



Office of the
Ombudsperson for Students

Annual Report 2020



THE UNIVERSITY OF BRITISH COLUMBIA

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Introduction

I am pleased to present the 2020 Annual Report for the Office of the Ombudsperson for Students.

2020 was an extraordinary year for the world and as a university, it required us to demonstrate a nimbleness and swiftness that many believed were not possible. Lost lives, livelihoods, opportunities and a sense of certainty continued to shape our day-to-day amidst a constantly changing understanding and prognosis of life during a pandemic.

For the Ombuds Office, while our student consultations were almost always touched by Covid19, we saw the steady continuation of the challenges students face year after year: issues related to health and wellness, finances, interpersonal conflict, academic standing and progression, supervision, and misconduct. But studying, working and living in a pandemic complexified the situations students presented and the pathways to resolution and options to move forward were sometimes fewer and took longer to access.

Students told us about their circumstances directly impacted by Covid 19: sitting exams at 3:00 a.m. their local time, sometimes in the bathroom so as not to disturb sleeping family members; the panic of encountering a technical glitch during an online exam and unable to get assistance; trying to secure alternatives to an in-person practicum because of their proximity to those who are immuno-compromised; financial stresses of their own and/or their families.

Students as well as staff and faculty sought flexibility and compassion to learn, teach and work remotely in an effective, inclusive and health-focused way. Overwhelmingly, UBC quickly pivoted to the online world and addressed unanticipated issues and barriers as they came along. UBC's High Level Guiding Principles¹ to teaching online emphasized flexibility, compassion, equity and inclusivity and countless instructors adjusted their assessment tools and pedagogy to meet the realities of remote learning. Staff contributed extra hours to respond to a surge of student questions and requests for advice and assistance.

At the same time, we learned that across the university community, members of marginalized and historically disadvantaged groups suffered the impacts of the pandemic more and in different ways. Indigenous students continue to face challenges that arise through deeply embedded colonial structures and values. Racialized students, students with disabilities, and gender diverse students continue to encounter barriers to engage in equitable and inclusive ways.

UBC has responded and continues to respond to these challenges and priorities to align with its strategic commitments and core values. Flexibility and compassion stood out as key leadership traits for the entire university community to guide our decisions and actions. What will set us apart as a university in the coming years is what we do next, how we take the learnings from the exigencies of a pandemic and seize this moment in time as an opportunity to identify and make bold systemic changes that make fairness equitably accessible to all.

Our thanks go to all the students who persevered through hardship, those who cared for and supported those who were more vulnerable, and those who continued to advocate and fight for student rights. We express our gratitude to UBC leadership and the communities of staff and faculty who responded to the extraordinary demands and challenges of working at home through a global pandemic. And to my Ombuds team, Cindy Leonard at UBC Okanagan and Michelle Quigg at UBC Vancouver – my heartfelt thanks for their dedication, flexibility and care in supporting students through a year unlike any other.

Respectfully submitted,

Shirley R. Nakata
Ombudsperson for Students

¹ Keep Teaching - High Level Guiding Principles. <https://keep-teaching.ubc.ca/#principles>

What Does an Ombuds Office Do?

In Dr. Paul Harrison's 2019 Report of the Review of the UBC Office of the Ombudsperson for Students², he noted that many students were not aware of the existence of the Ombuds Office. This observation also reflects the general lack of understanding of what an Ombuds is or does.

We:

- Listen, reframe for understanding
- Explain policies, procedures
- Explore options, identify pros and cons
- Refer to resources, services
- Coach for constructive communications
- Review situation from different angles
- Analyze the issue from a fairness lens
- Build capacity and confidence to self-advocate
- Advocate for systemic improvements



We Don't:

- Judge or draw conclusions
- Determine the "right" pathway
- Advise on matters outside our expertise
- Tell students what to say or do
- Assess who is right and who is wrong
- Overrule a UBC decision
- Advocate for the individual or fix the problem
- Change rules, processes or decisions

What we do and how we do our work are framed by the three core principles of Ombuds work: confidentiality, independence and impartiality. As part of the university environment, it is a continuing challenge to ensure and demonstrate our independence and also be visible and part of the community to enhance accessibility to our services, build our credibility and advance systemic change. Independence is critical to assure students that when they come to the Ombuds Office with their concerns, they will receive a non-judgmental ear and information about options they can consider that are not influenced by the best interests of the university. This makes us a unique service at UBC, one that necessarily requires us to define the way we work with other units and people on campus in a way consistent with Ombuds principles.

Impartiality is a related but separate concept from independence. Impartiality goes both ways - the Ombuds Office does not advocate for the university and it does not advocate for the individual student. Distinct from the notion of neutrality, which evokes a demand to somehow be a blank slate, impartiality, in Canada at least, requires as a precondition a "process of enlargement" that recognizes Canada's bilingual, multiracial and multicultural society that has entrenched a Charter of Rights and Freedoms under which equality is a core principle³. This is guidance for the Ombuds Office to deliver its services to



² <https://president3.sites.olt.ubc.ca/files/2019/09/Review-of-the-Office-of-the-Ombudsperson-for-Students-2019-03-15.pdf>
³ R v. S (RD) [1997] 3 S.C.R. 484 <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/15449/index.do>

a diverse population of students in a way that respects and values difference and works to achieve fairness that is equitable and not simply equal.

Fairness is an ethical obligation

A key goal for the Ombuds Office is communicating to all UBC community members that fairness is a flexible and context-specific construct. Fairness doesn't mean treating everyone the same. Fairness requires more than simply saying that "I was fair and considered your case fairly". Fairness is measured objectively; in other words, fairness must be demonstrated through action and not just by good intent. Fairness is the absence of pre-

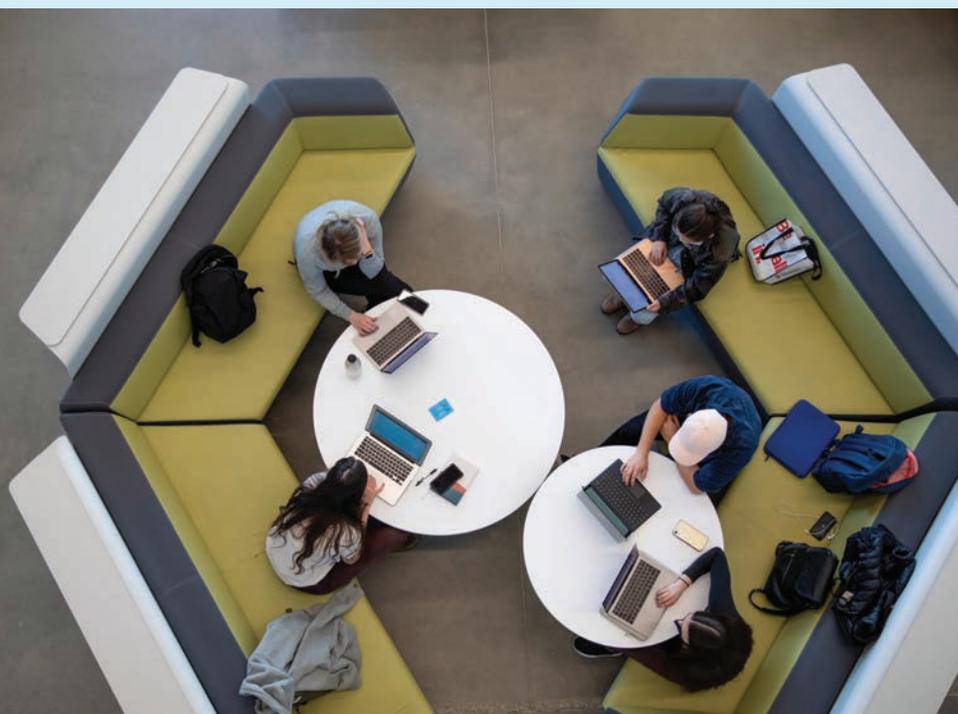
judgment or conclusions before all of the information has been presented to and weighed by the decision-maker. A student experiences fairness when they see in the reasons for a decision the information and story they shared and how it was considered against competing evidence.

Fairness and justice are interchangeably used although fairness might be more closely aligned with individual behaviours and interpersonal interactions while justice is used in the broader, societal context⁴. However both fairness and justice are seen as core concepts linked to ethics and morality and are generally accepted as applying to "any situation where we want to judge whether an action contributes to a good, rational, caring society."⁵

Beyond the legal requirement for decision and policy-makers to be fair, there is a call across disciplines⁶ for fairness as a moral obligation each of us have in society and in its institutions.

Neuroscience tells us that fairness is a basic human need and our pursuit of it is universal and intuitive. So when a student feels unfairly treated – because of a delay in getting a response, or feeling unheard – it impacts their sense of self, their wellbeing, and their trust in UBC as an institution that has explicitly committed to a set of values that includes fairness, equity and inclusion.

Sometimes our work is to help students see that they were in fact fairly treated. Most of the time, we help students identify and access the routes by which they can have their fairness concerns addressed and we try to help bolster the university's institutional and individual competencies to do and be seen to do fairness better.



⁴ Fairness. Josephson Institute's Exemplary Leadership and Business Ethics. <https://josephsononbusinessethics.com/2010/12/fairness/>

⁵ Ibid.

⁶ For example, Philosophy, Economics, Law.

Reflections & Observations

What Have We Learned Through Crisis?

From the Ombuds Office's perspective, we heard about the real-life impacts arising from the disparity between the advantaged and those who are marginalized. Students with little financial security, those who live with extended family or who have caregiver responsibilities, students who are medically vulnerable or live with those with health issues, international students living in countries with high infection rates, graduate students with dependents – these situational factors layered upon identity characteristics and amplified the marginalization and sense of hopelessness that many students described.

We learned that in addressing the extraordinary circumstances and challenges facing students during the pandemic, UBC cannot separate out their lived experiences and their identities if we wish to achieve fair and inclusive outcomes.

As the university moved to online teaching, learning and assessment, students were caught by some unanticipated but perhaps inevitable technological challenges. These included online invigilation tools that were racially discriminatory and created privacy concerns, exams in which students could not advance, uneven and inequitable wifi access, etc. Everyone was challenged, stressed and did their best to navigate and respond to these issues. And, when things went wrong, it often fell on the student to try to “prove” that something happened out of their control or that extraordinary circumstances existed in order to secure a concession.

We learned that operational challenges are inevitable and will continue to arise when an institution as large as UBC is required to pivot quickly and so extensively. And the success of our efforts lies in how we respond to those challenges and whether we are able to do so in a way that centres UBC's core values like student health and wellbeing, equity and fairness.

Unanticipated and ever-changing demands to do things differently revealed the best in our people and in our systems. They also exposed the creaky and rigid parts of our institution which threatened to crack or break due to the volume and nature of the exceptions to the rules; it was said that they were not built or supported to withstand such necessary shifts in thinking and doing. There were calls to create new policies or rules or to increase resources to respond more effectively.

We learned that when there is an overwhelming need for exceptions to be made to a rule or a system, it signals the need not simply to add resources to meet those needs, but to look rather at the rule or system and be open to changing how we apply or interpret them or assessing and changing the rule or system itself for its currency, efficacy and relevance.

The pandemic followed closely on the heels of globally significant movements that included #MeToo and Black Lives Matter. 2020 was also a year of increased visibility and incidence of anti-Asian violence and hate. It would



be naïve to think that students' experience of UBC could be shielded from the issues, historical and current, from which these movements arose and which demand accountability, transparency and action. With data confirming that the impacts of the pandemic were disproportionately experienced by IBPOC, it is not surprising that students came to the Ombuds Office and spoke about their individual situations in the context of systemic inequities and barriers.

We learned that Ombuds must continue to articulate its place on campus as one means to access justice. While working within a broader institutional framework which provides multiple avenues to seek review and redress, Ombuds services not only identify and facilitate passages through those access points, we also provide access to justice, especially through our work at the systemic level.

In this unique moment in time, the university has an opportunity to take our learnings and reflect and reassess the way it does business. What we have all lived through in 2020 shows us that we can do things differently, in ways that were unimaginable before Covid 19. This pandemic has revealed the ways in which we can make lasting changes to systems, processes and policy interpretation that can flex rather than break under the weight of countless exceptions and in the face of continuing uncertainty.

Graduate Students - the right to be paid for work done

Graduate students often wear many hats. They are first and foremost students embarking on their educational journeys but they are also university employees with multiple positions and various work arrangements.

Graduate students described problems they have encountered in getting paid – accurately and in a timely fashion.

Undeniably, there are complexities in the processing of pay for graduate students' work with both internal and external sources of funding, how work is measured and counted and the interplay with the department and individual faculty members. But at the end of the day, there is a legal right to be paid for work done, with reasonable certainty and reliance on the timeliness of payment and transparency regarding the remuneration.



It was very helpful to talk with you. I appreciated the opportunity to discuss my experiences candidly, alongside your kindness and perspectives.”
— student

Some common scenarios brought to the Ombuds Office include:

Lack of written contracts contributing to students not knowing when or how much they will be paid. This in turn leads to sporadic payment, misunderstandings or disagreements over amounts promised and delays in payment.

Delays in payment despite multiple follow-ups by the student, where the delay can be a month or longer even when the amount is not in dispute. We have seen cases of delays exceeding 6 months. Students have expressed reluctance in pressing their supervisors for payment for fear of jeopardizing the relationship or of retaliation.

Unclear or no process or way of tracking hours worked lead to pay disputes. Students can and have tracked hours themselves but where the faculty member disagrees or questions those hours, there is no objective, pre-established and agreed upon process or criteria to resolve the dispute.

Pay rate does not meet minimum wage requirement for non-unionized positions. This issue relates to a broader matter for graduate students who describe long hours of work in the day, working through weekends and not being able to take their holidays. Some graduate students have also described doing work beyond their job duties that are more of a personal nature (e.g. child or pet care; house-sitting; house-work).

While true for many others, graduate students' reliance on the timely and accurate payment of their wages is about not defaulting on their rent, buying food or purchasing their medication. UBC does not expect faculty and staff to wait for their pay or approach their supervisors directly about when they might expect to get paid. Even in cases when a graduate student is not legally an "employee" of the university, there can and ought to be a reliable and accountable process of paying what is owed to them.



Academic Integrity and Academic Misconduct

Universities' paramount mission is academic and academic and scholarly integrity are foundational to such mission. Academic or scholarly misconduct is a serious violation and attaches serious consequences. And in 2020, the year of everything extraordinary, there were reports of significant increases in cases of suspected academic misconduct across the institution. Contract cheating was a particularly serious issue.

While understanding that academic integrity is foundational to the university's enterprise, the usual contributors to acts of academic misconduct – fear of failing, mental or physical illness, stress and exhaustion, language and cultural differences – intensified during the pandemic. Students studied and took exams under less than optimal circumstances and the line between university and family life became porous or non-existent for some.

Lack of engagement and support, social isolation, other pressures and demands on students' time, financial stressors for themselves or their families, and the close and urgent life-threatening reality of Covid 19 – these were some of the factors that students said impacted their judgment and actions.

In the 46 consultations regarding academic misconduct that we dealt with in 2020, only a few involved students who openly admitted to cheating just because they could. The overwhelming majority of students seeking assistance with allegations of academic misconduct had one or more mitigating circumstances that contributed to their conduct.



Their actions were not an indicator of their moral character but a mistake made in an extraordinary set of circumstances. This was the time for the university to apply flexibility and compassion to these cases in accordance with the university's commitments⁷.

The transactional approach to academic misconduct became untenable during the pandemic due to the increase in suspected cases and the overload and burden on faculty and staff responsible for addressing them. Even pre-pandemic, the time and energy expended by Dean's offices in implementing the academic misconduct process were significant and overwhelming for some faculties. And the impact on students during the pandemic in dealing with an

academic misconduct allegation was especially heavy on their health and wellbeing.

We have seen some approaches to academic misconduct shaped by a moral condemnation of the student's character, rather than an assessment of the student's conduct. Such an approach can lead to a result that is more punitive than disciplinary that benefits neither student nor university. The misconduct process and the upholding of academic integrity standards require a fair and equitable review of the rules, the alleged conduct and any mitigating and aggravating factors. Instructors understandably can feel personal offence and even outrage when there is suspected cheating. However, the pandemic has revealed more urgently the range of circumstances

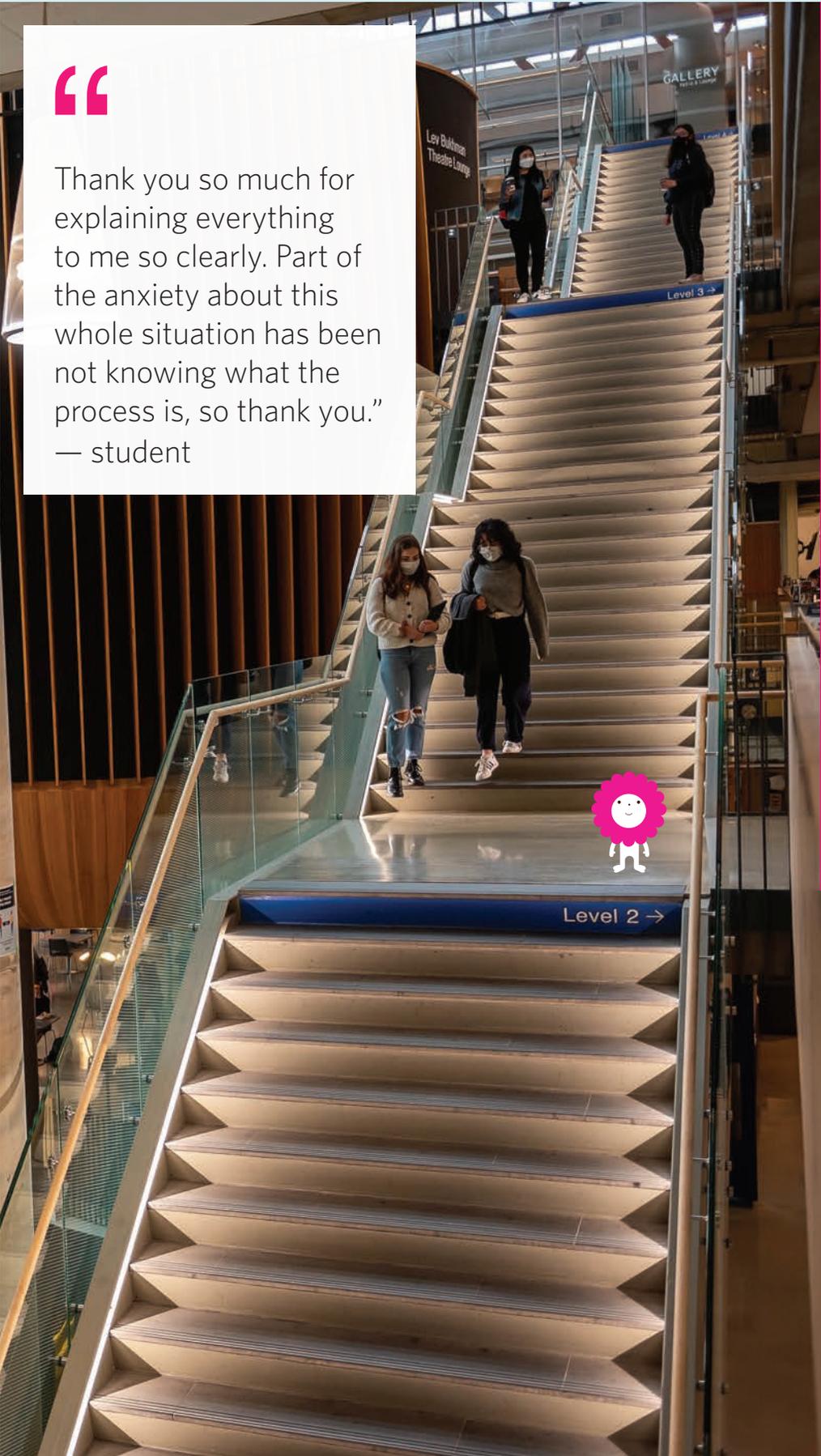
⁷ For example, Keep Teaching. <https://keepteaching.ubc.ca/#principles>

and stressors that contribute to students making mistakes. Many of these circumstances - personal health and family issues, financial strains, caregiver responsibilities, anxiety about Covid 19 - are also experienced by faculty and staff. Our integrity, capacity and performance are also being evaluated but for students this happens perhaps more formally and frequently.

Shifting from the transactional to a transformational, educative and restorative model of addressing academic misconduct must start at how the university supports students' awareness and understanding of academic integrity in the Canadian and in the UBC contexts. Much work has been done and continues to be done by different units and individuals to shift UBC's approach from penalizing students for misconduct and more to building competencies and understanding in what academic integrity means - when writing a paper, when doing groupwork, when writing an online exam or making a presentation. The power differential between student and the institution should place the greater responsibility on UBC to prepare and equip students in this regard.

Again, the global events of 2020 have created the opportunity and a call to critically review and make the changes needed to break from what has always been done to explore and expand on what can be done.

These changes and the decision-making lines that lead to them must centre UBC's strategic commitments to student health and wellbeing, Indigenous human rights, equity and inclusion. Fairness - in its most Canadian meaning that embeds flexibility, inclusivity and equity - needs to frame the journey out of the pandemic and the transitions that will need to be carefully navigated.



“ Thank you so much for explaining everything to me so clearly. Part of the anxiety about this whole situation has been not knowing what the process is, so thank you.”
— student

Recommendations

These recommendations have been presented to the senior leaders at UBC who hold responsibility and authority to consider and implement these actions.

1. Change from crisis:

- a. Collect data/input on the key challenges impacting students that arose for faculty, staff and students over the pandemic.
- b. Establish discussion or focus groups to articulate key recommendations that will enhance the student experience.
 - i. Identify the heavy pain points in the university system and critically review for the need to make structural/systemic changes.
 - ii. Identify the people needs from the pain points and make recommendations for capacity-building.
- c. Review the “exceptions” that were made during the pandemic and consider if any can be made the “rule” to support UBC’s commitments to student health and wellbeing, equity and inclusion. For example:
 - i. All students can write their exams during a reasonable timeframe in their local time zones;
 - ii. Hearings and appeals should be scheduled during a reasonable timeframe in the student’s local time zone;
 - iii. Remote learning options continue to be offered for those students who have personal, relevant circumstances.



2. Pay issues for Graduate Students:

- a. Develop policies and templates to guide faculties and supervisors on best practices for paying graduate students.
 - i. Create template contracts or agreements that set out the core responsibilities and rights of both the faculty and the student.
 - ii. Identify individuals other than the supervising faculty member who can oversee the payroll process and address any issues or problems.
- b. Clarify the payroll process from each access point – e.g. student, faculty/department, Human Resources.
 - i. Explore if/how Workday can be utilized to streamline the payment process to address timeliness issue.
 - ii. Develop processes that minimize the need for students to wait for the supervising faculty member to “sign off” on timesheets and/or identify someone who administers the process.



3. Academic Integrity:

- a. Explicitly embed into UBC’s definition of academic integrity UBC’s core values and goals including those set out in UBC’s Indigenous Strategic Plan and Inclusion Action Plan, as well as UBC’s commitments to anti-racism and student health and wellbeing.
- b. Review the academic misconduct process and policies to ensure alignment with the university’s strategic commitments to student health and wellbeing, equity and inclusion, anti-racism and Indigenous human rights.
 - i. Provide all decision-makers in the academic misconduct process with training that builds competencies in trauma-informed approaches, anti-racism, Indigenous histories and culture.
 - ii. Create guidelines and templates that prompt decision-makers at all levels to consider these issues in suspected cases of academic misconduct.
- c. Review the academic misconduct process and explore ways to better align decision-making across faculties with UBC’s strategic commitments, considering the workload on faculties and their unique disciplinary contexts.

Working Across Campus

In 2020, new and continuing initiatives and committee work included:

- *IBPOC Advisory Committee*
- *Policy SC 18 Retaliation Working Group*
- *Inclusion Action Plan Advisory Committee*
- *Senate Academic Freedom Working Group*
- *Vice-Presidential Strategic Implementation Committee on Equity and Diversity:*
 - Religious, Spiritual and Cultural Observance Working Group
 - Race & Leadership Committee
- *Senior Advisor, Racialized Faculty Advisory Committee*

Our partnerships across campus included:

- Faculty of Graduate and Post-Doctoral Studies (FGPS), Graduate Student Society and Ombuds Office Working Group
- AMS and GSS Advocates and Ombuds Working Group
- Asian Canadian Community Engagement Initiative
- Conflict Engagement Framework Working Group
- Hot Lunch Steering Committee
- WinterConnections Planning Committee

We presented at and workshops to:

- Academic Leadership Development Program
- Student Senators Caucus
- Graduate Student Advisory Council
- UBCSUO Orientation
- Academic Advising and Involvement Centre
- Pepperdine University, Caruso School of Law

Professional associations:

- Association of Canadian College & University Ombudspersons (ACCUO)
 - ACCUO Western Regional Meeting
 - ACCUO Equity, Diversity & Inclusion Committee
 - ACCUO, Awards Committee
- Forum of Canadian Ombudsman (FCO)
 - Osgoode Hall/FCO Essentials for Ombuds Certification Program (Co-Director)
 - Conference Planning Committee
- California Caucus of College & University Ombuds



You have truly made me feel like I am not alone on this and I truly and deeply appreciate it!”
— student

Our gratitude to the 2020 Ombuds Advisory Committees:

Vancouver:

- Amandeep Breen, VP Students
- Stefania Burk, Faculty of Arts
- Agnes D'Entremont, Faculty of Applied Science
- Brianne Howard, FGPS
- Roshni Narain, Equity & Inclusion Office
- Nevena Rebic, AMS
- Nicolas Romualdi, GSS
- Georgia Yee, AMS

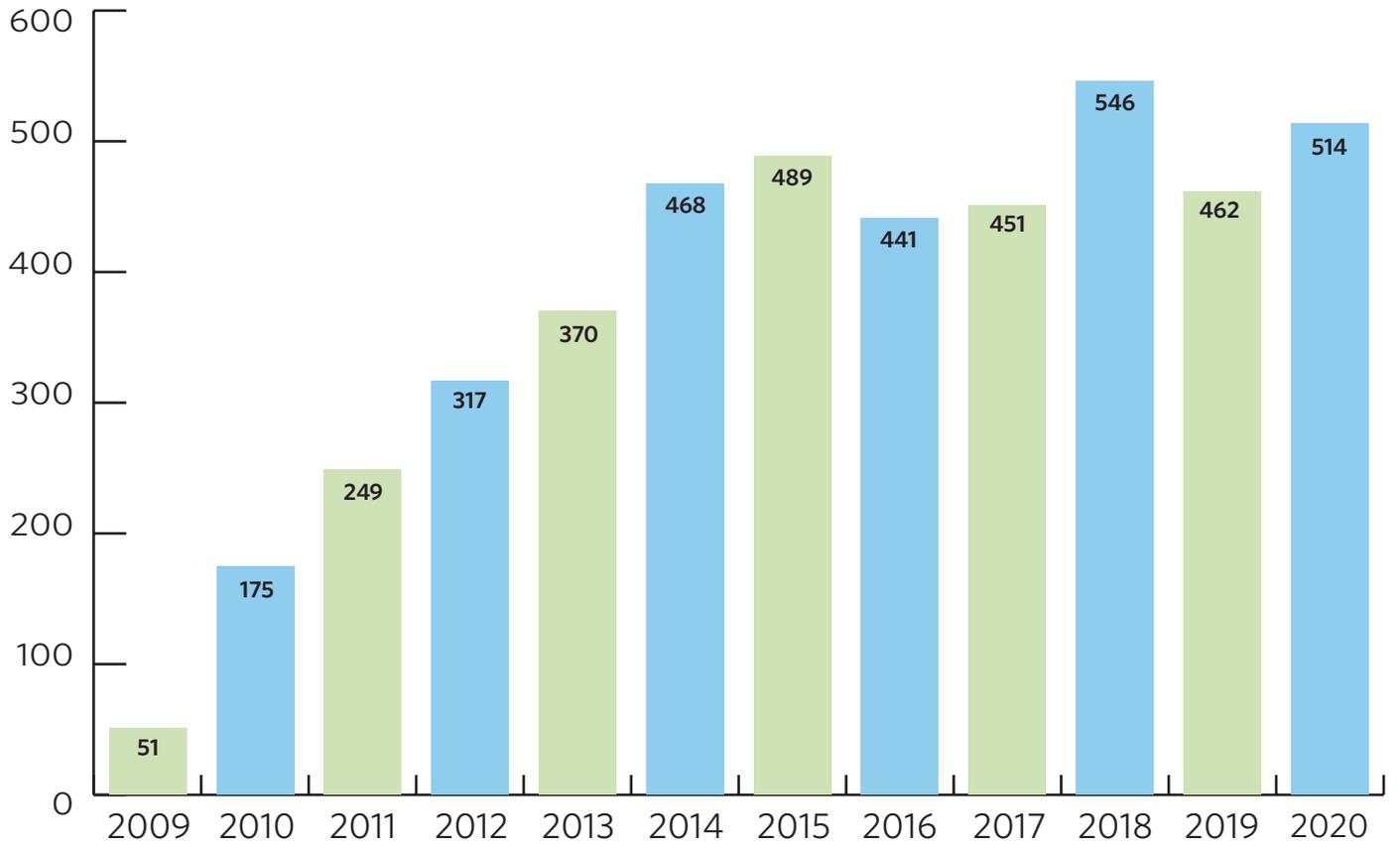
Okanagan:

- Sheila Epp, School of Nursing
- Tashia Kootenayoo, UBCSUO
- Sarah Lawrason, Graduate Student Advisory Council
- Pep Muthui, Equity and Inclusion Office
- Adrienne Vedan, Indigenous Programs & Services
- Roger Wilson, Health & Wellness



2020 Statistical Information

Caseload Per Year



Visitors



Vancouver Campus	357
Okanagan Campus	157
Total	514

Vancouver Campus Statistics

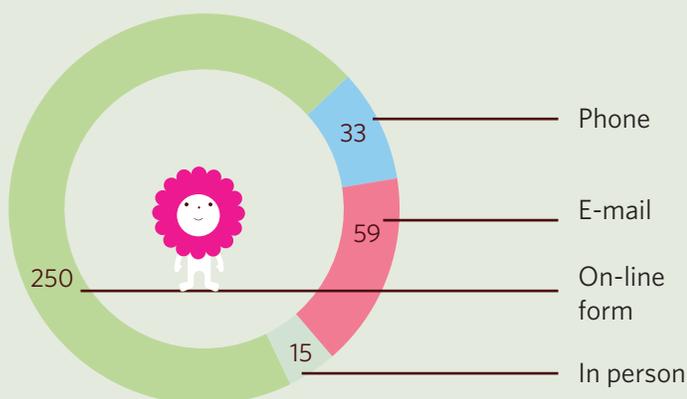


Types of Visitors

Undergraduate Students	211
Graduate Students	88
Post-baccalaureate, Certificate & Diploma	24
Other Visitors	34
Total	357

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	38
Undergraduate 2 nd year	50
Undergraduate 3 rd year	51
Undergraduate 4 th & 5 th year	56
Post-baccalaureate, Certificate & Diploma	33
Master's	42
PhD	33
Other Visitors	54
Total	357

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

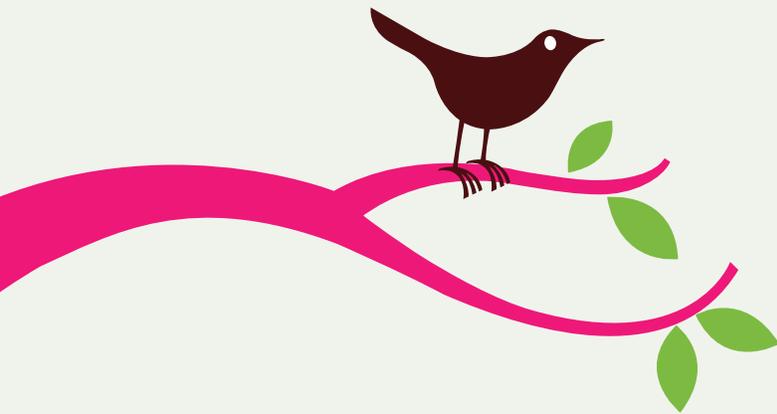
Faculty or School

Arts	82
Commerce	21
Dentistry	8
School of Economics	5
Education	22
Engineering	62
Forestry	6
Interdisciplinary Graduate Studies Program	2
School of Kinesiology	5
Law	3
Land & Food Systems	5
Medicine	20
School of Nursing	2
Pharmaceutical Sciences	2
Science	64
School of Social Work	1
School of Population and Public Health	1
Unknown/Other	46
Total	357

Nature of Concern - Summary

Academic	194
Interpersonal Conflict	39
Misconduct	79
Financial	33
Employment	5
Residence	8
Senate Appeals	5
Total	363

Note:
Some visitors have more than one concern.



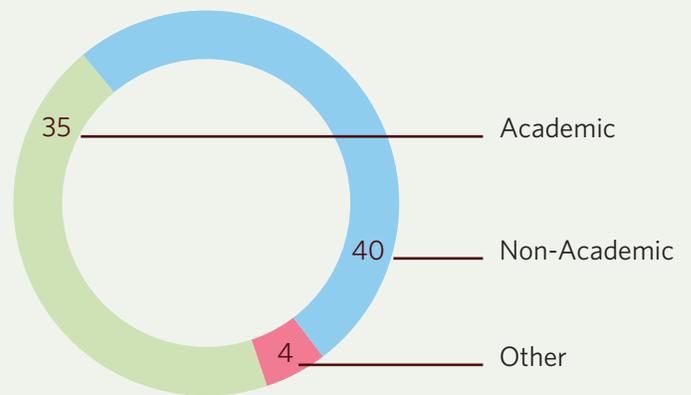
Academic Concerns

Academic Standing	74
Admission	8
Advising	7
Course or Program	60
Probation / Withdrawals	4
Practicum or Field Work	7
Other Academic Concerns	34
Total	194

Interpersonal Conflict Concerns

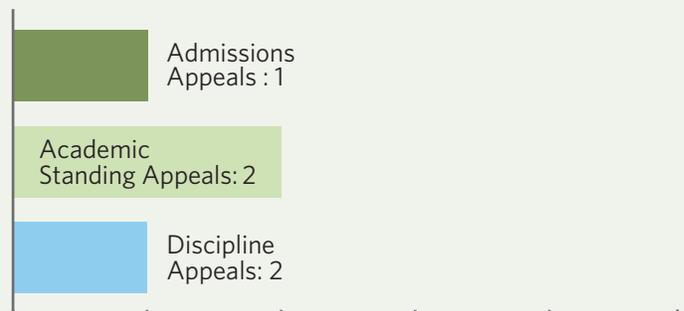
Advisor	0
Head of Unit	3
Instructor	11
Student	1
Supervisor	11
Teaching Assistant	1
Other	12
Total	39

Misconduct Concerns



Note:
Other includes misconduct under other UBC policies.

Senate Appeal Concerns

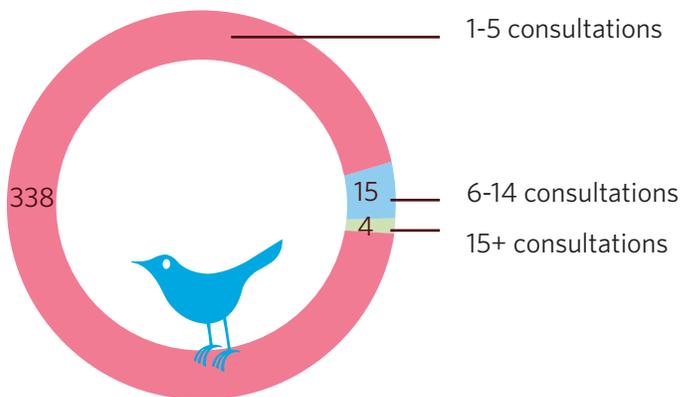


Action Taken

Advice & Information	272
Intervention	19
Referral Only	25
Advice, Information & Referral	19
Other	22
Total	357

Note: Other includes no action or no further contact.

Consultations Per Visitor



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

Age

60+	5
55-59	1
50-54	5
45-49	12
40-44	18
35-39	22
30-34	28
25-29	54
20-24	123
15-19	5
Unknown (staff, faculty, parent, anonymous)	84
Total	357

Status and Level of Study

Canadian	Graduate	33
Canadian	Post-baccalaureate Certificate & Diploma	17
Canadian	Undergraduate	138
Permanent Resident	Graduate	7
Permanent Resident	Post-baccalaureate Certificate & Diploma	2
Permanent Resident	Undergraduate	16
Study Permit	Graduate	26
Study Permit	Post-baccalaureate Certificate & Diploma	2
Study Permit	Undergraduate Students	41
Other Visitors		75
Total		357

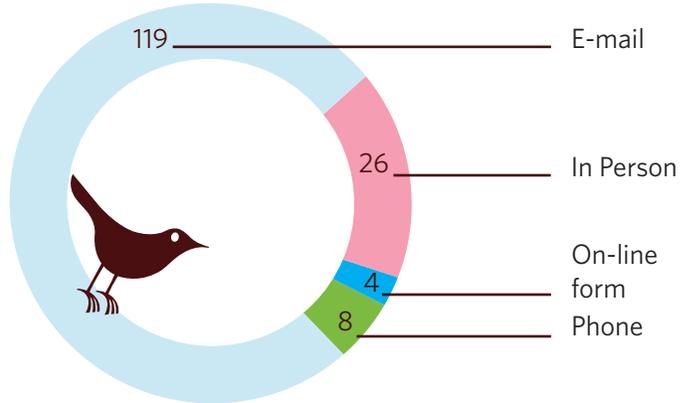
Okanagan Campus Statistics

Types of Visitors

Undergraduate Students	115
Graduate Students	26
Post-baccalaureate, Certificate & Diploma Students	3
Other Visitors	13
Total	157

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

Initial Method of Contact



Faculty or School

Arts and Science	77
School of Education	5
Creative and Critical Studies	5
Interdisciplinary Graduate Studies	1
Management	15
School of Nursing	3
School of Engineering	20
School of Health and Exercise Sciences	4
School of Social Work	9
Other or Unknown	18
Total	157

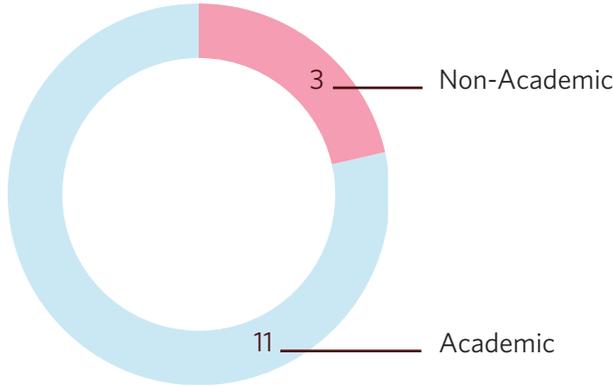
Age

60+	3
55-59	0
50-54	0
45-49	1
40-44	6
35-39	11
30-34	14
25-29	25
20-24	78
15-19	5
Unknown (staff, faculty, parent, anonymous)	14
Total	157

Nature of Concern - Summary

Academic	94
Senate Appeals	1
Interpersonal Conflict	17
Misconduct	14
Residence	2
Financial	16
Employment	1
Accommodations	3
Out of Jurisdiction (off-campus housing, airport)	5
Other	4
Total	157

Misconduct Concerns



“

[The Ombuds Office was] helpful and committed to supporting me in finding a solution that worked for me.”
— student



Academic Concerns

Academic Standing	21
Admission	3
Advising	3
Course or Program	45
Faculty or School	6
Practicum	5
Other	11
Total	94

Financial Concerns

Financial Aid/Loans	1
Scholarships/Awards	3
Tuition Fees	5
Other	7
Total	16

Note:
Other - fees not reimbursed, non-refundable merchandise, digital resource expense, additional living expenses, payroll issues.

Interpersonal Conflict Concerns

Advisor	0
Instructor	4
Student	2
Supervisor	8
Other	3
Total	17

Note:
Other may include preceptors, roommates, or off-campus businesses.



Status and Level of Study

Canadian	Graduate	18
Canadian	Post-baccalaureate Certificate & Diploma	3
Canadian	Undergraduate	71
Permanent Resident	Graduate	0
Permanent Resident	Post-baccalaureate Certificate & Diploma	0
Permanent Resident	Undergraduate	12
Study Permit	Graduate	10
Study Permit	Post-baccalaureate Certificate & Diploma	0
Study Permit	Undergraduate Students	32
Faculty, Staff & Other Visitors		11
Total		157

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

Action Taken

Advice and Information	117
Intervention	21
Referral Only	16
Other	3
Total	157

Note: Other includes no action or no further contact.

Consultations Per Visitor

1-5 consultations	128
6-14 consultations	19
15+ consultations	10
Total	157

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





Office of the
Ombudsperson for Students

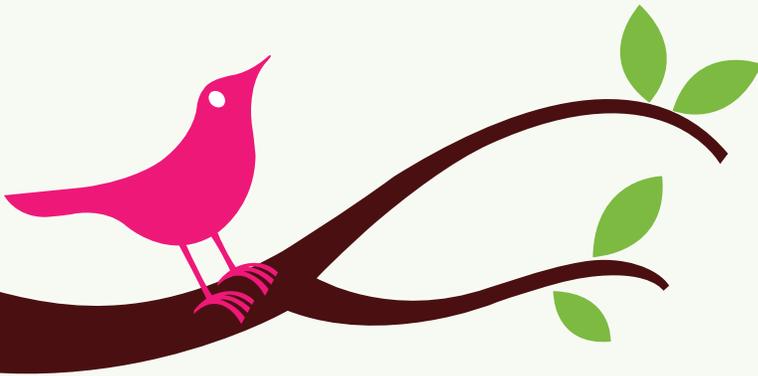
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