



ANNUAL REPORT 2014

# *Cultivating Fairness* at UBC

*Compassion*

*Accountability*

**Fairness**

*Community*



# OFFICE OF THE OMBUDSPERSON FOR STUDENTS ANNUAL REPORT 2014

## INTRODUCTION

In presenting this sixth Annual Report of the Office of the Ombudsperson for Students, I would like to express my gratitude to the university community for the continued opportunity and privilege to provide our services on the Vancouver and Okanagan campuses.

I have reflected on the role and function of the office and how we have grown and adapted over the past six years to try to meet the needs of students and the institution as a whole. I have also learned a great deal about the work of ombuds offices across Canadian and U.S. universities and colleges and have been both surprised and heartened by the diversity of philosophies and approaches that each have taken in the content and delivery of ombuds services. The most interesting spectrum on which the variation exists is one relating to independence: how closely the ombuds office works with the rest of the university community and the structures and processes that connect and might be perceived to exert control over the office.

I feel that there has been mutual benefit to our office being relatively integrated with the rest of the campus at an institutional level, while strictly enforcing our independence as it relates to our work with individual students. We have sought to build relationships with faculties, administrative units, student societies and representatives, senior leadership and the community to enhance our capacity and efficacy to help students navigate challenging situations and to promote fairness and systemic improvements. We are part of the university community and accountable to its core academic mission and strategic goals.

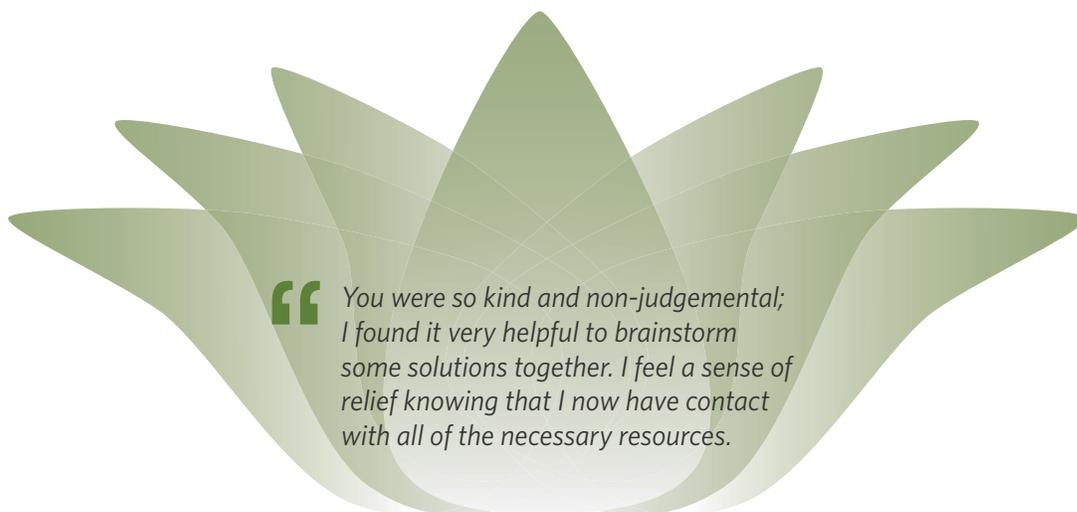
A constant endeavour has been to bring as much interdisciplinarity and coordination from across the university to our work as our mandate permits. Whether that takes the form of connecting neuroscience to our understanding of conflict or creating tables for cross-campus conversations, the multiplicity and diversity of perspectives, knowledge and experience are critical to finding new and creative ways of tackling long-standing and complex challenges and issues. It is not always intuitive for us to reach beyond our own units, disciplines and constituencies. Large organizations like UBC seem to have a built-in default towards specialization and compartmentalization.

I am grateful for the continued support of Prof. Gupta, his office, the Deputy Vice-Chancellor and the Ombuds Advisory Committee. Working with the Alma Mater Society, Graduate Student Society and the Student Union Okanagan, we hope to further develop and fine-tune our services to ensure our ongoing relevance and assistance to students. We will also work to strengthen existing relationships and forge new ones across our campuses with a goal to promote fairness in practice, process and outcomes.

My sincere thanks and appreciation to Joy Coben, Ombuds Officer at the Vancouver campus and Maria Mazzotta, Ombuds Officer at the Okanagan campus for their dedication to the ombuds mandate and for their wise and kind support of hundreds of students each year.

Respectfully submitted,

Shirley Nakata  
Ombudsperson for Students



## WHAT WE DO

“Your time is very much appreciated, and I felt relieved that I was able to discuss this with someone completely outside of my department.”

Over the past six years, we have seen an increase in the understanding of what our office does and what the word “ombuds” means. Still, as “ombuds” is not a word that appears in most people’s daily conversations, we continue to find many on our campuses who are unaware of our existence and of what we do.

“Ombudsman” is a Swedish word that is associated with concepts like “agent”, “representative”, “attorney” and “proxy”. Originating from the desire of a Swedish king to ensure that the rules and laws of the land were being followed by his administrators the ombudsman evolved to become independent of the executive branch and occupy a role to address maladministration and enhance good governance. This modern mandate is based on a clear acknowledgement of the disbalance of power between the governed and the governing. McKenna Lang, in her dissertation entitled *International Ombudsing: Navigating Discursive Channels* states: “It is here in the power relations at the nexus of governing and being governed, that we find the ombudsperson.”<sup>1</sup>

Hence, the foundational constructs to ombudsing of confidentiality, independence and impartiality are essential to help moderate the impacts of the power disbalance. Perceived risk of retaliation is widespread so students must be assured that their concerns and grievances will be held in the strictest confidence. Assurances of confidentiality can be particularly important in smaller communities like the Okanagan campus and among certain student populations with specific vulnerabilities (e.g. international graduate students, students with mental health challenges). Students will only see this office as a valuable resource if they feel that they will be dealt with, not through a pro-university lens, but impartially and through advocacy only for fairness in principle, practice and outcome. Structural and substantive independence is required to allow ombuds to freely make commentary, recommend and investigate as appropriate to ensure that the governing hear and consider the experience of the governed.

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<sup>1</sup> Lang, McKenna (2014). Taos Institute, Tilburg University. p. 32

Good administration is the norm at UBC. However, maladministration, or *bureaupathology* as one former BC Ombudsperson<sup>2</sup> coined it does exist and is less about malicious, incompetent or careless administration, and more about rigid application of rules without thoughtful and temperate consideration of the particular facts of a given case. “Ombudsing aims to provide a channel, generally within systems of governance, for addressing complaints and *humanizing* bureaucracy” (emphasis added).<sup>3</sup>

We are not fixers. We help students build their capacity and confidence to constructively address the challenges they face by:

- Exploring options
- Explaining policies and procedures
- Clarifying goals
- Listening and providing an objective perspective
- Facilitating discussions and promoting informal resolution channels

I believe that ombudspersons must execute their mandate in accordance with their constating document, the institutional environment and culture and the needs and aspirations of the institution and its members. Ombuds services are a work in progress and must continually adapt to a variety of changes, including the strategic goals and vision of the institution and the constituency the office serves. One example of the latter is the recent increase of reports of the distinct needs and challenges of mature undergraduate students and the disengagement they sometimes describe with a system designed primarily for an 18-30 year old student population.

Our services are shaped by the commitments in *Place and Promise* and the belief that we each have a shared responsibility to contribute to the achievement of those goals even if they are not squarely within our remit. Ombuds services are therefore delivered with an overarching view to enhance student learning and research excellence, promote intercultural understanding, support an outstanding work environment and deepen Aboriginal and community engagement. A fundamental responsibility of ombuds is to speak up, name, support and build capacity to help the organization be accountable to its own value and mission statements. At UBC that requires us to credibly identify gaps and weaknesses and make recommendations for positive change at the systemic level and through our work with individuals, facilitate processes and resolutions that can fortify the relationship between individual and institution and restore any loss of faith or trust.

<sup>2</sup> Stephen Owen. BC Ombudsperson 1986-1992.

<sup>3</sup> Lang, McKenna, supra Note 1 at p. 67

## REFLECTIONS & OBSERVATIONS

### WEAR ONE HAT AT A TIME

The size of this institution necessarily gives rise to a large number of rules, many of which are complex with corresponding procedures that can be slow-moving. The administration of such rules and procedures requires decision-makers to balance their specialized knowledge with their understanding of the university landscape along with general principles of fairness. In the consideration of a particular case, the decision-maker may find various issues that fall outside the realm of their expertise or their jurisdiction.

One benefit of being part of an institution of UBC's size and sophistication is that we have created a network of resources and system of units (albeit sometimes hard to navigate) so that one person does not have to "do it all". We too often see decision-makers with the best of intentions trying to wear multiple hats and making decisions that are not within their role or expertise to make.

Over any 12-month period, about one in five individuals in BC will experience significant mental health and/or substance use problems leading to personal suffering and interference with life goals.<sup>4</sup>

<sup>4</sup> Ministry of Health Services & Ministry of Children and Family Development. "Healthy Minds, Healthy People", Government of British Columbia, 2010.

*A department head has received a request from an undergraduate student to change her "Fail" grade in one course to a "Withdrawal". The student says that two weeks into the course her mother was hospitalized for a period of six weeks and subsequently, the student's depression and anxiety deepened. She did not seek assistance nor share this information with her professor until she arrived late for her final exam, having slept in. She provided a letter from her doctor confirming that her depression and the medication she was on at the time made it difficult for her to get up in the morning.*

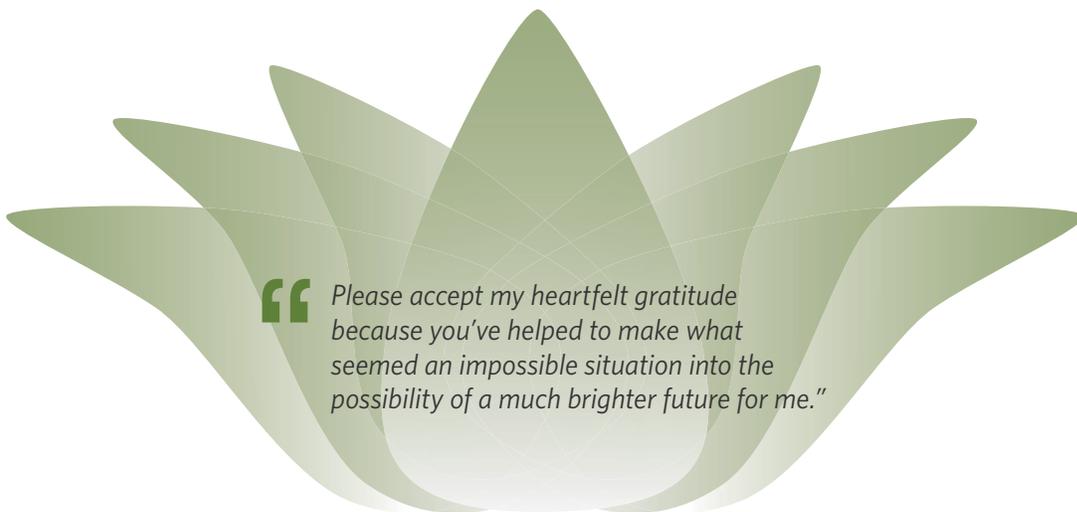
*The department head, while sympathetic to the student's situation, denied her request stating that it was the student's responsibility to seek and obtain support for her difficulties and that she could and should have sought accommodation earlier. He also stated that sleeping in is never an acceptable excuse for arriving late to a final exam.*

“ It was so nice to meet with you and get some kind of clarity in how to deal with the matter and the options that I have at this point. I would like to thank you for hearing me out the other day and all the help given in this distressful time.

Even if this decision-maker has specific expertise relating to an issue relevant to the matter of academic standing, for example, the student’s health status, it is outside his role to assess and draw conclusions about that aspect of the case. It is a relevant factor in the decision-making process, but he must consider the expert opinion of someone who has the role to provide such information for the adjudicative process and resist the temptation to substitute it with his own.

It may be helpful to think of ourselves each as nodes in a system in which we are interdependent and interconnected but have specific and limited responsibilities. Conflicts of interest and allegations of biased decision-making can be more easily avoided when we are cognizant of the potential for, and avoid, putting on the second or third hat and instead consult, refer and defer to others who have the authority and expertise for that particular aspect of the case.

This does not preclude decision-makers from accessing their own personal experiences, understanding and knowledge in making a fair decision. But an adjudicative role—one which requires the consideration of all relevant information —must be executed without the individual’s assessments that are beyond their mandate.



“ Please accept my heartfelt gratitude because you’ve helped to make what seemed an impossible situation into the possibility of a much brighter future for me.”

## FOCUS ON THE “HOW”

*“We cannot rely on a structure of a priori rules to relieve us of our responsibility for treating each other with compassion and understanding.”<sup>5</sup>*

Rules, policies and procedures are only the starting point in a decision-making process. They should not, as former Dean of McGill Law School Roderick MacDonald states above, determine the outcome without applying the core values UBC has articulated which include mutual respect, equity, excellence and integrity. Sometimes we try to sterilize decision-making by removing the “emotion”, thinking that by doing so we can reach a more accurate and fair result. But by adhering to a rule without meaningful consideration of and being influenced by the humanity of the situation, we can make the wrong decision.

It is a natural course to follow, seeing that we live in systems in which outcomes and results are generally valued and rewarded over process. We learn to focus on getting the paper published, the project completed, the funding obtained, and the promotion achieved. But if we shift that focus more to the “how” from the “what”, we can emphasize the relationship and our interconnectedness that enriches the environment in which a fair decision is more likely to be reached as well as accepted. The “how” constitutes the framework in which we make choices about our actions in pursuing our outcomes; the quality of the result is inextricably linked to how we got there. This is crucial in a university context that must be distinguished from other environments, like in a criminal court setting, in which the decision-maker and the individual being judged have little or no potential for an ongoing relationship.

Is the decision consistent with and does it further the purpose of the rule? What is the impact of the decision on the individual?

We have all seen decisions that resonate as being just and right be voided by our courts because the process followed was flawed. Workload, competing priorities, lack of understanding (or care), assumptions and miscommunications can contribute to a rush to the end, most always without bad faith or intention. We now know that when we feel we have been treated with respect, fairness and compassion, we are much more likely to accept and move on from a negative outcome.<sup>6</sup> Good process informs, enhances and validates the decision. Fairness is a social experience that our brains treat in the same way as a survival issue. Brain research shows that when we are fairly treated, the reward systems of our brain light up.<sup>7</sup> Conversely, when we expect fairness and then feel we have been treated unfairly, we experience something close to physical pain in our brains and activation of a part of our brain associated with disgust.<sup>8</sup>

5 MacDonald, R. (1990). “Normative Order in the Administrative State”, University of Toronto Law Journal, Vol. 40, No. 3, Special Issue on Administrative Law. pp 419-476.

6 Lind, E. A., & Tyler, T. R. (1988). *The social psychology of procedural justice*. New York: Plenum.

7 *The Brain at Work*. Rock, David. HarperCollins, 2009.

8 *Ibid.* p145

Fair process includes clear, timely and responsive communications regardless of the content. It means that when a suspicion of wrongdoing arises, we don't jump to condemnation, but hold back and follow the process even if we are 100% certain of guilt. Process requires us to pause, reflect and carefully choose our language in communications, creating snapshots along the way in the form of a written record of what did and did not happen. Fair process means that students accused of wrongdoing are never, ever required to prove their innocence. Students are expected to be honest, cooperative and respectful when they are accused of wrongdoing, but the burden is on the university alone to establish guilt.

Fairness is a basic human need  
—like food, shelter and human  
connection.

*An international graduate student receives an email from his supervisor asking him to meet with her that afternoon on an urgent matter. At the meeting, the supervisor expresses her disappointment after reading the first three chapters of his thesis. She says that beyond the poor analysis and English, he has clearly plagiarized and copied from various other works. The supervisor tells the student that she hopes he has a compelling argument to persuade her from not having him expelled.*

Investment in the pre-decision stage will produce better outcomes for all parties. Accessible information about procedures and rules, in content and availability, needs to be established and communicated before the crisis or alleged breach occurs. Templates for key messages in high-risk processes can help decision-makers follow procedures and communicate the right content at the right time. Checklists for decision-makers can mitigate errors and missteps. We cannot anticipate every scenario, every fact pattern or situation. However, we can create robust rules and processes that decision-makers can be supported and educated to apply flexibly to any case.

- Respond promptly to communications, if only to acknowledge receipt and provide an estimated timeframe for reply
- Challenge your initial reaction, withhold judgment and be open to a different narrative
- Keep your eye on “community” and don't get adversarial even if others do
- Keep in mind potential next steps – appeals, judicial review, publicity – and ensure fairness is done and seen to be done

## DECIDE THE CASE, AND ONLY THE CASE BEFORE YOU

We are all biased. Therefore, we must be vigilant against allowing irrelevant factors to enter our assessment and impede consideration of relevant and proper ones. The risk can be greater when over time observed patterns of behaviour, recurring characteristics of individuals or similar defences can unconsciously contribute to pre-conclusions and generalizations. While past cases can inform future ones and consistency of decision-making is important, fairness requires that each case be decided on its own, and only its own, merits. Two cases, each involving a student with the same characteristics (year and area of study, country of origin, age, etc.) accused of cheating on the same question on the same exam, may or may not warrant the same outcome.

Moreover, decision-makers must decide the case before them without speculation or consideration of the actions of or the consequences to the broader community. When a student's rights could be adversely affected by a university decision, the decision-maker is required to consider, weigh and determine the facts of that case. It's not about upholding academic integrity for the whole student body or about "sending a message". Fairness precludes pre-cut, zero-tolerance types of decisions that result from "if A, then outcome is always B" types of non-analysis. Decision-makers are given discretion to judge each case wisely and fairly: they are not permitted to fetter that discretion by automating any part of the decision-making process.

*An Associate Dean has conducted an investigation into an allegation of academic misconduct against an international undergraduate student. The Associate Dean acknowledges the student's defence that she cheated on one question among 30 on the exam and that she was under extreme stress due to a conflict with her professor. The Associate Dean finds that academic misconduct has occurred and, as in all cases involving cheating on a final exam, gives the student a zero for the exam and refers the case to the President's Advisory Committee on Student Discipline. He further concludes that she could and should have sought assistance earlier from the many resources available on campus if she was having difficulties with her professor.*

“ I want you to know that you are the only one who listened to me and I thank you for it no matter what the outcome.”

By focusing only on the case at hand, it will also be easier to refrain from the often-heard phrase: “That would create a precedent”. There appears to be a general apprehension that there would be an opening of the floodgates and that others would take *unfair* advantage of a decision taken in one case to argue application to their own. Speculations of cases that might arise in the future must not impede us from doing the right thing in the specific situation that is before us. If cases with sufficiently similar facts, and similar aggravating, mitigating or extenuating circumstances come forward, then there is nothing unfair about reaching a similar or the same outcome. However, it is rare to find that there are multiple cases that are so closely similar on the facts that the exact same decision is warranted without proper analysis of the circumstances of each case. And, if there are a significant number of similar cases, then perhaps that is a signal to the university that a policy, procedure or practice needs to be reviewed.

The floodgates argument usually arises when decision-makers perceive that they are being asked to relax a rule or make an exception. Creative and innovative solutions that fit the facts of the particular case do not mean the rule is flawed. The goal is to treat each student fairly and come to a fair and reasonable outcome given the totality of the circumstances of *that* case while preserving and respecting the purpose for which that rule was created. An exceptional outcome is not a concession of fault; a compassionate solution is not an indication of weakness.



“ There is “space between the rules, and that space is occupied by common sense and humanity.”<sup>9</sup>

<sup>9</sup> Episode 1, Series 2. *Silk*. BBC One. May 26, 2012. Television

## RECOMMENDATIONS:

- Invest comprehensively at the front end to ensure accessible, consistent and accurate information about resources, expectations and rules.
  - » Utilize course syllabi to communicate information of importance to all students – e.g. accommodation for disabilities, academic integrity, health issues, etc.
- Provide every faculty and staff member who interfaces with students with a detailed map of university resources and units that may have a role in a decision relating to a student.
  - » Counselling Services, Enrolment Services Professionals, Academic Advising Offices, Access & Diversity, Student Health Services, AMS and GSS Advocacy services, etc.
- Supply decision-makers with clear guidelines, checklists and templates that correspond with the policies and procedures they are required to follow.
  - » How to proceed with a suspicion of academic misconduct? How to respond to a student's request for accommodation? How to determine an appeal of a decision?
  - » Develop communities of practice or teams across faculties and units that deal with particular types of decisions relating to students in order to enhance consistency and efficacy across the university.
- Create venues for discussion among faculty, staff and students to consider and reflect on the various aspects of a student's life that are relevant to and are impacted by university decisions. They can provide opportunities to collectively recommend changes and pursue collaborative initiatives.
- Ensure that each faculty and unit provides students with accessible information about any rule or procedure that might significantly affect their rights and interests.
- Make sure websites are easy to navigate and contain information important for students to understand their rights and responsibilities (e.g. academic integrity, grade appeals, academic concessions, leaves, etc.)

The Ombuds Office remains available to assist faculties and units in developing and implementing best practices and competencies in relation to the recommendations above. A significant part of our mandate is to work proactively to support the university to establish fair rules, enact and follow fair procedures and reach fair outcomes.

## WORKING WITH THE UNIVERSITY COMMUNITY - HIGHLIGHTS

### AMS ADVOCATE AND OMBUDSPERSON AND GSS ADVOCATES

- We met throughout the year to discuss trends, challenging issues and areas for systemic improvements. A common and continuing thread throughout our discussions is students' fear of retribution for challenging faculty members and university decisions.

### GSS ADVOCATES AND REPRESENTATIVES FROM THE FACULTY OF GRADUATE AND POST-DOCTORAL STUDIES

- Quarterly meetings to share stories, experiences and ideas about how to work together to address challenges facing graduate students. We continued to hear that supervision and funding remain critical concerns for graduate students in a milieu where the power imbalance is most heightened.

### STUDENT UNION OKANAGAN

- Meetings to explore ways in which the Okanagan Ombuds Office can support the Student Union and work together to address student needs on the Okanagan campus.

### ASSOCIATE DEANS ROUNDTABLE

- Meetings are scheduled through the year to exchange information about current issues and best practices to work cooperatively on projects that support our common goals. The *Guidelines for Faculty* on academic misconduct continue to be revised and refined. Student mental health and wellbeing as well as the student athlete experience were also discussed.

### COLLEGE OF GRADUATE STUDIES

- Discussions with the Dean and Associate Dean about trending issues for graduate students on the Okanagan campus and the potential for collaboration on proactive initiatives.

### WINTERCONNECTIONS

- A mid-winter orientation event for first year international graduate students. Numbers of attendees continued to climb and evaluations indicated a positive experience for new international graduate students.

### SENATE, ACADEMIC GOVERNANCE AND ENROLMENT SERVICES

- Discussions of recommended changes to process and communications to reduce the incidence and impact of late revocation of conditional offers of admission.

### **ASIAN CANADIAN COMMUNITY ENGAGEMENT INITIATIVE (ACCE)**

- A committee with broad representation across the Vancouver campus of individuals who have expertise and interest in strengthening the university's engagement with local Asian Canadian communities. ACCE works in a consultative and collaborative manner to support respectful interactions that value the mutual enrichment of genuine community engagement.

### **ST JOHN'S HOT LUNCH INITIATIVE**

- Monthly lunches with a guest speaker invited from senior leadership organized as an opportunity for staff to meet new colleagues and build community. This initiative recognizes the challenges for staff to create connections across various units, faculties and staffing groups.

### **COMMITTEES AND WORKING GROUPS**

- Senate Ad-Hoc Committee on Student Mental Health & Wellbeing
- Positive Space Campaign Review
- Workplace Environment Survey Committee
- Guidelines for University Investigations Review Committee
- Provost's Advisory Committee on Equity & Diversity

### **PRESENTATIONS AND WORKSHOPS**

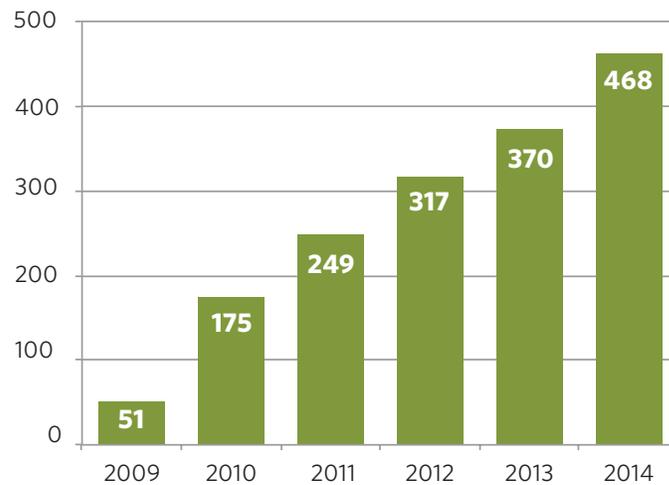
- Deans Council, Okanagan
- UBCO Heads-up
- Library, Okanagan
- Faculty Councils, Okanagan
- Faculty Associates, Dentistry
- Arts Advising
- Supervision panel, Faculty of Graduate and Post-Doctoral Studies
- Rule Out Racism
- Respectful Environment panel, Law
- Copenhagen Business School, Sauder
- Science Undergraduate Students Association
- Graduate Students, Political Science
- Student Senators Caucus

### **PROFESSIONAL ASSOCIATIONS**

- BC Academic Ombuds Group
- Association of Canadian College and University Ombudspersons
  - Communications Committee
  - Conference Planning Committee
- Forum of Canadian Ombudsman
- NorthWest Ombuds Group
  - Steering Committee
- California Caucus of University and College Ombuds
- Canadian Association of College and University Student Services

## OMBUDS OFFICE STATISTICAL INFORMATION

### TOTAL CASELOAD PER YEAR — VANCOUVER AND OKANAGAN

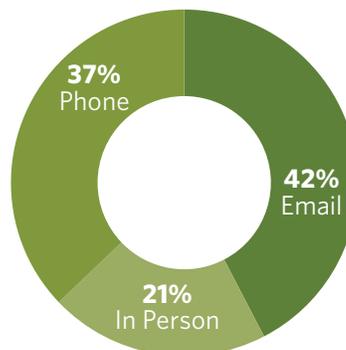


## STATISTICAL INFORMATION VANCOUVER

### NUMBER OF OMBUDS CONSULTATIONS PER VISITOR



### MODE OF CONTACT



### AGE

60+	1
55-59	3
50-54	6
45-49	11
40-44	12
35-39	32
30-34	52
25-29	81
20-24	108
15-19	5
Unknown	50

Unknown includes staff, faculty, post-doctoral fellows, parents, and anonymous visitors.

### STUDY LEVEL

Graduate	113
Post Graduate	8
Diploma and Certificate	10
Undergraduate	168
Unclassified	10
Visiting	2
Other/Unknown	50

### YEAR AND LEVEL OF STUDY

1st year undergraduate	28
2nd year undergraduate	31
3rd year undergraduate	44
4th and 5th year undergraduate	65
Unclassified	10
Post Graduate	8
Certificate and Diploma	10
Master's	69
Doctoral	44
Other/Unknown	52

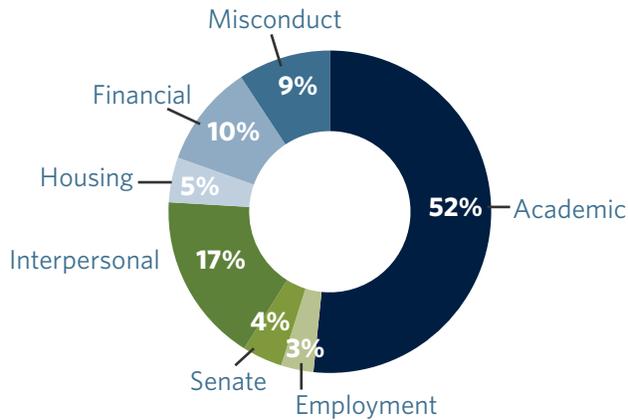
### STATUS BY STUDY LEVEL

	Canadian	Permanent Resident	Study Permit	Refugee	Other
Graduate	48	2	41		
Post-Graduate/ Certificates/ Diplomas	14	3	1		
Undergraduate	128	21	32		
Unknown				1	70

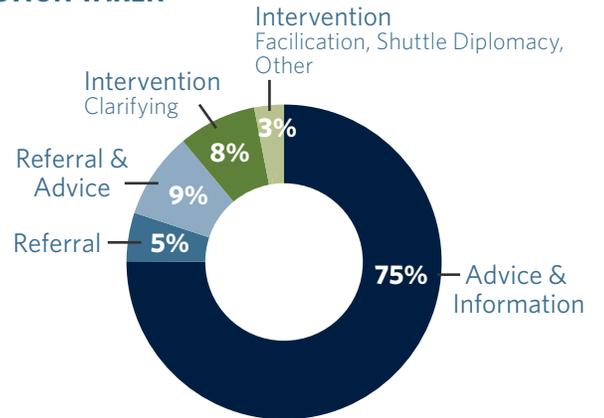
### FACULTY

Applied Science	54	Land and Food Systems	11
Arts	101	Law	6
Commerce	29	Medicine	25
Centre for Interdisciplinary Studies	1	Nursing	3
Continuing Education	1	Pharmaceutical Sciences	5
Dentistry	7	School of Architecture and Landscape Architecture	2
Education	19	Science	51
Forestry	4	Other/Unknown	37
Human Kinetics	5		

**NATURE OF CONCERN SUMMARY**



**ACTION TAKEN**



**ACADEMIC CONCERNS**

Academic Standing	23
Admission	21
Advising	15
Course or Program	92
Faculty or School	18
Practicum or Field Work	8
Probation or Withdrawal	17
Other Academic Concern	12
<b>Total</b>	<b>206</b>

**INTERPERSONAL CONCERNS**

Advisor	3
Head of Unit	7
Instructor	15
Student	10
Supervisor	18
Teaching Assistant	1
Other	14
<b>Total</b>	<b>68</b>

**SENATE APPEALS**

Academic Standing	11
Discipline Decisions	2
Admissions Decisions	3
<b>Total</b>	<b>16</b>

**MISCONDUCT CONCERNS**

Academic Misconduct	28
Non-Academic Misconduct	5
Other Misconduct	4
<b>Total</b>	<b>37</b>

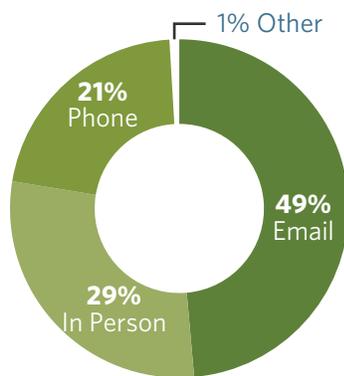
## 2014 SATISFACTION SURVEY RESULTS (%) VANCOUVER

This report contains a statistical analysis of the results to the survey titled *2014 Satisfaction Survey: Office of the Ombudsperson for Students*. The analysis includes answers from all respondents who took the survey in the period from January 29, 2014 – January 27, 2015. 61 completed responses were received to the survey during this time.

	% N/A	% STRONGLY AGREE	% AGREE	% DON'T KNOW	% DISAGREE	% STRONG DISAGREE
INFORMATION ABOUT THE OMBUDS OFFICE WAS EASY TO FIND.	3.3	32.8	41.0	13.1	8.2	1.6
THE OFFICE IS CONVENIENTLY LOCATED.	11.5	19.7	52.5	6.6	8.2	1.6
MY INITIAL CONTACT WITH THE OMBUDS OFFICE WAS PROMPTLY ACKNOWLEDGED.	0.0	83.6	16.4	0.0	0.0	0.0
I WAS ABLE TO MEET WITH AN OMBUDS OFFICE REPRESENTATIVE QUICKLY.	8.2	78.7	13.1	0.0	0.0	0.0
I WAS TREATED WITH RESPECT AND COURTESY.	0.0	96.7	3.3	0.0	0.0	0.0
I WAS GIVEN DIFFERENT OPTIONS AND/OR SUGGESTIONS ON HOW I COULD PROCEED.	1.6	63.9	32.8	0.0	1.6	0.0
THE CONSULTATION WITH THE OMBUDS OFFICE HELPED ME TO PURSUE MY CONCERN CONSTRUCTIVELY.	0.0	68.9	26.2	0.0	3.3	1.6
I FELT THAT MY ISSUES WERE TREATED WITH SENSITIVITY, CONCERN AND CONFIDENTIALITY.	0.0	86.9	13.1	0.0	0.0	0.0
THE OMBUDS OFFICE WEBSITE IS EASY TO NAVIGATE AND HAS HELPFUL INFORMATION.	13.1	21.3	37.7	26.2	1.6	0.0
I FEEL BETTER PREPARED TO EFFECTIVELY DEAL WITH SIMILAR SITUATIONS IN THE FUTURE.	3.3	54.1	29.5	9.8	1.6	1.6
I WOULD RECOMMEND THE OMBUDS OFFICE TO A FRIEND.	3.3	70.5	21.3	3.3	0.0	1.6
WITHOUT THE ASSISTANCE OF THE OMBUDS OFFICE, I WOULD POSSIBLY HAVE SOUGHT LEGAL OR OTHER ALTERNATIVES OUTSIDE THE UNIVERSITY.	13.1	18.0	26.2	24.6	13.1	4.9

## STATISTICAL INFORMATION OKANAGAN

### MODE OF CONTACT



### AGE

60+	2
55-59	1
50-54	1
45-49	3
40-44	3
35-39	1
30-34	5
25-29	13
20-24	48
15-19	5
Unknown	25

**TOTAL 107**

Unknown includes faculty, staff, parents and anonymous visitors, etc.

### STUDY LEVEL

Graduate	18
Post Graduate	1
Undergraduate	57
Unknown	31
Total	107

### FACULTY

Applied Science	13
Arts & Science	32
Education	3
Creative and Critical Studies	1
Health and Social Development	13
Management	12
Unknown	33
Total	107

### ACADEMIC CONCERNS

Academic Standing	11
Admission	3
Advising	3
Course or Program	23
Practicum or Field Work	5
Probation or Withdrawal	5
Other Academic Concern	8
Total	58

## 2014 SATISFACTION SURVEY RESULTS (%)

### OKANAGAN

This report contains a statistical analysis of the results to the survey titled *UBC-Okanagan - Satisfaction Survey - Ombuds Office*. The analysis includes answers from all respondents who took the survey in the period from December 11, 2013 to December 18, 2014. 13 completed responses were received to the survey during this time.

	% N/A	% STRONGLY AGREE	% AGREE	% DON'T KNOW	% DISAGREE	% STRONG DISAGREE
<b>INFORMATION ABOUT THE OMBUDS OFFICE WAS EASY TO FIND.</b>	0.0	30.8	53.8	0.0	15.4	0.0
<b>THE OFFICE IS CONVENIENTLY LOCATED.</b>	0.0	50.0	41.7	8.3	0.0	0.0
<b>MY INITIAL CONTACT WITH THE OMBUDS OFFICE WAS PROMPTLY ACKNOWLEDGED.</b>	0.0	66.7	33.3	0.0	0.0	0.0
<b>I WAS ABLE TO MEET WITH AN OMBUDS OFFICE REPRESENTATIVE QUICKLY.</b>	7.7	69.2	23.1	0.0	0.0	0.0
<b>I WAS TREATED WITH RESPECT AND COURTESY.</b>	0.0	92.3	7.7	0.0	0.0	0.0
<b>I WAS GIVEN DIFFERENT OPTIONS AND/OR SUGGESTIONS ON HOW I COULD PROCEED.</b>	7.7	38.5	46.2	0.0	7.7	0.0
<b>THE CONSULTATION WITH THE OMBUDS OFFICE HELPED ME TO PURSUE MY CONCERN CONSTRUCTIVELY.</b>	0.0	46.2	46.2	7.7	0.0	0.0
<b>I FELT THAT MY ISSUES WERE TREATED WITH SENSITIVITY, CONCERN AND CONFIDENTIALITY.</b>	0.0	61.5	38.5	0.0	0.0	0.0
<b>THE OMBUDS OFFICE WEBSITE IS EASY TO NAVIGATE AND HAS HELPFUL INFORMATION.</b>	15.4	15.4	30.8	23.1	15.4	0.0
<b>I FEEL BETTER PREPARED TO EFFECTIVELY DEAL WITH SIMILAR SITUATIONS IN THE FUTURE.</b>	7.7	23.1	61.5	7.7	0.0	0.0
<b>I WOULD RECOMMEND THE OMBUDS OFFICE TO A FRIEND.</b>	0.0	76.9	23.1	0.0	0.0	0.0
<b>WITHOUT THE ASSISTANCE OF THE OMBUDS OFFICE, I WOULD POSSIBLY HAVE SOUGHT LEGAL OR OTHER ALTERNATIVES OUTSIDE THE UNIVERSITY.</b>	16.7	8.3	16.7	33.3	16.7	8.3