



Office of the
Ombudsperson for Students

Annual Report 2018



THE UNIVERSITY OF BRITISH COLUMBIA

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Introduction

It is my pleasure to present the 2018 Annual Report for the Office of the Ombudsperson for Students, our 10th annual report since the establishment of the Office in 2009.

Like any resource in an institutional setting, our Office has matured since its first few years at UBC. That maturation process has been informed by the university's own evolving strategic priorities, initiatives and leadership and has shaped the way we define and promote fairness. We have continuously honed our practice through research and literature in the ombuds field and in related fields, including the areas of diversity and inclusion, neuroscience and organizational behaviour.

The Ombuds Office has endeavoured to respond to the needs of both individual students and the collective UBC student body. We strive to act in accordance with the foundational characteristics of fairness – to be flexible and context-specific. From our interactions with individual students who share their concerns with us to the systemic influence we have at the policy level, it is our duty as ombuds to put fairness first and foremost and, importantly, fairness that is defined and informed by principles in law and by, in particular, the substantive equality commitments of our legal system.

The university communities in Vancouver and the Okanagan were well served in 2018 by Joy Coben and Michael Jud as Ombuds Officers. They responded to a multitude of case scenarios, layered and interrelated issues, and varied policies and practices with their usual attentiveness to and care for the individual student.

The Ombuds Advisory Committee, President Ono and Deputy Vice-Chancellor Buszard continued to support and champion the ombuds resource on both campuses.

We look forward to continuing our work with students, staff and faculty to advance fairness for students at UBC in the fullest sense that Canadian jurisprudence and Ombuds ethical and practice standards demand.

Respectfully submitted,

Shirley R. Nakata
Ombudsperson for Students

“It is the inherent dignity of the individual that defines our humanity and is our fundamental right. In essence, it is the right to be treated fairly, to be respected as an individual with unique needs, interests, perspectives and circumstances.”¹

¹ Stephen Owen, *The Ombudsman: Essential Elements and Common Challenges*, in Linda Reif, ed. (1999), *The International Ombudsman Anthology: Selected Writings from the International Ombudsman Institute*, The Hague: Kluwer Law International.

What We Do

The UBC Ombuds Office is an independent, impartial and confidential resource to help ensure that students are treated fairly in every aspect of their university life. We listen and we are a non-judgmental sounding board for students who come to us for assistance. We explain university policy, explore options and support effective communications in an impartial and constructive manner.

While we cannot advocate for the individual student or for the university, we are advocates for fairness and advocates for students in general. Any policy, procedure or practice that impact students falls within our purview and in relation to these, the Ombuds Office will actively advocate for fairness for students, as a collective. We will take positions on what a policy should include or how a procedure needs to be changed. Our responsibility as agents for change is to help hold the university accountable to its principles, statements and commitments as these relate to the student experience inside and outside the classroom. It is our duty to speak up and identify fairness gaps and recommend ways in which those gaps might be addressed. While the Ombuds Office has no formal power to dictate change, it is one of the key sources of persuasive accountability that just and fair institutions employ.

“

I appreciate all the work you've done on my behalf and on the behalf of all the future students who might otherwise have run into this situation.”
— student

The difference between *impartiality* and *neutrality* is most critical to understanding the role of the Ombuds. Ombuds are not neutral.



The Office must be impartial and impartiality requires Ombuds to be open to different and opposing perspectives and experiences that are presented to them. In this manner, our processes are akin to those of the judicial system; judges, held to the highest standards and expectations of impartiality are not required to be neutral as to the core commitments of the legal system. The standard of impartiality for Ombuds could not be any higher.



“... there is no human being who is not the product of every social experience, every process of education, and every human contact with those with whom we share the planet. Indeed, even if it were possible, a judge free of this heritage of past experiences would probably lack the very qualities of humanity required of a judge.”²

The Supreme Court of Canada has described a “process of enlargement” as an essential precondition to impartiality.³ Such an understanding is particularly relevant to Ombuds work; Ombuds are tasked with humanizing bureaucracies and assisting individuals who have experienced maladministration. This socially informed and relevant definition of impartiality is key to how Canadian Ombuds must work in our respective environments.

This “process of enlargement” should also inform the way in which decision-making occurs at UBC, at all levels and in all areas. Such an approach complements and is in fact necessary to achieve the strategic commitments and goals articulated by and for this diverse and complex institution. When we are dealing with people from diverse backgrounds, life experiences and perspectives, the Supreme Court of Canada also said:

“decisions demand sensitivity and understanding by those making them. They require a cognition of diversity, an understanding of others, and an openness to difference.”⁴

So fairness at UBC – policies, procedures and outcomes that are fair in both substance and process – must be created and implemented with an expectation of and appreciation for difference. Procedural fairness, the legal principle to which administrative bodies like universities are held, defines fairness as flexible and context-specific.

Fairness is a shape-shifter that requires us to not treat everyone the same. Fairness needs to be a foundational principle for all university community members, across all job descriptions, to effect the values and commitments articulated in UBC’s strategic plan. Indeed, the diversity that characterizes our community is to be celebrated and fostered. Such is the ultimate product of true fairness.

² *R v S (RD)* [1997] 3 SCR 484

³ *Ibid*

⁴ *Baker v. Minister of Citizenship and Immigration*, [1999] 2 R.C.S. 817



Reflections & Observations



Institutional Betrayal

A student has concerns that her supervisor is falsifying data in their research project on which she is named as first author. When she consults another faculty member in confidence she is told that this instructor is a “rock star” and brings in huge research grants. When the student asks where she could go for help, she is told that she should start with counseling. After going to a number of offices, she still does not have the supports she feels she needs to understand her ethical obligations and at the same time successfully finish her program. In the meantime, she has learned that she has been removed from mailing lists in her department and some of her colleagues have deleted her from different social media groups.

Whether as complainants or respondents, students hold a legitimate expectation that they will be treated fairly and with respect. They expect that the university will act in the ways it has promised through its established policies, statements and strategic commitments. In particular, where a student is a respondent, the university should ensure that they:

The theory of Institutional Betrayal was developed by Drs Jennifer Freyd and Carly Parnitzke Smith⁵. At its core it postulates that institutional action and inaction can and do exacerbate the impact of traumatic experiences. Institutional betrayal can occur through intentional or unintentional acts or omissions which are experienced as contrary to the expectations held by the individual who has placed their trust in the institution. Freyd and Smith include the following as indicators of the experience of institutional betrayal:

- Failure to prevent the prohibited behaviour;
- Normalizing the contexts in which such behaviour occurs;
- Difficult reporting procedures and inadequate responses;
- Punishing victims and whistleblowers⁶

The initial experience of the inappropriate behaviour may cause one type of trauma and even a sense of interpersonal betrayal if it has been enacted by a person who is trusted (e.g. manager, supervisor,

professor). The institution’s response or lack of response to the disclosure or report of that incident is where institutional betrayal can arise. The student in the above scenario has placed her trust in the university, in faculty and staff, in the policies and in the various statements and commitments expressed by the university about how they will be treated as members of the university community. When that student then faces acts or omissions that she experiences as breaching that trust, she feels betrayed by the institution, furthering the trauma from the initial experience with her supervisor.

Fairness, when it is interpreted and applied in its fullest sense – as a Charter value and informed by the Charter⁷ – can help to mitigate against the incidence of institutional betrayal. Creating and implementing responsive, accessible policies and procedures can help to ensure that when concerns or complaints of inappropriate behaviour surface and assistance is sought, the university does what it has promised to do and in many situations, is legally required to do.

- Receive prompt notification of the complaint and information about the process to follow;
- Be treated with respect and dignity and be updated regularly on the complaint process;
- Have an opportunity to convey their side of the story and be heard in an impartial and non-judgmental way by the decision-maker;
- Interact with university faculty and staff who understand and have competencies in trauma-informed approaches, intercultural difference and Indigenous histories and culture;
- Have access to resources to support them and their wellbeing while they navigate the process;
- Receive reasons for the university decision that demonstrate a careful line of reasoning with reference to the evidence considered that support the decision.

While these steps may appear to be common sense, achieving them in each case amongst other priorities, deadlines and resource limitations can be challenging. The recommendations that follow are made to advance procedural fairness as a means by which we can mitigate the student experience of institutional betrayal.

⁵ Institutional Betrayal. Carly Parnitzke Smith and Jennifer J. Freyd. September 2014 - American Psychologist © 2014 American Psychological Association Vol. 69, No. 6, 575-587

⁶ Ibid. pp.582-583

⁷ Charter Values and Administrative Justice. Lorne Sossin and Mark Friedman. The Supreme Court Law Review: Osgoode's Annual Constitutional Cases Conference 67. (2014).

Policy 131

UBC has taken important steps to implement its commitments to prevent and respond to sexual misconduct. Sexual Violence Prevention and Response Offices on both campuses and a system-wide Independent Investigations Office have been established in accordance with Policy 131, *Sexual Assault and Other Sexual Misconduct*. This Policy articulates the need to prevent and address sexual misconduct through specialized expertise and training that is trauma-informed and culturally sensitive.



Thanks for hearing me out. I felt heard and more confident about myself.”
— student

The Ombuds Office made submissions during the policy development process that supported the call for stand-alone policy and procedures. Our Office has assisted survivors, complainants, respondents and administrators in working with Policy 131. We have also engaged with the university community in reviewing how the Policy has worked to date and identifying the possible changes and improvements needed.

In support of one such change, the Ombuds Office has identified a procedural gap that exists for student respondents who have been the subject of a Policy 131 investigation. Student respondents are the only participants in the Policy 131 process not to receive a copy of the investigation report before a final decision is made. Under Policy 131 Procedures, faculty and staff respondents are entitled to receive

a copy of the investigation report before a final decision is made (sections 5.1.2 and 5.1.3) however students are not (section 5.1.1).

The disclosure of the report for faculty and staff satisfies a key element of procedural fairness: a person whose rights or interests may be adversely affected by a decision is entitled to hear, understand and respond to the case against them. The employment relationship that exists between the university and faculty and staff, and any relevant collective agreement provisions may be rationale for this differential treatment. However, disciplinary action that could include a suspension or termination of a student’s ability to continue their

education is an equally significant consequence. This is, for students, the most serious outcome in their relationship with the university. Fairness, as well as the university’s commitment to student wellbeing, requires disclosure of the investigation report to students so they have an opportunity to see the information that has been summarized in the report that will be presented to the decision-maker. Students, like faculty and staff, should have an opportunity to provide further relevant information, correct errors or clarify important matters before the report is reviewed by the committee advising the President and then the President himself.



Recommendation to the President, Office of University Counsel, the Vice-President and Associate Vice-President, Students and the Vice-President, Human Resources:

That investigation reports be disclosed to student respondents prior to the decision being made in the same way that they are disclosed to faculty and staff. As the relevant sections fall under the Procedures section of Policy 131, the amendments can be made by the President and reported to the Board of Governors. In the absence of a formal amendment to the Procedures, as such a change would be entirely consistent with procedural fairness, I would recommend that the practice of disclosing the investigation report to students commence immediately.

Adjudication Processes

An international student in his final year of his PhD program has been accused of plagiarizing his dissertation. An undergraduate student with a disability is notified that a Policy 131 investigation has been completed and that she will be suspended from the university for one year. A group of students has been told that their assignments have been found to contain too many similarities and the matter will be referred to a formal discipline process.

Issues that engage the formal processes of the university, whether at the hearing or at appeal levels, have serious, often far-reaching consequences for students. Each student will have unique needs, interests, circumstances and challenges that fairness requires the decision-maker to consider. The processes themselves are anxiety-inducing and impact a broader circle of people beyond the student which can further affect wellbeing. Policies and procedures that meet the requirements of procedural fairness uphold the integrity and credibility of both the process and outcome. In doing so, these policies help students navigate a challenging situation with dignity and in a way that will support their health and wellbeing. The fairness that is required in the UBC context is the kind described by the Supreme Court of Canada above: fairness that anticipates and respects diversity and difference.

The content of fairness required in cases where the decision has a serious impact on the individual, i.e. decisions that could lead to a disciplinary penalty, is greater than when the decision has less of an impact (e.g., parking fine). We need

to be aware of an undeniable power differential that exists between students and the university that might manifest in differences in age, experience, culture, institutional and process knowledge. In addition to the goodwill and genuine care that tribunal members hold for students appearing before them, there must be procedural and structural mechanisms to meet the requirements of procedural fairness that are consistent with UBC's stated commitment to a learning and working environment that values and advances diversity, equity and inclusion, and student mental health and wellbeing.

The Ombuds Office has been in discussions with the Ombuds Advisory Committee (OAC) and various members of the university community including, Chairs of the President's Advisory Committee on Student Discipline (PACSD), Chairs of the Senate Appeal Committees on Discipline and Academic Standing, Office of University Counsel and Student Senators on procedural matters relating to hearings and appeals.

One area of discussion relates broadly to training for adjudicators, in particular trauma-informed approaches and intercultural competency development. It is a weighty responsibility that university decision-makers take on when they accept adjudicator roles. On top of their "day job", they devote many hours and days in addition to the expenditure of emotional and cognitive resources. Once appointed to such roles with the authority and discretion these positions grant to them, adjudicators must maintain currency in the competencies required of them. It is the responsibility of the university to make sure that training and continuing training is available.



It was really a great help that makes me feel secure, supported and confident in my life/work at UBC, and I am extremely glad/grateful that I got to speak with you."

— student



As in any of our roles on campus, continual refreshing, relearning and honing of our knowledge bases and skills are required. Nowhere is this more important than in our interactions with students.

Other issues explored included the scheduling of hearings and appeals; composition of hearing and appeal panels, specifically the inclusion of at least one student adjudicator; and disclosure of the reports of the PACSD to students prior to the President's review and decision.

Access to Appeals

Recommendation to the Office of University Counsel, the Registrar, the Vice-President and Associate Vice-President, Students:

- All university tribunal members attend discrete training sessions on trauma and trauma-informed decision-making and on intercultural competencies before participating on any hearing or appeal;
- A review and consultation be conducted by the Senate Governance Offices and the Office of University Counsel to explore possible ways of expediting the hearing of discipline cases and Senate appeals that could include consideration of set hearing dates throughout the year, changes to quorum, etc.;
- Every hearing and appeal panel include at least one student tribunal member;
- Student respondents be given the opportunity to review and respond to any report (including Policy 131 investigation reports) before it is presented to the decision-maker.

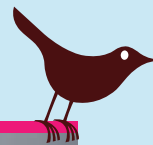
The right to appeal a decision of import is fundamental to a fair process. Not only does it provide the appellant with recourse to review a decision they feel is not correct or fair, it provides the university with an opportunity to address errors in decision-making.

When students are faced with an adverse decision and are considering an appeal, they often feel distressed, anxious and overwhelmed. Preparing for an appeal becomes all the more intimidating when access to information about how to appeal and the resources to help them with such processes are not easy to find. Further, appeal procedures often have strict timelines for filing an appeal and in some cases, set out the specific documents and forms required.

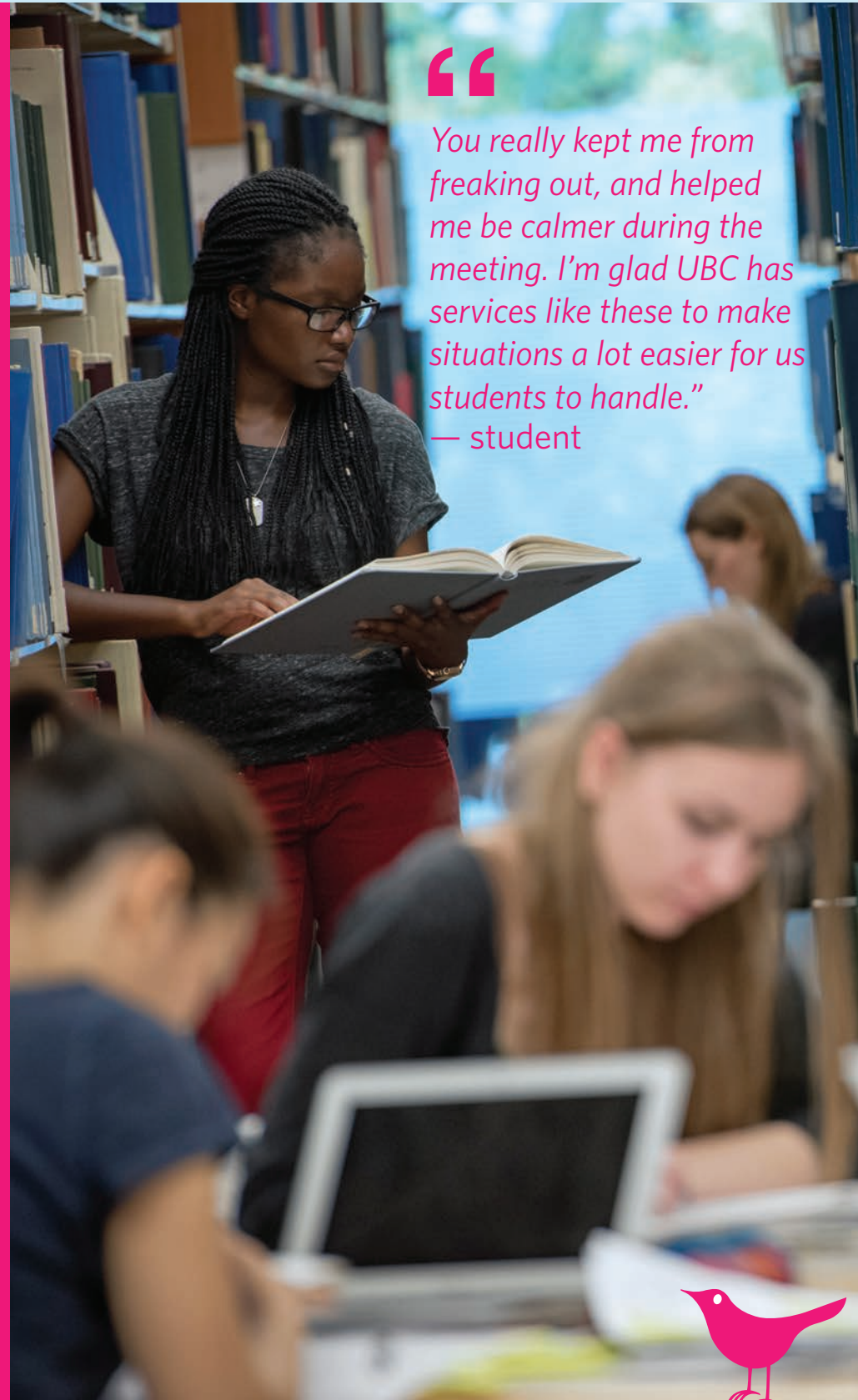
Decisions that can be appealed are wide-ranging at UBC – grades, disability accommodation, discipline, failed year standing, etc. Clarity and accessibility of appeal processes are essential to fairness and students' health and wellbeing. Including a hyperlink in or a one-pager on the appeal procedure and resources available for students with the decision letter would go a long way in helping both students and the university reach closure of a given case. Some decision-makers have remarked that giving a student information about an appeal process may simply encourage them to appeal. To the extent that the university has established appeal procedures, it is the university's duty to ensure that these procedures are accessible.

Recommendation to the Office of University Counsel, the Vice-President and Associate Vice-President, Students the Provosts and Vice-Presidents, Academic, and the Vice-President Human Resources:

That all decisions that are appealable include in the communications to students reference to the appeal procedure and resources for support.



Thank you for meeting with me today and the truly generous time you took to listen to my situation and to help me come up with a plan to approach my discussion with the Associate Dean.”
— student



“

You really kept me from freaking out, and helped me be calmer during the meeting. I'm glad UBC has services like these to make situations a lot easier for us students to handle.”

— student



Retaliation

The fear of retaliation or retribution continues to be a common concern of many students who visit our Office. Whether the fear is real or whether retaliation will occur is not the issue. The fear is sufficient in itself to discourage students from coming forward with a concern or complaint or from participating in a legitimate university process. All the policies that purport to provide a respectful environment, one free from harassment and discrimination, where academic and non-academic misconduct are promptly addressed and responses to allegations of sexual misconduct are trauma-informed, are empty and ineffectual if individuals do not feel that they can engage those policies and processes without fear of retaliation.

Work has begun at an institutional level to consider the issue of retaliation and the potential for a policy framework to clarify what retaliation means, articulate a process to surface concerns about retaliation and confirm the university's responsibility to enforce its zero-tolerance position against retaliation that is already included in policies and statements. Critical to an effective anti-retaliation policy and its implementation will be an intersectional approach that recognizes the role of culture, identity and privilege and their impact on how students identify or experience the spectre of retaliation.

The report and recommendations of the Vice-Presidential Strategic Implementation Committee on Equity and Diversity's (VPSICED) Working Group on Retaliation was submitted to VPSICED in January, 2019. The Ombuds Office has been advised that a policy committee will be struck by the Office of University Counsel in the fall.

⁸UBC Senate Framework on Student Mental Health and Wellbeing. 2014

Working Across Campus

In 2018, we worked on some continuing initiatives as well as embarked on new projects and committees. Some highlights include:

- *Intercultural Fluency and Excellence in Graduate Supervision Symposium – May 2018*
- *UBC Inclusion Action Plan Working Group*
- *Retaliation Working Group Report and Recommendations*
- *Academic Concessions Policy Working Group*
- *Student Diversity Initiative Steering Committee*
- *Policy 3, Discrimination Review Committee*
- *Policy 73, Accommodation for Students with Disabilities Review Committee*

We continued to work with our campus partners and on various committees:

- AMS and GSS Advocates and AMS Ombudsperson monthly meetings
- Vice-Presidential Strategic Implementation Committee on Equity & Diversity
 - Race & Leadership Working Group
 - Retaliation Working Group
- Asian Canadian Community Engagement Initiative
- Conflict Engagement Framework Working Group
- Sexual Assault Awareness Month Working Group
- Multi-lingual Supports Working Group
- Hot Lunch Steering Committee
- Human Rights Pit Stop
- WinterConnections Planning Committee

We delivered workshops and presentations at:

- Student Senators Caucus
- Student Legal Fund Society
- Sexual Violence Prevention & Response Office
- First Nations House of Learning Lunch
- Collaborative Care Professional Development Session
- Academic Leadership Development Program

We are members of and work with professional associations and conferences:

- Association of Canadian College & University Ombudspersons (ACCUO)
 - ACCUO Western Regional Meeting
- Forum of Canadian Ombudsman (FCO)
- Osgoode Hall Law School/FCO Essentials for Ombuds Certification Course (co-Program Director)
- California Caucus of College & University Ombuds
- International Ombuds Association Conference – presenter
- Continuing Legal Education Society Administrative Law Conference
- NeuroLeadership Institute Diversity & Inclusion Lab

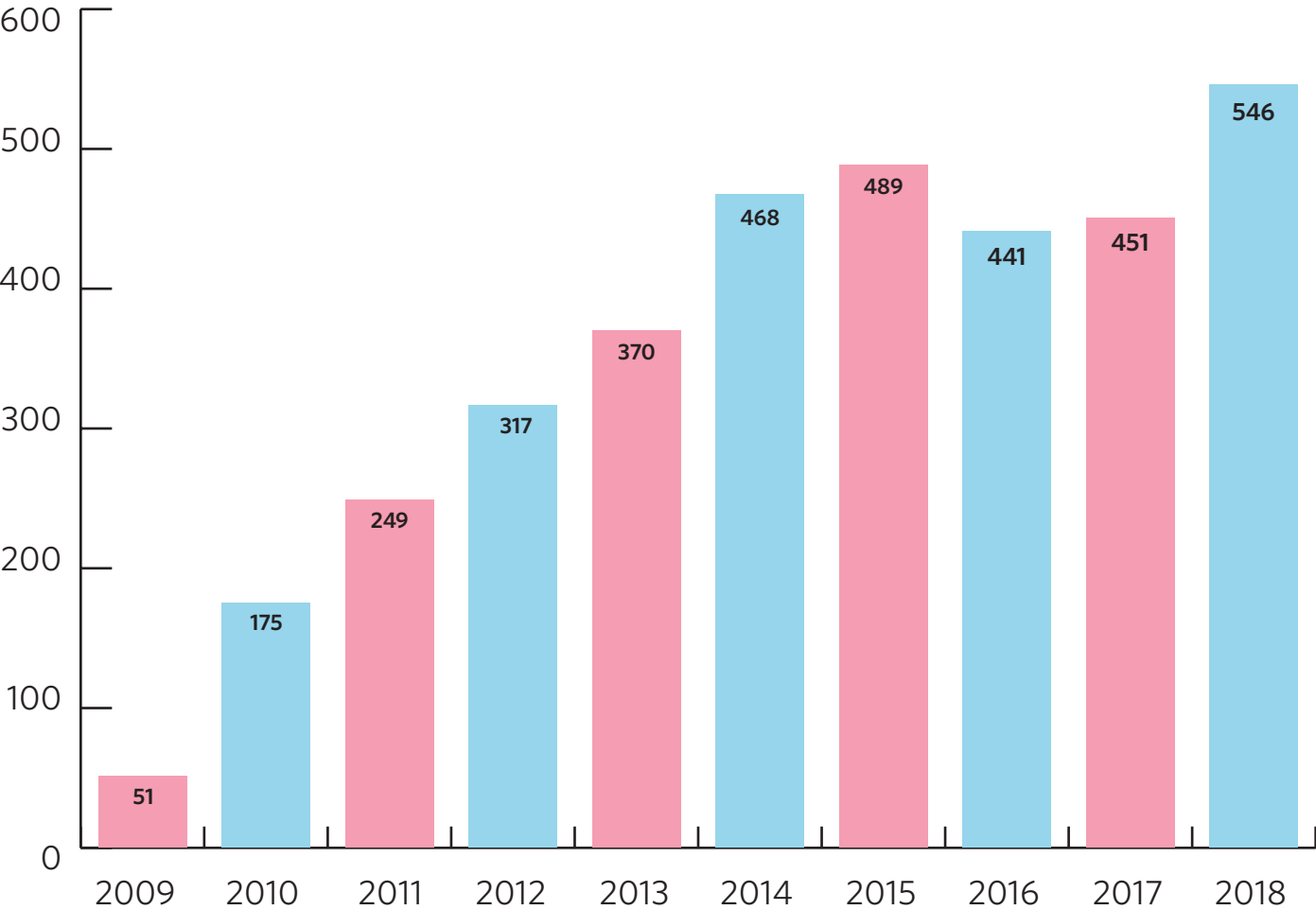
Our thanks and appreciation to the Ombuds Advisory Committee:

- Margot Young, Faculty of Law, Chair
- Jakob Gattinger, AMS
- Max Holmes, AMS
- Sara Izadi, GSS
- Brianne Howard, Faculty of Graduate & Post-Doctoral Studies
- Louise Nasmith, Faculty of Medicine
- Janet Teasdale, Student Development & Services



2018 Statistical Information

Caseload Per Year



Visitors

Vancouver Campus	416
Okanagan Campus	130
Total	546

Note:
The Okanagan Campus Ombuds Office was closed from February 2016 to December 2017. The office re-opened in January 2018.

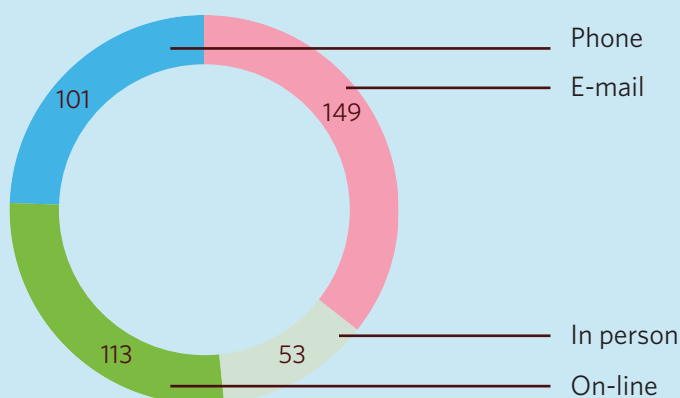
Vancouver Campus Statistics

Types of Visitors

Undergraduate Students	223
Graduate Students	119
Post-baccalaureate, Certificate & Diploma	30
Other Visitors	44
Total	416

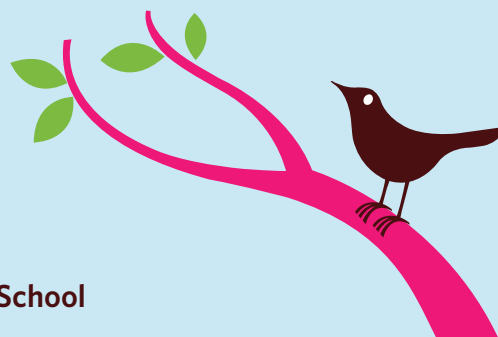
Note:
Other may include prospective and unclassified students, faculty, staff, parents, medical residents, post-doctoral fellows, 3rd party and anonymous visitors.

Initial Method of Contact



Level of Study

Undergraduate 1 st year	45
Undergraduate 2 nd year	40
Undergraduate 3 rd year	63
Undergraduate 4 th year	75
Post-baccalaureate, Certificate & Diploma	30
Master's	60
PhD	59
Other Visitors	44
Total	416



Faculty or School

Arts	111
Commerce	17
Dentistry	5
School of Economics	3
Education	31
Engineering	48
Forestry	5
Interdisciplinary Graduate Program	2
School of Kinesiology	5
Law	7
Land & Food Systems	12
Medicine	40
School of Community and Regional Planning	4
School of Nursing	8
Pharmaceutical Sciences	4
School of Journalism	2
Science	61
School of Social Work	2
School of Population and Public Health	2
Vantage College	3
Unknown/Other	43
Total	416

Nature of Concern - Summary

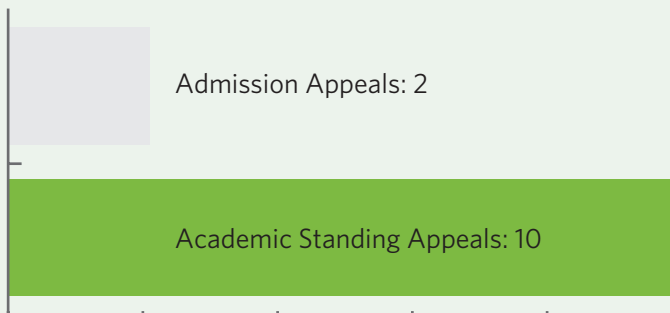
Academic	234
Interpersonal Conflict	101
Misconduct	59
Financial	38
Employment	22
Residence	13
Senate Appeals	12
Total	479

Note:
Some visitors have more than one concern.

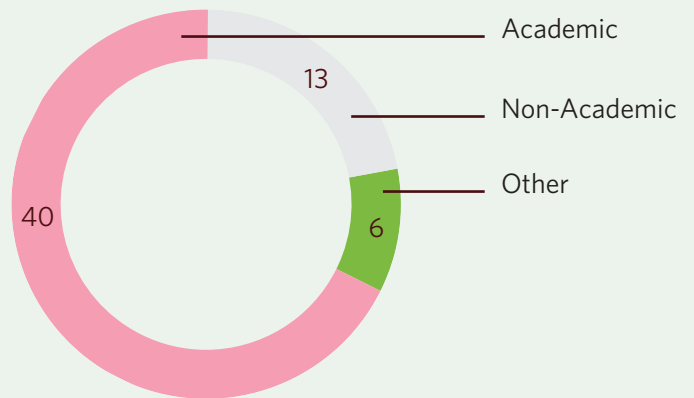
Interpersonal Conflict Concerns

Advisor	5
Head of Unit	3
Instructor	25
Student	29
Supervisor	25
Teaching Assistant	1
Other	13
Total	101

Senate Appeals



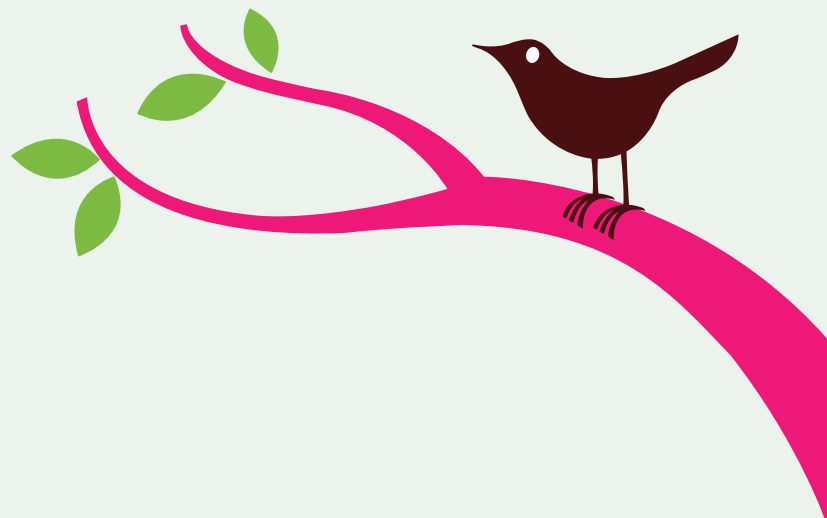
Misconduct Concerns



Academic Concerns

Academic Standing	41
Admission	14
Advising	15
Course or Program	128
English Language Proficiency	3
Faculty or School	7
Practicum or Field Work	15
Other Academic Concerns	11
Total	234

Note:
Some visitors have more than one concern.

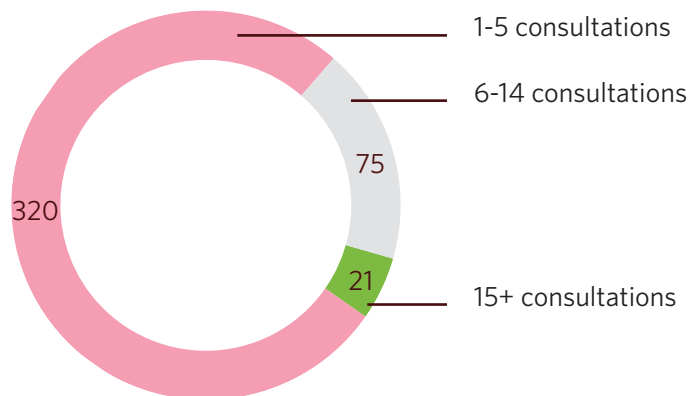


Action Taken

Advice & Information	311
Intervention	25
Referral Only	20
Advice, Information & Referral	45
Other	15
Total	416

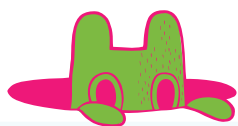
Note: Other - no action or abandoned.

Consultations Per Visitor



Note: Consultations are in-person visits, by email and by phone

Age



60+	1
55-59	0
50-54	10
45-49	12
40-44	14
35-39	36
30-34	46
25-29	57
20-24	154
15-19	22
Unknown	64
Total	416

Status and Level of Study

Canadian	Graduate	59
Canadian	Post-baccalaureate Certificate & Diploma	25
Canadian	Undergraduate	138
Permanent Resident	Graduate	17
Permanent Resident	Post-baccalaureate Certificate & Diploma	5
Permanent Resident	Undergraduate	16
Study Permit	Graduate	40
Study Permit	Post-baccalaureate Certificate & Diploma	0
Study Permit	Undergraduate Students	52
Unknown		64
Total		416

Okanagan Campus Statistics

Types of Visitors

Graduate Students	15
Post-baccalaureate Students	1
Undergraduate Students	96
Other Visitors	18
Total	130

Note: Other may include prospective, certificate diploma and unclassified students, faculty, staff, parents, medical residents, post-doctoral fellows, 3rd person and anonymous visitors.

Faculty or School

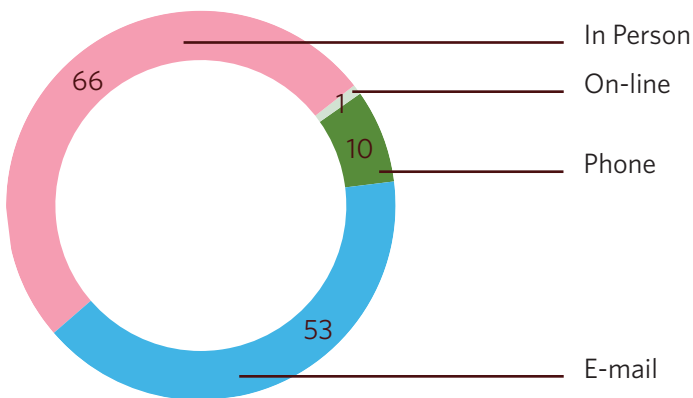
Arts and Science	53
School of Education	1
Creative and Critical Studies	5
Interdisciplinary Graduate Studies	2
Management	14
School of Nursing	6
School of Engineering	28
School of Health and Exercise Sciences	2
Other or Unknown	19
Total	130



Age

60+	2
55-59	1
50-54	0
45-49	3
40-44	3
35-39	1
30-34	8
25-29	28
20-24	60
15-19	12
Unknown	12
Total	130

Initial Method of Contact



Nature of Concern - Summary

Academic	77
Senate Appeals	2
Interpersonal Conflict	22
Misconduct	7
Residence	3
Financial	6
Employment	1
Parking	1
Other	11
Total	130

Action Taken

Advice and Information	110
Intervention	6
Referral Only	10
Other	4
Total	130

Note:
Other - no action or abandoned.



Academic Concerns

Academic Standing	6
Admission	3
Advising	3
Course or Program	58
Faculty or School	3
Practicum	1
Other	3
Total	77

Interpersonal Conflict Concerns

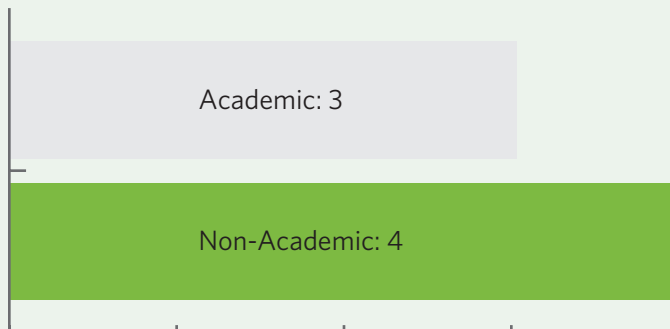
Advisor	1
Instructor	6
Student	1
Supervisor	3
Other	11
Total	22



Financial Concerns

Financial Aid/Loans	2
Scholarships/Awards	1
Tuition Fees	1
Other	2
Total	6

Misconduct Concerns



Office of the Ombudsperson for Students 2018 Satisfaction Survey Results (%)

This report contains a statistical analysis of the results to the survey titled *2018 Satisfaction Survey: Office of the Ombudsperson for Students*. The analysis includes answers from 54 respondents who took the survey.

	% Strongly Agree	% Agree	% Don't Know	% Disagree	% Strongly Disagree	% N/A
Information about the Ombuds Office was easy to find.	34.78	34.78	17.39	8.70	2.17	2.17
The CK Choi Building location is a convenient location for the Ombuds Office.	32.61	26.09	17.39	13.04	0.00	10.87
My initial contact with the Ombuds Office was promptly acknowledged.	78.26	21.74	0.0	0.0	0.0	0.0
I was able to meet with an Ombuds Office representative quickly.	80.43	19.57	0.0	0.0	0.0	0.0
I was treated with respect and courtesy.	84.44	11.11	0.00	4.44	0.0	0.0
I was given different options and/or suggestions on how I could proceed.	55.56	28.89	8.89	4.44	2.22	0.0
The consultation with the Ombuds Office helped me to pursue my concern constructively.	68.89	20.00	2.22	2.22	0.0	0.0
I felt that my issues were treated with sensitivity, concern and confidentiality.	75.56	17.78	2.22	2.22	2.22	0.0
The Ombuds Office website is easy to navigate and has helpful information.	26.67	31.11	26.67	0.0	0.0	15.56
I feel better prepared to effectively deal with similar situations in the future.	46.67	31.11	8.89	4.44	4.44	4.44
I would recommend the Ombuds Office to a friend.	73.33	20.00	0.00	2.22	4.44	0.0
Without the assistance of the Ombuds Office, I would possibly have sought legal or other alternatives outside the university.	15.56	17.78	22.22	26.67	11.11	6.67



Office of the
Ombudsperson for Students

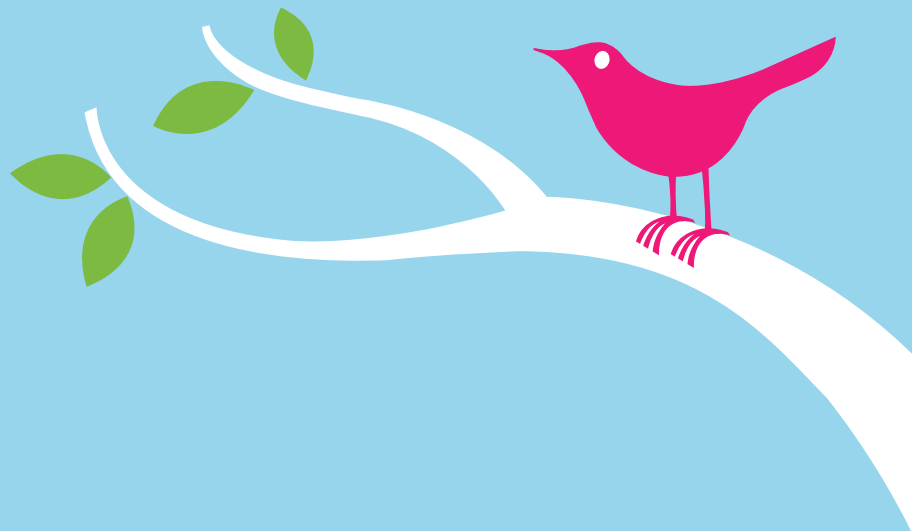
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