract this tendency, specific information about cultural differences in non-verbal behaviours is necessary; it is not sufficient or effective to simply tell adjudicators that cultural differences *exist*.

Similarly, expectations students hold about the university experience may be affected by the cultural lens with which they view the world. When expectations do not correlate with lived experience, frustration and disaffection can grow quickly. The University might respond by saying that the expectations are unreasonable or ill-formed, but this can be akin to saying that a student should not understand the world as she or he understands it.

2. Lee, K., Cameron, C.A., Xu, F., Fu, G., & Board, J. (1997). “Chinese and Canadian children’s evaluations of lying and truth-telling: Similarities and differences in the context of pro-and antisocial behaviours”. *Child Development*, 68, 924-934. doi: 10.1111/j.1467-8624.1997.tb01971.x
3. Fu, G., Lee, K., Cameron, C.A., & Xu, F. (2001). “Chinese and Canadian adults’ categorization and evaluation of lie- and truth-telling about pro- and anti-social behaviors”. *Journal of Cross Cultural Psychology*, 32, 740-747
4. Paola A. Castillo and David Mallard C (2012). “Preventing Cross-Cultural Bias in Deception Judgments: The Role of Expectancies About Non-Verbal Behaviour”. *Journal of Cross-Cultural Psychology* 43:967-978
5. Ibid, p.975

This is not to advocate for changing our rules and definition of academic misconduct or for meeting every expectation held. It is suggested that the University needs to first acknowledge that the University lens is North American, and that we need to consider and respect that students who come to UBC might not share that same perspective. Without asking any party to change or “fix” their worldviews, we can do better to raise awareness about what the University’s rules are, the standards of service we can and wish to deliver and the social norms of different cultures and how they might manifest in situations where credibility and veracity need to be tested. UBC’s goals of internationalization, equity and diversity must be pursued beyond the “add x (insert racialized minorities, persons with disabilities, women, transgender people, etc.) and stir” formula. Recruitment and expansion efforts must be accompanied by a commitment to engage in respectful understanding and appreciation of difference.



**I often  
remember  
and feel  
grateful for the help  
you gave me earlier  
this semester. I was  
under a lot of stress  
when I talked to you,  
and I appreciated  
the intelligence,  
effectiveness and  
kindness with which  
you advised me. ”**

***Student***



# Work of the Ombuds Office

## 1. Case Summaries

When students come to our office to discuss their concerns, our approach is constructive, exploratory and supportive without becoming an advocate for the individual student. We treat students as members of the university community who have encountered a challenging situation and who can benefit from sound advice, clarification of existing policies and a non-judgmental ear. Our conversations with students focus on moving forward to a solution, often not perfect, but one that clears their line of vision to their long-term goals.

Confidentiality and informality are cornerstones to our work with students. We provide the space for students to feel comfortable to talk about their challenges and open their minds to different ways by which they might be able to move through those challenges in a respectful and constructive way. Sometimes the options are limited and our role is to put things into perspective, to provide referrals to supports and to build their confidence and capacity to do the best they can.

What follows is a small sample of representative cases that illustrates the types of situations students raised with us. Some facts have been changed in the summaries below to ensure anonymity of all individuals involved.

### Case 1

A graduate student described her supervisor as continually “side-tracking” her from her area of research to the supervisor’s own research projects. In addition, the supervisor yelled at her in front of her colleagues and indirectly threatened to make it difficult for her to pursue her career once she graduates. This continued for over a year; the student did not feel that she could risk raising her concerns with anyone and feared that there would be retribution against her if she took any action. The student reported loss of sleep, loss of appetite and lack of confidence and motivation to continue with her program.

The student was encouraged to first take care of her health by attending Counselling Services and Student Health Services. As her supervisor was also the graduate advisor, the student was referred to the Faculty of Graduate Studies where she could confidentially discuss her issues and explore further options. The Ombuds Officer reviewed different ways of communicating her goals with her supervisor and how she could constructively discuss ways in which a better balance could be achieved between her own research goals and the supervisor’s research projects. This student was prompted to consider how she might approach the supervisor with curiosity to understand some factors that could be contributing to the supervisor’s behavior towards her. This approach could provide the environment in which the student could disclose her own concerns and work with the supervisor to create a better working relationship. We explored options in case this approach was not successful and the student was invited to return to the Ombuds Office to discuss next steps if needed.

The student met with her supervisor and described her experience and her challenges and then sought to understand the supervisor’s perspective.



**Thank you  
for all your  
assistance  
today. I really feel  
speaking with you was  
the first time someone  
was willing to work on  
a solution, rather than  
tell me it's not possible.**

***Student***

While the conversation was difficult in many respects, she reported that by the end of their discussion they had agreed to some concrete ways in which they could both meet their objectives successfully and manage any future issues that might arise.

### **Case 2**

A prospective student's mother contacted the Ombuds Office after her son was told that UBC had not received his scholarship application. According to the mother, the UBC employee told her that despite her having a signed receipt for the package, there was no record of UBC receiving her son's application. She was told that as the deadline had passed there was nothing that could be done.

After explaining to the parent that in the absence of written consent we could only discuss the case directly with her son, the son contacted the Ombuds Office and gave us permission to look into his complaint. After some inquiries and searching, a senior administrator took on the responsibility to find out what happened to the application package. The Ombuds Office was quickly notified that the application had indeed been received but misfiled and had therefore not been included with the other scholarship applications, which had since been reviewed and adjudicated. The senior administrator convened a special review committee to consider the application even though the deadline had passed and the scholarship funds had been fully allocated.

The student did not receive the scholarship but was given the process he would have received had the application not been misplaced. The parent and the prospective student had been upset by the initial response received that nothing could be done and the less than helpful advice that the son could apply again next year. While the University's error was adequately redressed, the perfunctory initial interaction caused unnecessary frustration and loss of trust and goodwill.

### **Case 3**

An international graduate student received her second fail in her practicum placement and was told by the department that she would be withdrawn from the program. The department also indicated that she could voluntarily withdraw, but that option was only available if she agreed not to pursue a Senate appeal. The student felt that the grade was unfair, stating that her own health, the resources and supports at the placement and the University's failure to follow its own procedures contributed to the unsuccessful practicum. There were also comments in the evaluation about her "accent" which the student believed led to some bias in her assessment.

The student decided to pursue an appeal within her faculty. The Ombuds Office confirmed with both the student and the department that only the Faculty of Graduate Studies could withdraw a student based on a recommendation from the department. In addition, the department's offer to allow the student to voluntarily withdraw, subject to her agreement not to appeal, unfairly precluded access to an option that is available for all students.

The appeal was granted and the student was permitted to repeat her practicum a third time with certain conditions. The student, now more aware of her own health limitations, was more confident that she could do better

and understood how and when to seek help. This case mirrors a fact pattern seen in other cases involving students in practica/residency settings: personal incompatibility, assumptions made on hearing “accents” and generational differences in expressions of work ethic all heighten the risk of creating a challenging situation unless there are clear and robust conversations before placements are made and practica are begun.

#### **Case 4**

A distraught undergraduate student came to the Ombuds Office with an email from his professor asking him to come to her office the next day. The email did not indicate what the meeting would be about, with only the subject line of the email “final exam” as a hint. The student was advised to send an email to the professor, thanking her for the email, confirming his attendance at the meeting and asking her for a summary of what would be discussed at the meeting. As the professor did not respond to the email, the student went to the meeting unprepared and extremely anxious.

The student reported to the Ombuds Office that the professor had accused him of academic misconduct, namely that he had changed his answers on the scantron sheet at the exam feedback session when he had the answer key. The student denied changing any answers and stated that there must have been a scantron error when his exam was first marked. He stated that he was left in the room alone when he was reviewing his exam and could not corroborate his position that he made no changes to his exam.

The professor did not ask the student for his side of the story and told him that he would be suspended from the University for a year as a penalty. She went on at some length about how academic misconduct was addressed at UBC and commented on how this reflected poorly on the student’s moral character.

The Ombuds Officer explained the academic misconduct process to the student and assured him that only the President can discipline a student after due process is followed and completed. The student was assisted with preparing a letter to the Associate Dean, setting out his position and the reasons that he should be believed. In advance of the student’s meeting with the Associate Dean, the Ombuds Officer helped him to organize his points, re-focus his energies on his long-term goal of graduating and shift his attitude from one of anger to constructive resolution.

The student’s position was accepted and the higher mark was confirmed. In this case, the Associate Dean in his decision commented on the situation created by the department itself when it allowed students to be unsupervised with the only copy of their scantron and the answer key. The opportunities for students to commit academic misconduct and their vulnerability to be accused of it could be reduced by providing students with a photocopy of their scantron (or exam sheet), by providing students with different coloured pens if marking on the document is permitted and by ensuring adequate supervision in the room.

## **2. Recommendations of the Ombuds Office**


### **Non-Academic Misconduct Process – information for students**

As the new procedure for non-academic misconduct was introduced at the Vancouver campus, the Ombuds Office assisted a number of students



**This email really helps me to outline what I need to do and how to do it systematically and diplomatically.**

***Student***



**Thank you so much for the valuable time you spent with me on the phone yesterday, and for this wonderful and detailed follow-up note. I really appreciate feeling heard, among all the other concerns that are slightly more practical in nature.”**

***Student***

who needed help understanding the process. In particular, when the case involved the UBC Bookstore security staff, the RCMP or other non-UBC parties, students were confused about how their cases would be advanced and how information would be transmitted to UBC officials. Some reported receiving little or no information about the process at first instance and some reported comments that they perceived as threats about their ongoing registration as a UBC student.

We recommended to the Vice-President, Students Office that a short brochure be created and provided to students when they are first accused of non-academic misconduct. It should include how and to whom the information would be provided, the opportunities for the student to provide a response, and general timelines of the key steps in the process. The brochure should also identify key resources that the student can access for assistance and advice, including AMS and GSS Advocacy, Counseling Services, and the Ombuds Office.

### **Senate Examination Policies**

The Ombuds Office provided feedback on proposed changes to Senate Examination Policies, J-101 and J-102, dealing with Formal Examinations and Examination Hardships, respectively. Our input focused on enhancing accessibility to the policies under review by ensuring clear and simple language and sufficient clarity about the “who” and the “what” when students’ rights to a fair process are involved.

### **Review of Assigned Standing**

Discussions with the Registrar’s Office continued with respect to the Ombuds Office’s recommended changes to the Review of Assigned Standing process at the Vancouver campus, as included in the 2011 Annual Report. We have been advised that the policy has been presented to the Senate Academic Policy Committee for their consideration.

## **3. Working with the University Community**

Our work in promoting fairness for students is one that reaches across campus and across constituencies, as all community members have a role in ensuring that the UBC student experience is fair and equitable. And in 2012 we began conversations that will create the bridge across campuses with the establishment of ombuds services for students at the Okanagan campus.

### **WinterConnections**

A discussion with a GSS executive about the lack of a sustained program of orientation for international graduate students led to WinterConnections, a special evening event for first year international graduate students. While UBC offers a variety of orientation events for international graduate students when they first come to UBC, they can be overwhelmed with “information overload” and it is only later that they start to feel homesick, have doubts about their chosen area of study or experience other challenges of living and studying abroad.

The UBC Ombuds Office called upon St John’s College, International Student Development, Faculty of Graduate Studies, Graduate Students Society and the Director, Intercultural Understanding Strategy to brainstorm, develop a plan and deliver an event that could provide first year interna-

tional graduate students with the space and time to meet, talk and share their experiences with each other and the University. The first WinterConnections was held on January 20, 2012 at St John's College and welcomed over 100 students who joined in a number of activities and dinner. The feedback was enthusiastic and overwhelmingly supported the continuation of this event on an annual basis.

### **Student Representatives Orientation Workshop**

The third annual workshop hosted by the Ombuds Office was attended by student advocates and representatives to learn about the key resources and offices that relate to a student's experience at UBC. The goal of this one-day event is to create the opportunity for students to meet some key people on campus outside of a live student case and begin to create the relationships necessary to provide the most effective support services for students.

We invited representatives from various offices, including the Equity Office, Counseling Services, International Student Development, Access & Diversity, Senate Appeals, and the President's Advisory Committee on Student Discipline. Between presentations and at breaks, students had the opportunity to meet with these representatives and learn more about how they work with students.

### **Japanese Canadian Students Tribute Committee**

As co-chairs with the Director, Intercultural Understanding Strategy Development, we worked with a dedicated committee to bring to fruition all three aspects of the Senate motion passed in November 2011, most notably, the convocation ceremony to present honorary degrees and to re-confer degrees to the Japanese Canadian students who were enrolled at UBC in 1942. The committee comprised representatives from across the campus: Senate, Equity Office, Public Affairs, Access & Diversity, St John's College, Library, Faculty of Arts, Ceremonies, and Continuing Studies. The result of this collective and collaborative process was a ceremony on May 30, 2012 that will be a lasting legacy in honour of those students and their families.

Work continued through the year to pursue the Senate motion related to the establishment of an Asian Canadian minor program and a historical repository through the UBC Library.

### **Fairness Toolkits**

The Ombuds Office continued to expand its Fairness Toolkits, an online resource for students, staff and faculty on topics ranging from having difficult conversations to preparing for a senate appeal. These brief how-to's and tips are intended to provide University community members with guidelines on how they can constructively and effectively navigate and address problems or prevent them from occurring.

## Ombuds Activities

The Ombuds Office delivered presentations and workshops to the following units on campus about the role and mandate of the Office and related topics:

- Teacher Education, faculty advisors
- Graduate Student Society Council
- Enrolment Service Professionals Training
- AMS &GSS Advocates – Administrative Law 101
- GSS Executive – Intercultural Understanding, Fairness and the Brain
- Counselling Services
- Law Students Orientation - Respectful Dialogue Panel

The Ombuds Office participated in the following orientation events and fairs:

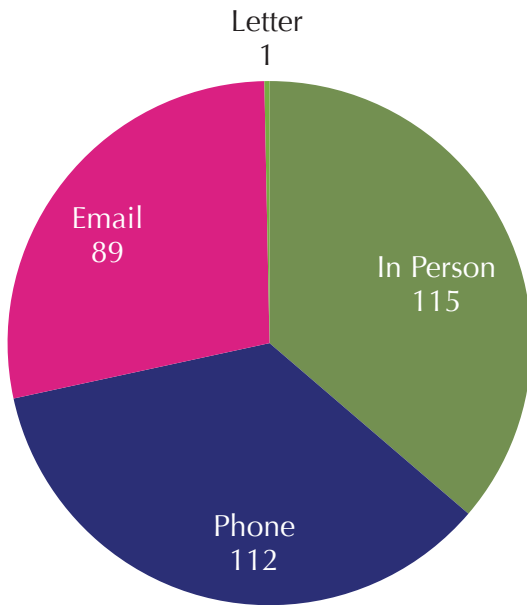
- New Staff and Faculty Orientation
- Graduate Students Orientation
- Imagine
- Science Wellness Fair
- Jumpstart

Active involvement in various professional ombuds associations and events continued:

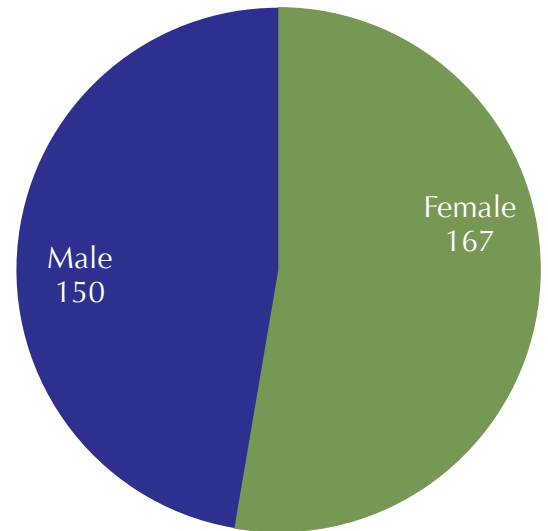
- Association of Canadian College and University Ombudspersons
  - Regional meetings - Victoria
  - Annual Conference – Edmonton
  - Legal Sub-Committee
- NorthWest Ombuds Group – Steering Committee
- California Caucus of Colleges and University Ombuds
- BC Academic Ombuds Group
- International Ombudsman Association



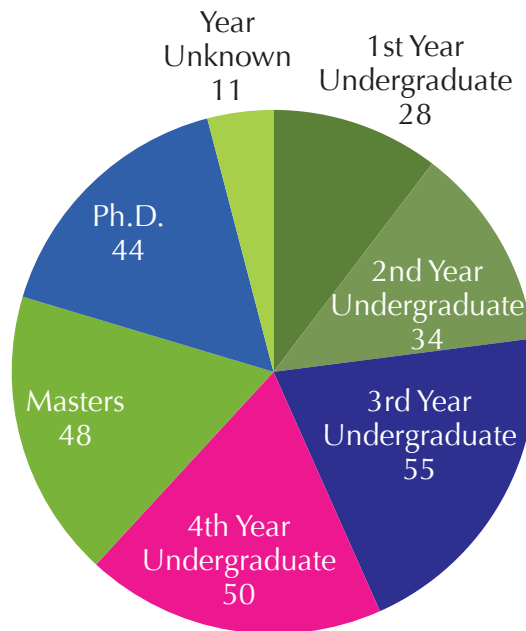
# Ombuds Office Statistical Information 2012



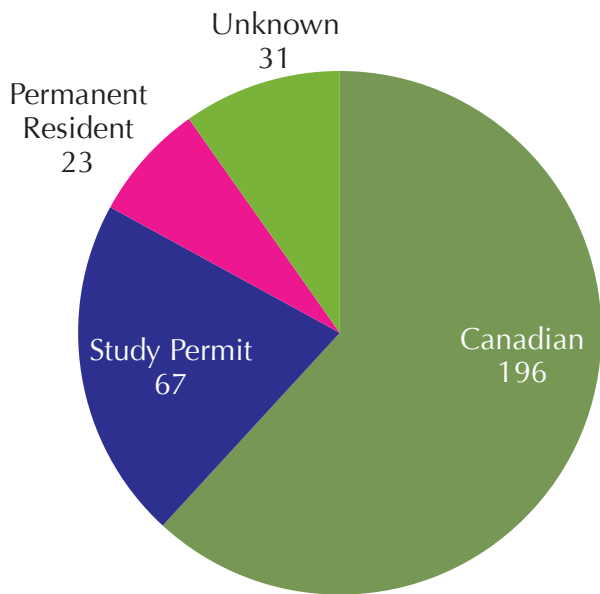
**Initial Mode of Contact**



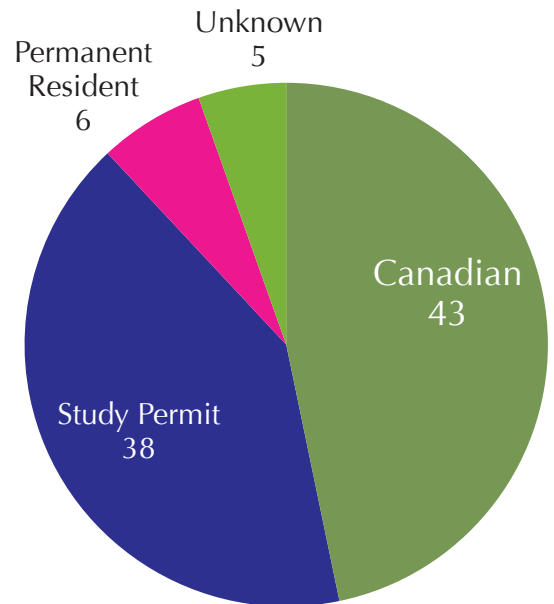
**Gender**



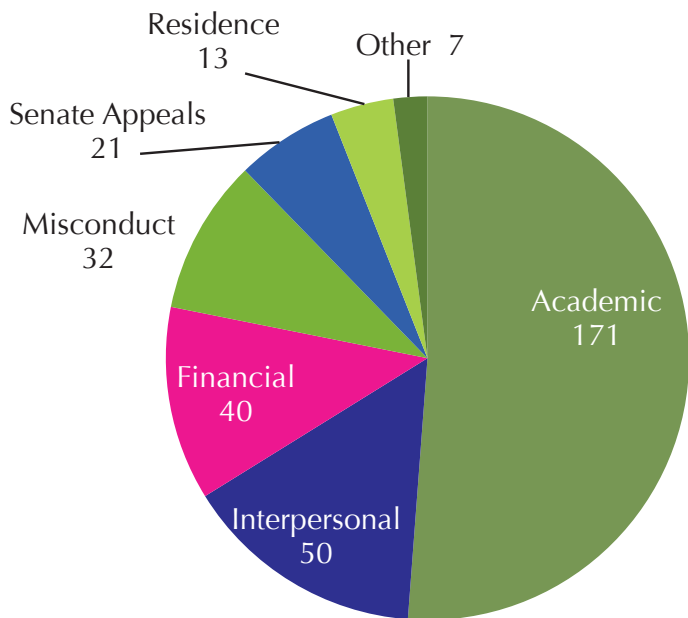
**Visitors by Study Level**



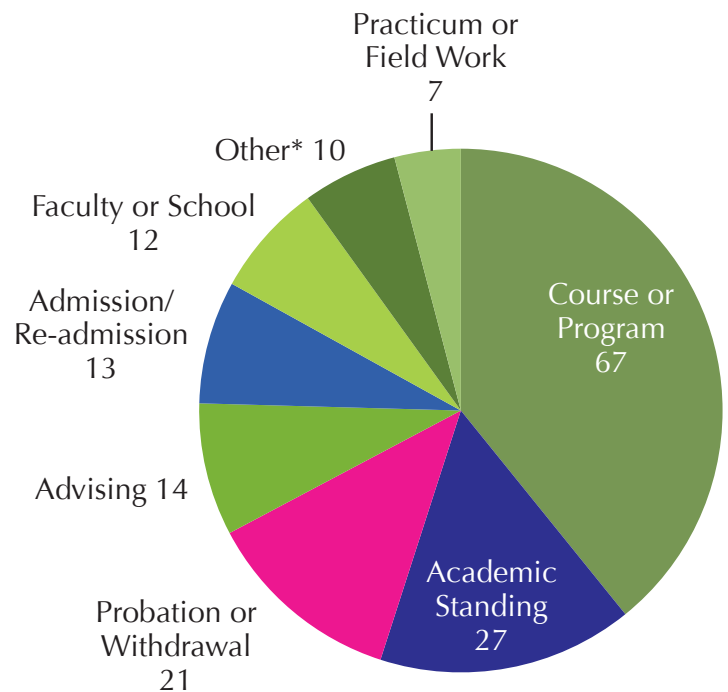
**Visa Type  
-All**



**Visa Type  
- Graduate**



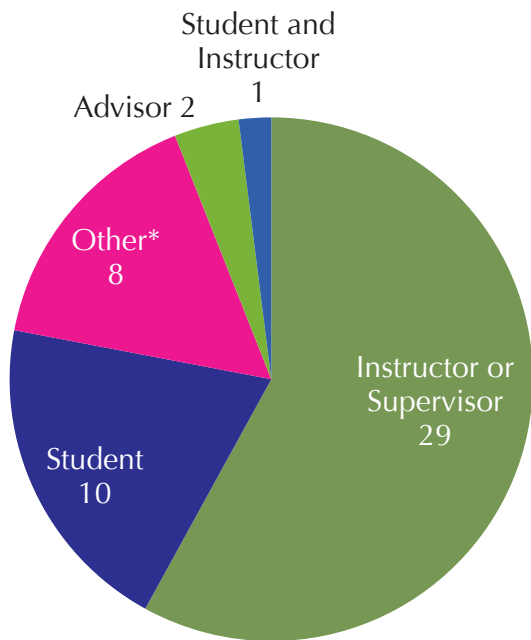
**Nature of Concern**



**Nature of Concern  
- Academic**

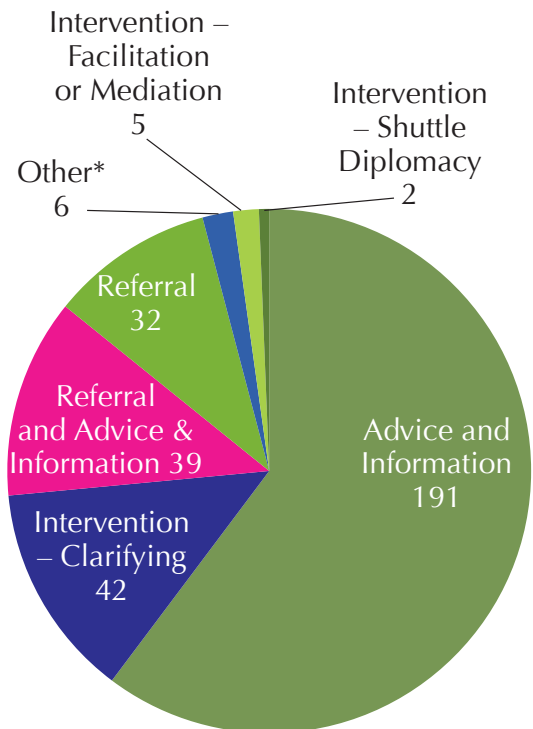
Note: Some visitors had more than one concern.

\* Intellectual property, leave policies, exam accommodations and conditions, cross-campus studies



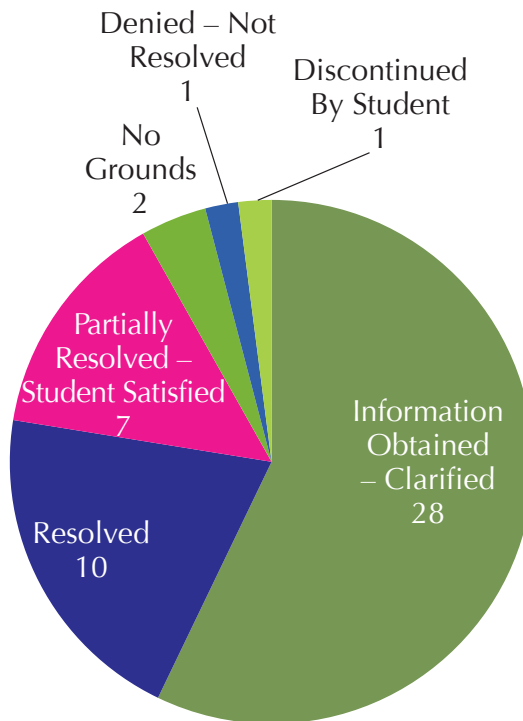
**Nature of Concern  
– Interpersonal**

\* Lab manager, staff, off-campus workplace



**Action Taken**

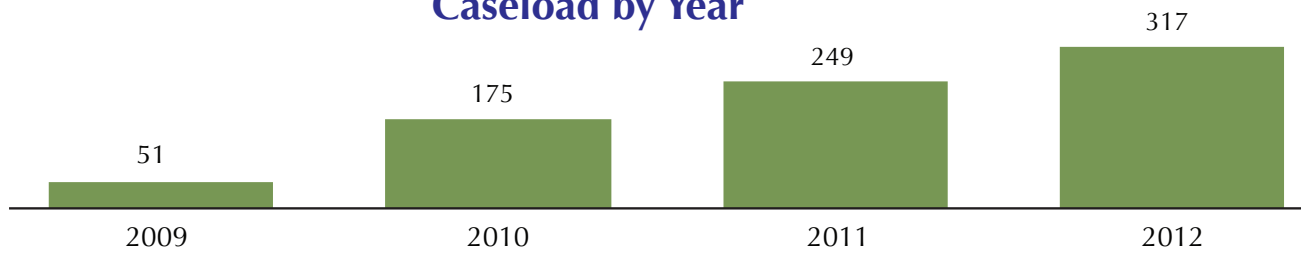
\* No action, student cancelled appointment



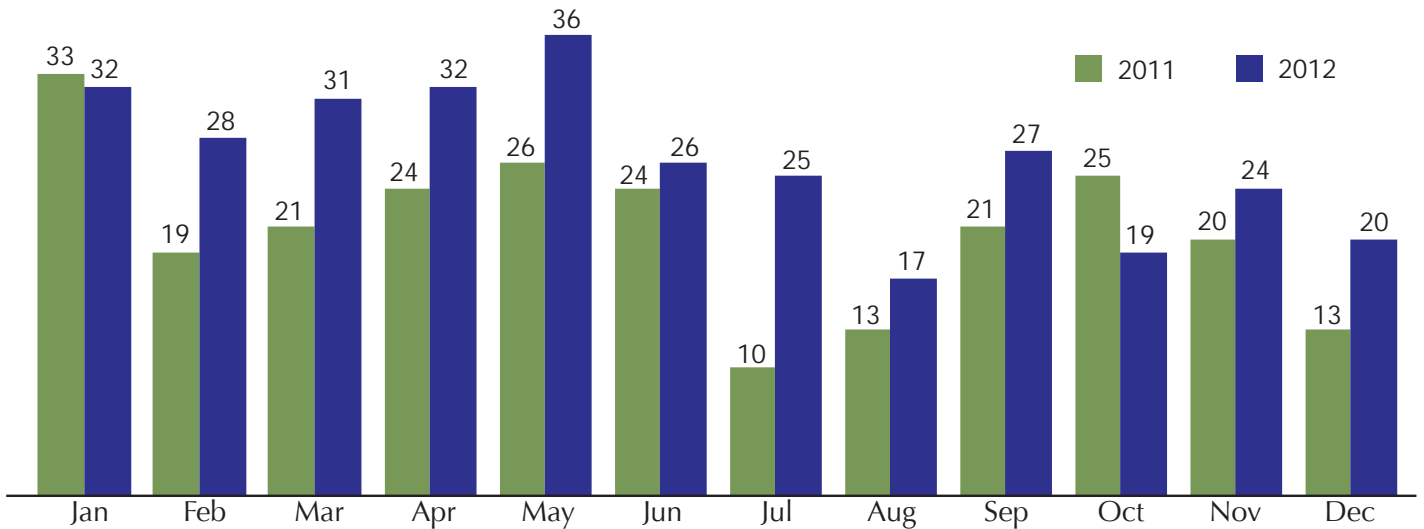
**Intervention Outcome**

Of the 317 cases brought to the Ombuds Office, the Office intervened 49 times.

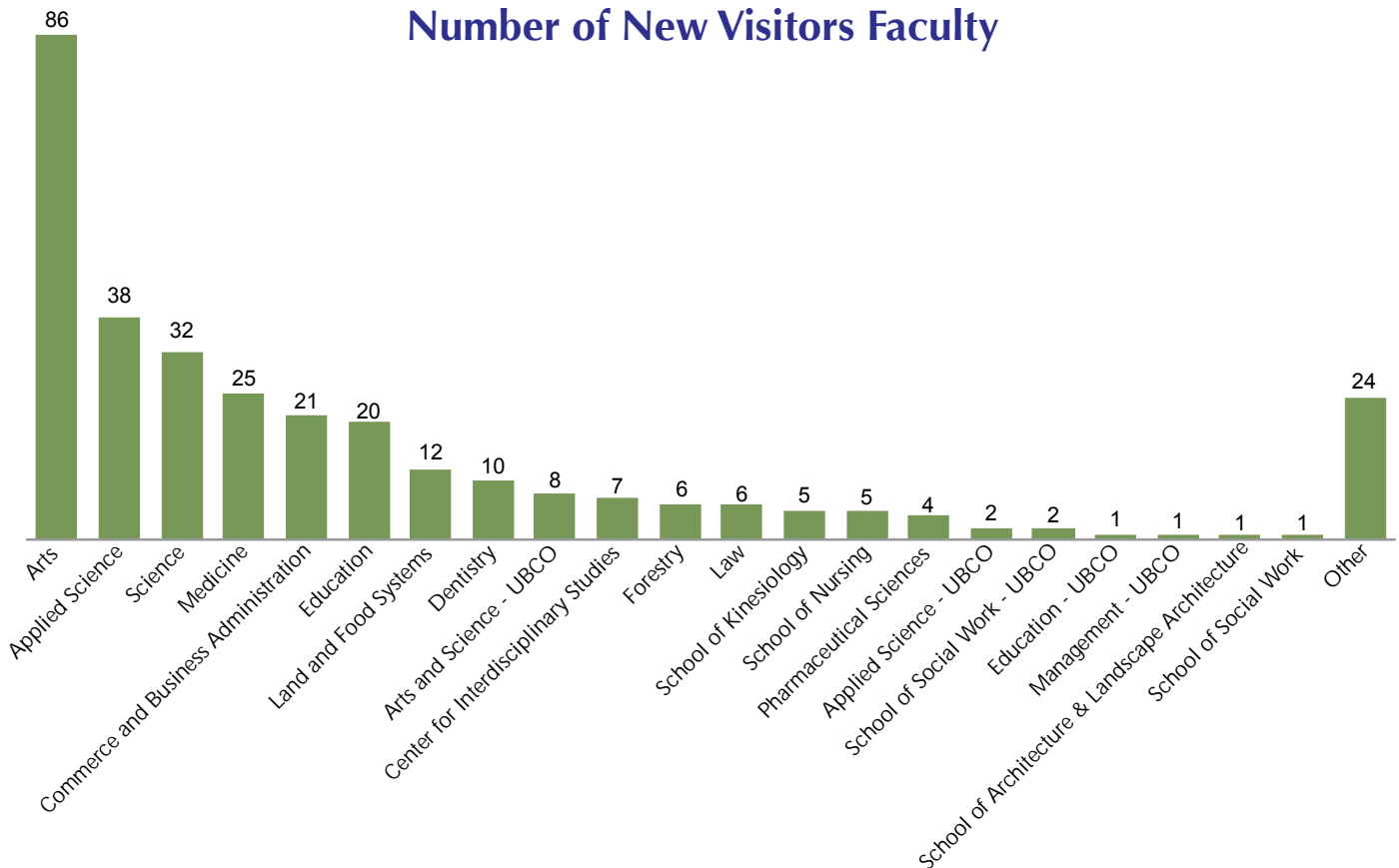
## Caseload by Year



## Number of New Visitors by Month



## Number of New Visitors Faculty



Note: Other includes prospective, unclassified and Access students, and staff, faculty, unknown and third party visitors

# 2012 Satisfaction Survey Results (%)

This report contains a detailed statistical analysis of the results to the survey titled *Office of the Ombudsperson for Students: Satisfaction Survey*.

Questions	N/A	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Information about the Ombuds Office was easy to find	0.0	27.9	44.3	11.5	11.5	4.9
The office is conveniently located	8.2	34.4	44.3	9.8	3.3	0.0
My initial contact with the Ombuds Office was promptly acknowledged	0.0	88.5	11.5	0.0	0.0	0.0
I was able to meet with an Ombuds Office representative quickly	6.6	86.9	6.6	0.0	0.0	0.0
I was treated with respect and courtesy	0.0	98.4	0.0	1.6	0.0	0.0
I was given different options and/or suggestions on how I could proceed	0.0	78.7	21.3	0.0	0.0	0.0
The consultation with the Ombuds Office helped me to pursue my concern constructively	0.0	73.3	21.7	3.3	0.0	1.7
I felt that my issues were treated with sensitivity, concern and confidentiality	0.0	78.7	19.7	0.0	0.0	1.6
The Ombuds Office website is easy to navigate and has helpful information	13.3	26.7	25.0	35.0	0.0	0.0
I feel better prepared to effectively deal with similar situations in the future	1.7	55.0	35.0	5.0	3.3	0.0
I would recommend the Ombuds Office to a friend	0.0	80.0	18.3	1.7	0.0	0.0
Without the assistance of the Ombuds Office, I would possibly have sought legal or other alternatives outside the university	3.3	13.1	16.4	45.9	11.5	9.8