



Office of the  
**Ombudsperson for Students**

# Annual Report 2021



THE UNIVERSITY OF BRITISH COLUMBIA

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# Introduction

It is my pleasure to present the 2021 Annual Report of the Office of the Ombudsperson for Students. With gratitude and respect, we acknowledge that we are guests working on the traditional, ancestral and unceded territories of the Musqueam and Syilx peoples.

2021 was yet another extraordinary year for UBC and for the world, if not simply for the reason that the pandemic persisted. It required us to continue to navigate and respond to exigencies and challenges from a socially-distanced and primarily online environment for teaching, learning and working. Shifts in university life, like the return to campus in the Fall, generated excitement for many and new challenges for others. And while we all became accustomed to some of the adaptations made in 2020, the pandemic still created circumstances for stress and anxieties to heighten, for patience and compassion to wane, and for some poor decisions and judgments to be made. This was experienced across all constituencies of the UBC community.

Perhaps 2021 tested us even more than 2020. Stretched us all to our limits for another year. As the virus changed, so did the nature of the challenges, stresses, and responses. Students were faced with yet another year of delays to important components of their education – co-ops, field studies, practica and exchanges – or coming to BC at all with travel restrictions and immigration delays. Academic misconduct allegations and concession and accommodation requests remained at high levels.

What does this kind of extended, emergency-like state do to us as individuals, us as a community? We know that prolonged periods of stress and heightened cortisol levels can be harmful to our bodies and our brains. How do they affect an organization, its culture and systems? Covid has shown us that global-level disruption and uncertainty can occur and the trickle-down effects are felt at the micro level. The resulting chaos can be the signal and prompt for us to make changes to deeply embedded practices, ways of thinking, and interpretation and application of so-called norms. How do we as an institution stay on top of that curve rather than follow behind in its wake?

We have all had to adapt in our various roles at UBC, but those who have chosen UBC as their place of higher learning face a unique set of challenges in this moment in time. This generation of students is experiencing university life in a fraught local and global context. Unfairness and injustice are not new for marginalized populations but perhaps have entered mainstream consciousness differently. We can no longer look away from yet another burial ground of Indigenous children being “discovered”, brutal anti-Black racism thriving, and the histories of hate towards diverse, racialized populations enduring in the present day. When is it good news that fewer gender-diverse, LGBTQIAS2 are dying by suicide? How can any institution justify anyone having difficulty accessing a building or learning materials?

Fairness – that is inextricably connected to notions of justice, access, and belonging – is not just the ultimate goal but perhaps, more importantly, the way we arrive at the goals and other strategic aims that UBC has committed to achieving. In this Report, I have outlined some central cornerstones of fairness for students that could be used to shape that pathway.

My sincere gratitude to the AMS, GSS and SUO for their continued collaboration and support, and as well to the Ombuds Advisory Committees on both campuses that generously provided us with insightful guidance and advice. Cindy Leonard in our Okanagan Office and Michelle Quigg in our Vancouver Office continued to work beyond expectation to effectively respond to students in need with compassion and timeliness. And to the students who were brave enough to share their stories with us, we thank each of you.

Respectfully submitted,

**Shirley R. Nakata**  
Ombudsperson for Students

# What We Do

## Ombuds: Cinderella, Watchdog or Canary?

“Ombudsperson” – not an easy word to pronounce, let alone understand. Described as the Cinderella of higher education, we “rarely go to the ball, are seldom loved or appreciated, but do perform an important, house-keeping, function”.<sup>1</sup> Another more common metaphor for Ombuds is that of a watchdog: vigilant about unfairness and making noise to protect and safeguard the central principle of Ombuds work, fairness. Yet another comparison has been to the canary in the coalmine: to raise the flags when unfairness is detected, to proactively help to prevent harm even before others see it.

Perhaps the academic Ombuds is part Cinderella, part watchdog, and part canary.

Practically speaking, this means that when a student seeks our help, we meet with them and listen. Without judgment or blame, we listen. We re-frame to understand. We help students navigate various university processes providing continual feedback and a safe space to help them prepare for difficult meetings and communications. We ask them if they are feeling safe, well, and supported and point them to the resources that might be able to assist them.

**We explain policies and procedures and break down often dense and convoluted language on websites that are sometimes difficult to find. We explore options and help students remember their broader goals when their world seems to be narrowing before their eyes.**

There are also instances when we highlight some harsh realities for students and encourage them to be forthright and take responsibility for mistakes they have made. We help them to write apologies, account for their actions and outline what they might do differently in the future.

At the systemic level, the job of the Ombuds is to be that watchdog or canary and alert the institution to unfairness in policies, procedures and/or in their interpretation and application. It is to be that voice at the table, along with others, to advocate for change for the better and for accountability to institutional commitments and promises. The Ombuds is doing their job when



<sup>1</sup> Behrens, Rob. *Being an Ombudsman in Higher Education: A Comparative Study*. European Network of Ombudsmen in Higher Education, June, 2017. <http://www.enohe.net/wp-content/uploads/2017/06/Being-an-ombudsman.pdf>



they are experienced as always persistent and often annoying. We aim to be that little voice in the institution’s head that whispers “we can and need to do better”. As Sherman Beck stated in 1969, “it is the role of the ombudsman to serve as an embodiment of the university community’s conscience.”<sup>2</sup>



You are always a voice of wisdom in what often seems like a sea of chaos.”  
— student

**“What is needed is a systemic change; that is, a new agent in the educational bureaucracy to ‘give humanism the edge over bureaucracy,’ to give power and weight to the individual, to redress the asymmetrical balance between person and institution.”<sup>3</sup>**

Our independence is often misunderstood. Because we are partially funded by the university, have offices in university buildings and are on university payroll, we are thought of as another university unit. Ombuds are uniquely situated and constructed to ensure that independence is a fundamental and unwavering pillar of who we are and what we do. Independence

is central to uphold the other two foundational constructs of Ombuds: impartiality and confidentiality. Admittedly, it is a challenging game of balancing that independence – perceived and actual – with the other essential goals of building relationships across the institution, fostering trust and credibility in our work and partnering with individuals

and groups where fairness and other strategic commitments intersect. Ombuds practice within and across organizations, sectors, and countries vary. It is also informed by the lived experiences represented by individual Ombuds. However, across any such variations, the central Ombuds mission remains constant: fairness.



<sup>2</sup> Beck, S. (1969). Comments Regarding the Ombudsman Conference. In D.R. Garth (Ed.), *The Ombudsman in Higher Education: Advocate or Subversive Bureaucrat* (pp. 1-2).

<sup>3</sup> Schlossberg, N. (1969). *The Ombudsman in Current Status and Theory*. In D.R. Garth (Ed.), *The Ombudsman in Higher Education: Advocate or Subversive Bureaucrat* (pp. 59-65).

# Reflections & Observations

## Justice Delayed is Justice Denied



**A student receives an email notifying him that they are suspected of committing academic misconduct. Then, hears nothing for seven months.**

**After receiving an appeal decision, a student waits over a year for the reasons to be able to understand why their appeal was denied.**

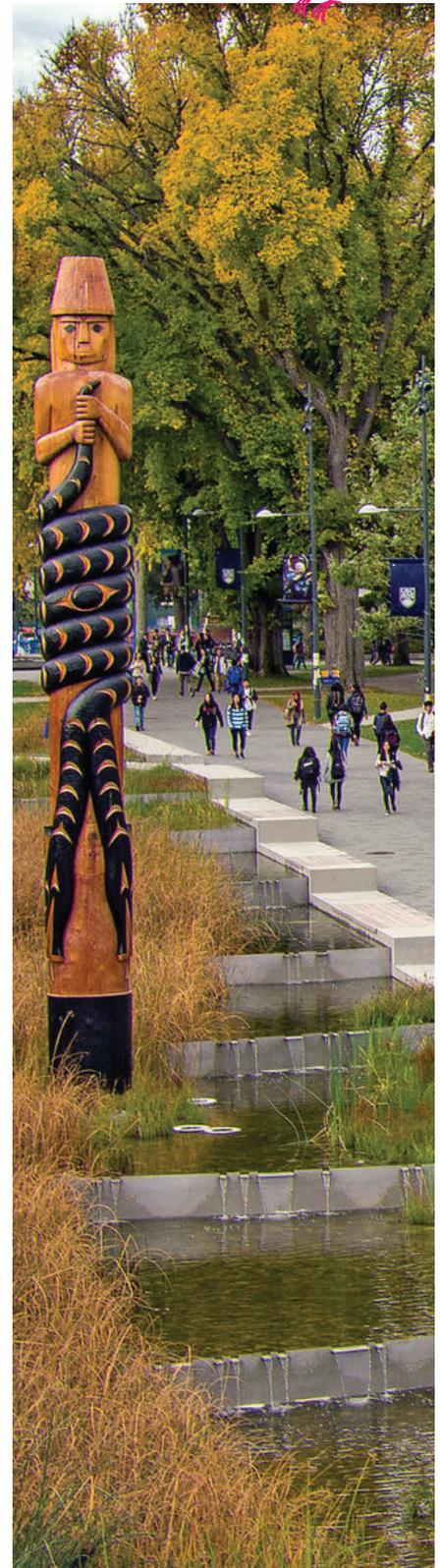
**A student is told that her case has been referred to the Dean's Office. After sending multiple inquiries over several months, the student does not know what is happening.**

**An individual who graduated decades ago, is accused of academic misconduct.**

There is a human dimension to the legal principle that delay can constitute an irreparable unfairness to an individual. The worry and distress of the process and of a pending decision hanging over one's head are familiar to all of us. Add a power differential and other elements that further heighten the stress for students – e.g., visa and immigration issues, imminent graduation, family pressures, financial and housing consequences, career, and job opportunities – and the adverse impact on a student's wellbeing can be devastating. For students already dealing with mental health challenges like anxiety and depression, delays in processes and decision-making can shoot them into a downward spiral that impacts far more than their academic progress. The courts have spoken about the “damage to physical health, negative economic consequences, and negative impacts on family” as examples of the kinds of psychological harm that can be considered in cases of delay.<sup>4</sup>

There are practical reasons for holding decision-makers to a timely process. The passage of time can negatively affect and sometimes preclude a person's ability to respond to allegations and mount a defense. Documents and other records may have been destroyed or lost over time; memories have faded; witnesses cannot be found. Depending on the nature of the allegations and the length of the delay, proceeding with the case may be found to be so unfair that it will not be allowed to go forward.

Some delays may be unavoidable and are understandable. Illness, family emergencies, unanticipated professional demands, staff turnovers can all arise and cause delay in any institutional context. And, some of the delays that students experience may not rise to the legal level of “unreasonable” or “inordinate” to constitute an abuse of process. However, given UBC's commitment to advance student health and wellbeing, to advocate for inclusivity and a sense of belonging, and to foster learning and accountability, delays must be minimized or eliminated through systemic and structural change.



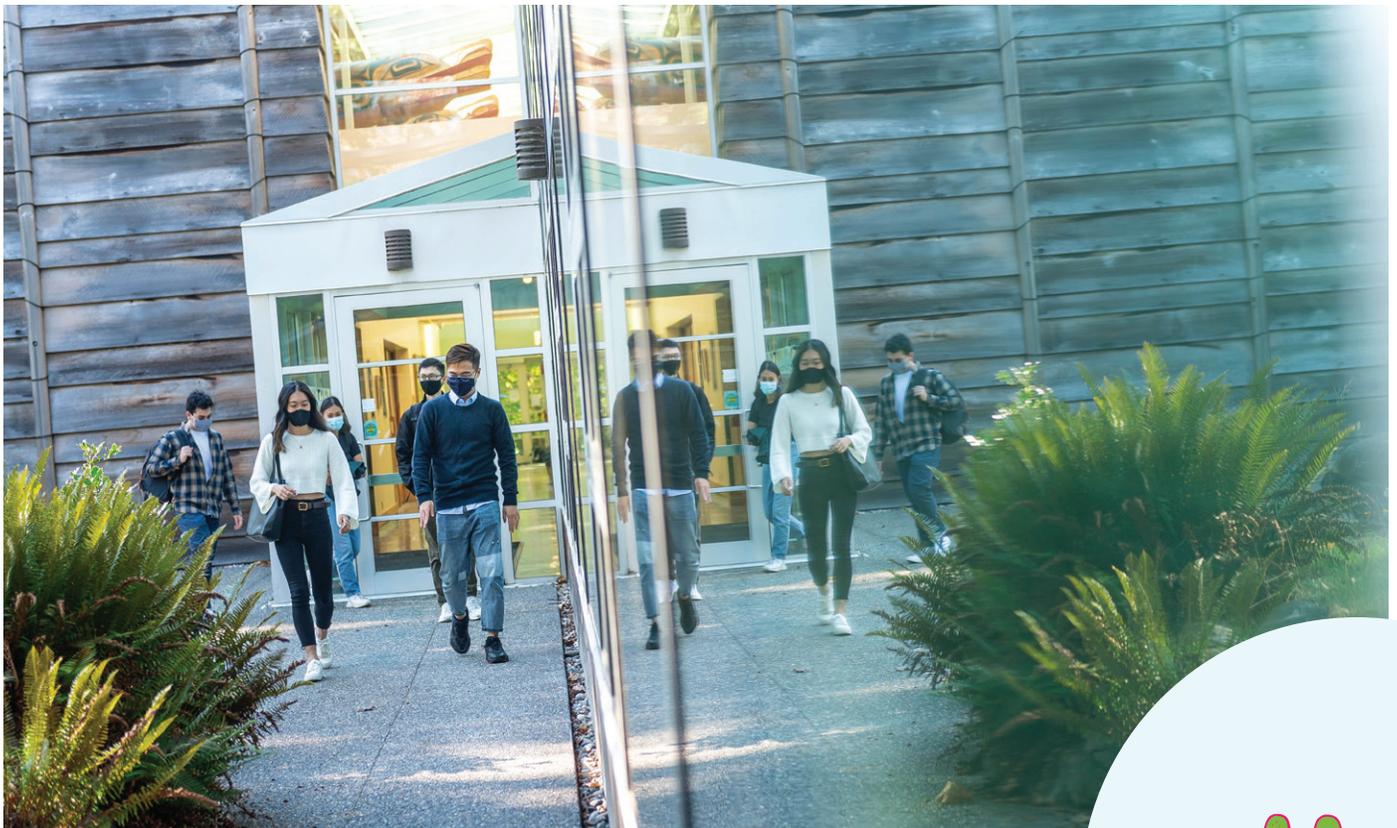
<sup>4</sup> Blencoe v. British Columbia (Human Rights Commission), [2000] 2 S.C.R. 307.

## Recommendations

### Responsible Executives:

Vice-President Human Resources,  
Vice-President Students, Office of University Counsel, Registrar

- 1 All decision-makers be given basic training in procedural fairness principles, including what “delay” means within the administrative law context and the requirements it places on decision-makers and administrators.
- 2 While most policies and procedures have deadlines or timelines for students to meet so they do not delay, there is often no corresponding duty applied to the university. Policies, procedures and practices should include explicit timeframes and deadlines for the university to follow.
- 3 When the university does not meet a deadline, in the same way that students are usually precluded from proceeding when they fall outside a timeframe, the university should also be held accountable and face procedural consequences for delays.
- 4 Create routine practices that decision-makers and administrators must, as soon as practicable, notify students of any anticipated or ongoing delays along with regular updates on the status of the process.
- 5 The unit administering the process should have in place alternate processes to follow in cases where the delay is not of a temporary, short-term nature.





## Finding the “Mythical Golden Egg”: Accessibility

A complaints process was described by PhD students as a “mythical golden egg”: they knew that it existed somewhere, but even when they found it, it took weeks to understand.<sup>5</sup> Through the lens of fairness, the focus on accessibility here is on the emotional and cognitive dimension of how students access the rules, procedures, practices, and people that impact their lives at UBC. This is about access in terms of finding relevant information, understanding that information and communicating with the people who administer or who are responsible for that information.

It is no surprise that at a university the size of UBC, there are hundreds of policies and hundreds more of procedures and guidelines that apply to students. There are also some seemingly black holes where important information – sometimes the rules themselves – cannot be readily located and processes and practices that have been developed over the years are not explicitly or publicly articulated. Other times, accessibility is hindered by the

language of the policy or procedure. Perhaps to convey the seriousness of the policy, formal, legalistic and frankly, student-unfriendly language is sometimes used. For example, regarding a ground for appeal:

*2.4 The Committee shall allow an appeal where it decides that the decision has been arrived at through improper or unfair procedures, and that as a result a wrong decision on the merits has or may have been arrived at. Without limiting the generality of the phrase “improper or unfair procedures,” it shall be construed to include the consideration of information that ought not to have been considered, and the failure to consider information that ought properly to have been considered.<sup>6</sup>*

Could accessibility be enhanced by re-wording the above paragraph to:

*2.4 A student’s appeal will be successful if the Committee determines that the decision was made following improper or unfair procedures or process. “Improper or unfair” procedures or processes include situations where irrelevant information was considered or when relevant information was not properly considered.*

Inclusive design of policies and procedures means that the institution develops, writes and communicates them from the user perspective. That requires an informed understanding of the student experience, especially of those students who are subject to these policies. The vast majority of students visiting the Ombuds Office are nervous, afraid, confused, worried, frustrated, and/or upset. How do such students navigate UBC and how do they find and understand what they need to know?

Many of UBC’s policies, processes, and services seem appropriate for a notion of a “student” who does not represent the majority of students at UBC or perhaps any post-secondary institution. They are constructed to be used by the university, for the university and therefore advantage the university. But if we shift the lens of policy-writers, process-administrators and decision-makers to that of students, accessibility could be enhanced. Students required to go through a process would still feel engaged as a UBC community member rather than feel like they are “going up against” the institution.

<sup>5</sup> Sara Ahmed. 2021. *Complaint!* (p.31) Durham, NC. Duke University Press.

<sup>6</sup> UBC Vancouver Senate Academic Standing Appeal Procedures. <https://senate.ubc.ca/vancouver/rules/academic>.

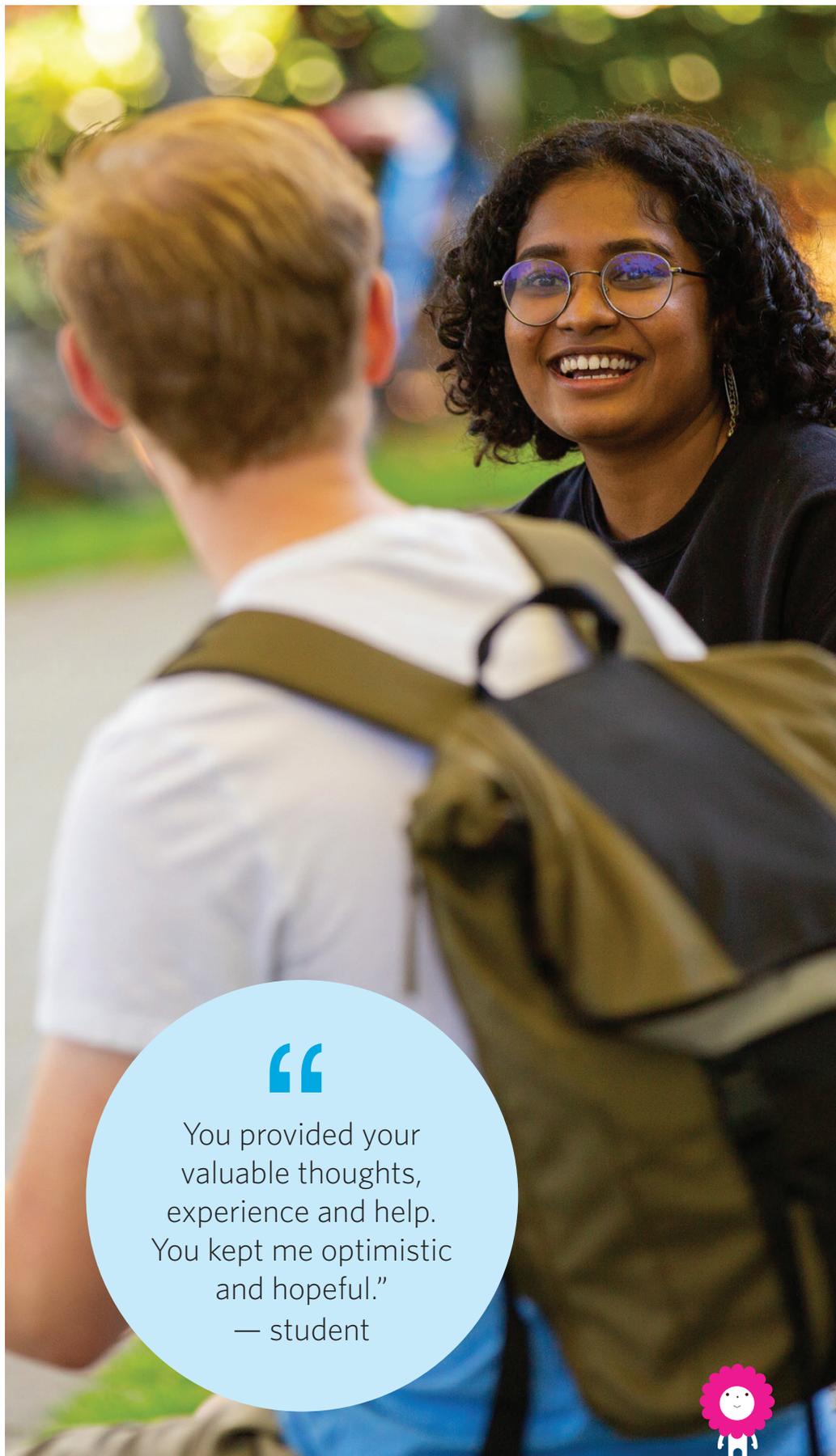
How can we improve accessibility for all students, keeping in mind the diversity of student lived experiences, abilities, and capacities that include dimensions such as:

- Physical (e.g. visual, hearing, mobility)
- Psychological, emotional (e.g. PTSD, anxiety, depression, ADHD)
- Cognitive (e.g. neuro-diversity, dyslexia)
- Linguistic (e.g. English as a second language)

## Recommendations

**Responsible Executives:**  
Vice-President Students, Provosts,  
Registrar, Office of University Counsel

- 1 Identify student-facing policies and procedures and review them for:
  - a. Ease of web-search;
  - b. Understandability;
  - c. Cultural competence and sensitivity;
  - d. Inclusivity;
  - e. Identification of a named individual to whom questions could be addressed.
- 2 Create FAQs and user-friendly resources for all policies that have complex or prolonged procedures.
- 3 Develop a central web portal through which students can navigate to policies and resources by keywords.



“

You provided your valuable thoughts, experience and help. You kept me optimistic and hopeful.”  
— student



## Proportionality

It is essential for equitable and inclusive outcomes to consider the individual circumstances of the case while still achieving the purpose of the rule or policy it is intended to uphold. Considering a student's specific circumstances can not only help a decision-maker to understand the "why" of the student's actions, it can also help to inform the process to reach an outcome that is fair. For example, where two students are found guilty of academic misconduct on the same assignment and both are given a one-year suspension, the impact where one student lives locally with their family while the other is an international student living in residence and working part-time off-campus, is profoundly different. Or, a student who is a month away from graduation and alleged to have failed to cite a source properly in a final paper. The usual route might be a referral to the President's Advisory Committee on Student Discipline (PACSD), but the wait for the process to conclude would mean extending their program by at least another term, even if ultimately they are found not guilty.

There is a domino effect that can adversely impact, without intention, IBPOC students, international

students, students with disabilities and students living with financial insecurity and other challenges. The Anti-Racism Inclusive Excellence (ARIE) Task Force Report<sup>7</sup> cites the disproportionate impact of the academic misconduct process on IBPOC students and calls for more restorative rather than punitive approaches, as well as for the diversification and training of adjudicative panels and the expansion of sanction options.

This isn't about "going easy" on the international student or the student with a disability. It is about upholding the rule - in the above case scenario, academic integrity - without imposing disproportionate consequences.

**Fairness is not sameness, but rather reaching outcomes that have an equitable impact that is proportionate to the specific circumstances of each case.**

This requires UBC to look at the process and procedures that have been established to uphold policies and rules. We see from UBC's strategic commitments, like the Indigenous Strategic Plan (ISP), the Inclusion Action Plan (IAP) and most

recently the ARIE Task Force Report, that there is a call to critically examine the policies and standards themselves. Academic integrity and rigour, for example, appear to be unquestionable and hallowed principles. But viewed through the lens of colonialism, or ableism, or classism, would they meet the standards of equity, inclusion and belonging that UBC has committed to achieve?

## Recommendations

**Responsible Executives:**  
Office of University Counsel, Vice-President Students, Provosts, Registrar

- 1 Identify "proportionality" as an explicit factor to include in the deliberation processes of PACSD, Senate Appeal Committees, and other processes where the outcomes could impact student rights, interests or privileges.
- 2 Review all student-facing policies and procedures through the commitments articulated in UBC's strategic promises in the ISP and the IAP and as a signatory to the Okanagan Charter.
- 3 Where proportionality is referenced in a UBC policy or procedure, provide criteria and examples for the decision-maker to consider.



<sup>7</sup> <https://antiracism.sites.olt.ubc.ca/files/2022/04/00-UBC-Master-UBC.0847-ARIE-TF-Digital-9-complete-reduced6.pdf>

# Working Across Campus

## New and continuing initiatives and committee work:

- Exam Hardship Policy Review
- Race & Leadership Committee
- Advisory Urban Design Panel
- Academic Integrity Working Group
- EDI Decision-Making Principles Inclusion Action Team
- UBCO Health and Wellness Focus Group

## Presentations and workshops:

- Registrar's Executive Team
- Associate Deans, Academic-Associate Deans Students
- Microbiology Ethical Grey Zones
- Indigenous Working Group
- Department of Anesthesiology, Graduate Students
- Forum of Canadian Ombudsman/Osgoode Professional Development Ombuds Essentials Program
- Sexual Violence Prevention and Response Office
- Health Promotion & Education Team, VP Students
- School of Population & Public Health
- Academic Leadership Development Program
- Botany Graduate Students Association
- UBCO School of Engineering Faculty Meeting

## Collaborations:

- AMS/GSS/Ombuds Working Group
- Faculty of Graduate & Post-Doctoral Studies/GSS/Ombuds Working Group
- Hot Lunch Steering Committee
- Asian Canadian Community Engagement Committee
- National Forum on Anti-Asian Racism Working Group
- UBCO Ombuds and Human Rights Advisor Meetings
- UBCO Ombuds and SUO Advocate Meetings

## Professional associations:

- Association for Canadian College & University Ombudspersons (ACCUO)
  - Equity, Diversity & Inclusion Committee
  - Awards Committee
  - Graduate Student Issues Committee
- Forum of Canadian Ombudsman (FCO)
  - FCO/Osgoode Professional Development, Essentials for Ombuds Certification Program, Co-Director

## Many thanks to the Ombuds Advisory Committees:

### Okanagan:

Sheila Epp, Jackie Denison, School of Nursing

Tashia Kootenayoo, Shiven Vinod Khera, UBCSUO

Sarah Lawrason, Graduate Student Advisory Council

Pep Muthui, Jenica Frisque, Equity and Inclusion Office

Adrienne Vedan, Indigenous Programs & Services

Roger Wilson, Health & Wellness

### Vancouver:

Amandeep Breen, VP Students

Stefania Burk, Faculty of Arts

Agnes D'Entremont, Faculty of Applied Science

Brianne Howard, Carol Naylor, FGPS

Roshni Narain, Equity & Inclusion Office

Nevena Rebic, AMS

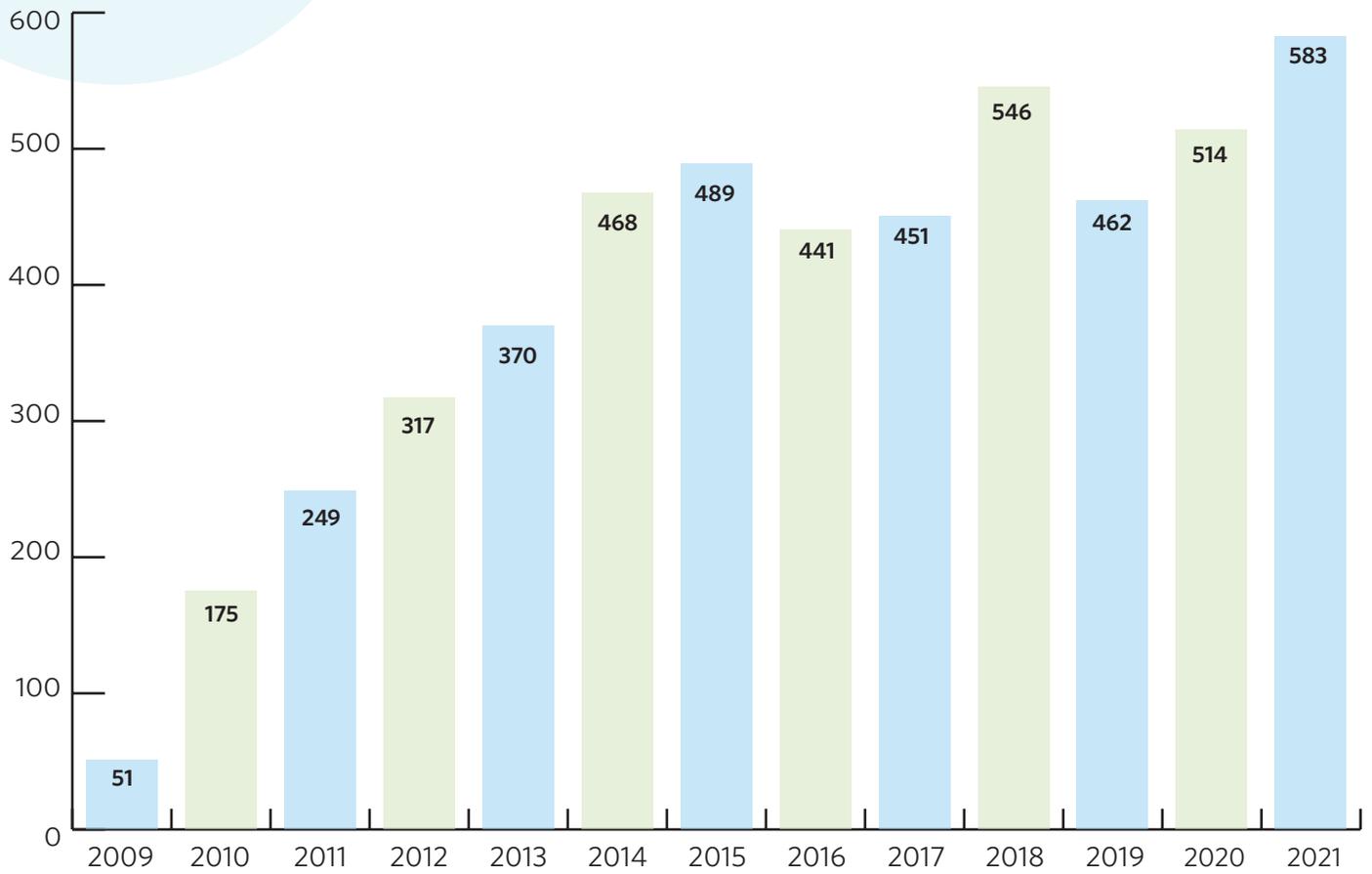
Nicolas Romualdi, Yuran Zhang, GSS

Georgia Yee, Katherine Feng, AMS



# 2021 Statistical Information

## Caseload Per Year



## Visitors

Vancouver Campus	408
Okanagan Campus	175
<b>Total</b>	<b>583</b>

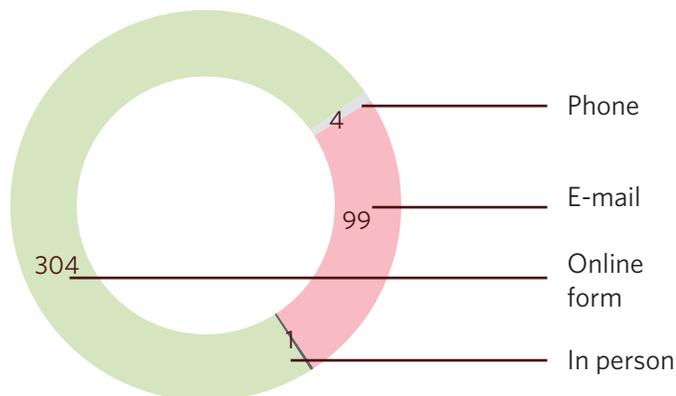
# Vancouver Campus Statistics

## Types of Visitors

Undergraduate Students	257
Graduate Students	101
Post-baccalaureate, Certificate & Diploma	20
Other Visitors	30
<b>Total</b>	<b>408</b>

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

## Initial Method of Contact



## Level of Study

Undergraduate 1 <sup>st</sup> year	32
Undergraduate 2 <sup>nd</sup> year	54
Undergraduate 3 <sup>rd</sup> year	69
Undergraduate 4 <sup>th</sup> & 5 <sup>th</sup> year	73
Post-baccalaureate, Certificate & Diploma	38
Master's	43
PhD	42
Other Visitors	57
<b>Total</b>	<b>408</b>

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

## Faculty or School

Arts	90
Commerce	33
Dentistry	<5
School of Economics	<5
Education	23
Engineering	42
Forestry	7
Interdisciplinary Graduate Studies Program	<5
School of Kinesiology	9
Law	<5
Land & Food Systems	9
Medicine	19
School of Nursing	<5
Pharmaceutical Sciences	8
Science	88
School of Social Work	<5
School of Population and Public Health	<5
Unknown/Other	64
<b>Total</b>	<b>408</b>

**Note:**  
<5 is indicated in order to safeguard confidentiality.



I don't know what I could do without your support. I could not imagine going this far without your guidance."  
— student

## Nature of Concern - Summary

Academic	227
Interpersonal Conflict	56
Misconduct	84
Financial	25
Employment	11
Residence	24
Senate Appeals	8
<b>Total</b>	<b>435</b>

**Note:**  
Some visitors have more than one concern.

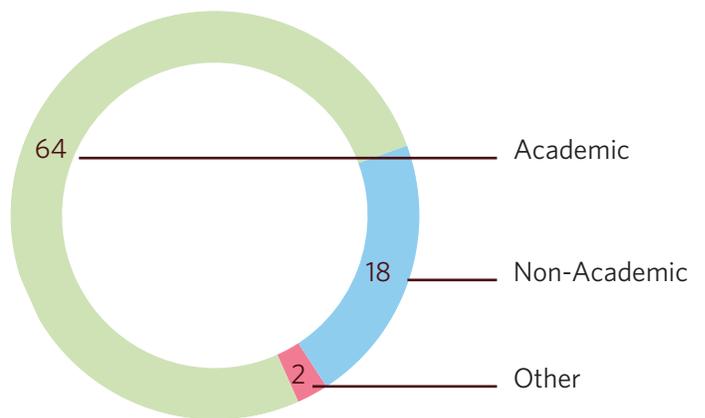
## Interpersonal Conflict Concerns

Advisor	2
Head of Unit	1
Instructor	21
Student	6
Supervisor	15
Teaching Assistant	1
Other	10
<b>Total</b>	<b>56</b>

## Academic Concerns

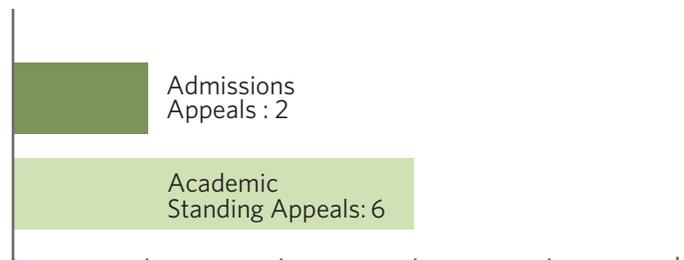
Academic Standing	98
Admission	12
Advising	8
Course or Program	63
Probation / Withdrawals	5
Practicum or Field Work	2
Other Academic Concerns	22
Accommodation Related	17
<b>Total</b>	<b>227</b>

## Misconduct Concerns



**Note:**  
Other includes misconduct under other UBC policies.

## Senate Appeal Concerns

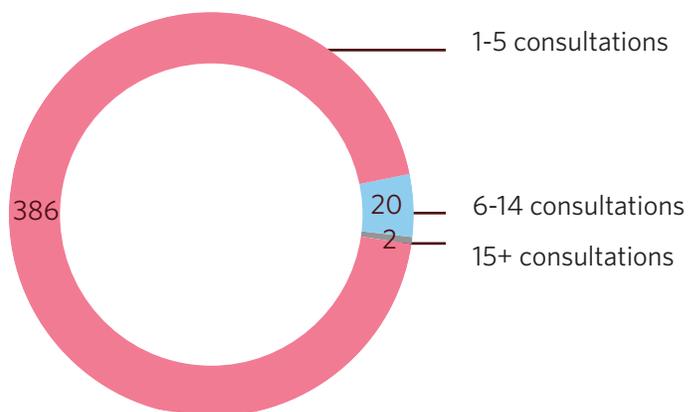


## Action Taken

Advice & Information	300
Intervention	24
Referral Only	31
Advice, Information & Referral	26
Other	27
<b>Total</b>	<b>408</b>

**Note:** Other includes no action or abandoned.

## Consultations Per Visitor



**Note:** Consultations are by in-person visits, video-conferences, email and phone.

## Age

60+	4
55-59	2
50-54	5
45-49	8
40-44	10
35-39	23
30-34	35
25-29	64
20-24	173
15-19	25
Unknown (staff, faculty, parent, anonymous)	59
<b>Total</b>	<b>408</b>

## Status and Level of Study

Canadian	Graduate	45
Canadian	Post-baccalaureate Certificate & Diploma	15
Canadian	Undergraduate	134
Permanent Resident	Graduate	16
Permanent Resident	Post-baccalaureate Certificate & Diploma	1
Permanent Resident	Undergraduate	15
Study Permit	Graduate	27
Study Permit	Post-baccalaureate Certificate & Diploma	1
Study Permit	Undergraduate Students	70
Unknown		84
<b>Total</b>		<b>408</b>

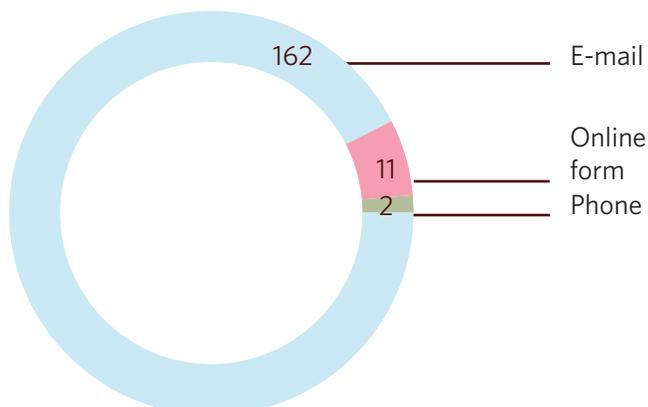
# Okanagan Campus Statistics

## Types of Visitors

Undergraduate Students	132
Graduate Students	27
Post-baccalaureate, Certificate & Diploma Students	2
Other Visitors	14
<b>Total</b>	<b>175</b>

**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	81
School of Education	<5
Creative and Critical Studies	7
Interdisciplinary Graduate Studies	<5
Management	16
School of Nursing	6
School of Engineering	32
School of Health and Exercise Sciences	6
School of Social Work	6
Other or Unknown	18
<b>Total</b>	<b>175</b>

**Note:**  
<5 is indicated in order to safeguard confidentiality.

## Age

60+	0
55-59	1
50-54	2
45-49	5
40-44	0
35-39	13
30-34	18
25-29	41
20-24	80
15-19	4
Unknown (staff, faculty, parent, anonymous)	11
<b>Total</b>	<b>175</b>



## Nature of Concern - Summary

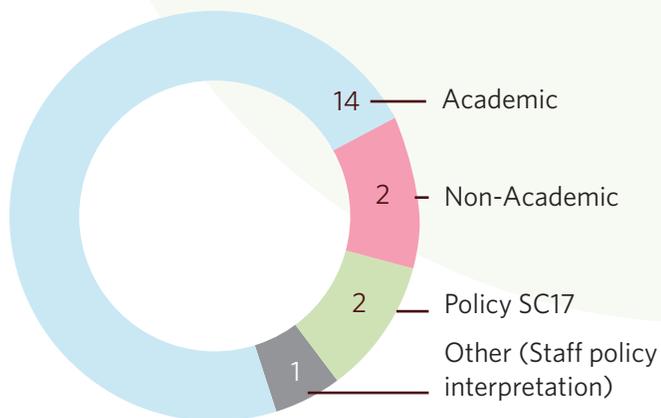
Academic	101
Senate Appeals	4
Interpersonal Conflict	18
Misconduct	19
Residence	5
Financial	10
Employment	5
Accommodations	8
Out of Jurisdiction (off-campus housing, airport)	1
Other	4
<b>Total</b>	<b>175</b>

“

Thank you for helping me to explore all of my options and for helping to provide clarity in my decision-making process.”  
— student



## Misconduct Concerns



## Interpersonal Conflict Concerns

Instructor	5
Student	2
Supervisor	11
<b>Total</b>	<b>18</b>

**Note:**  
Other - preceptor, roommate, off-campus business, significant other.

## Academic Concerns

Academic Standing	37
Admission	4
Course or Program	31
Faculty or School	14
Practicum	2
Probation/Withdrawal	3
Other	10
<b>Total</b>	<b>101</b>

## Financial Concerns

Financial Aid/Loans	2
Scholarships/Awards	4
Tuition Fees	1
Other	3
<b>Total</b>	<b>10</b>

**Note:**  
Other - fees not reimbursed, quarantine funding, payroll issues.



## Status and Level of Study

Canadian	Graduate	18
Canadian	Post-baccalaureate Certificate & Diploma	2
Canadian	Undergraduate	102
Permanent Resident	Graduate	0
Permanent Resident	Post-baccalaureate Certificate & Diploma	0
Permanent Resident	Undergraduate	8
Study Permit	Graduate	9
Study Permit	Post-baccalaureate Certificate & Diploma	0
Study Permit	Undergraduate Students	22
Faculty, Staff & Other Visitors		14
<b>Total</b>		<b>175</b>

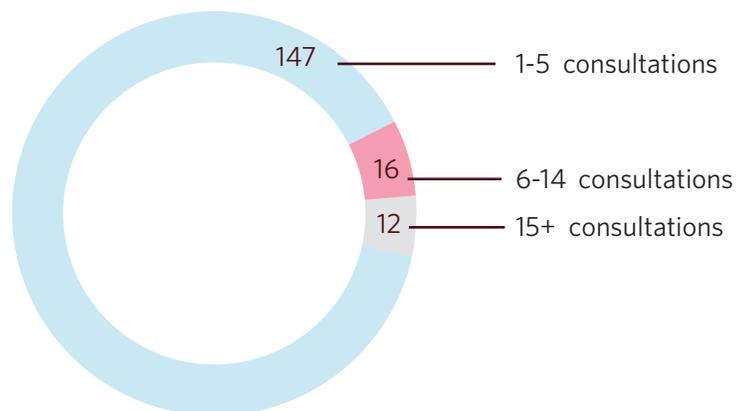
**Note:** Other may include prospective and unclassified students, faculty, staff, parents, medical residents, post-doctoral fellows, 3<sup>rd</sup> party and anonymous visitors.

## Action Taken

Advice and Information	151
Intervention	14
Referral Only	7
Other	3
<b>Total</b>	<b>175</b>

**Note:** Other includes no action or abandoned.

## Consultations Per Visitor



**Note:** Consultations are by in-person visits, video-conferences, email and phone.





Office of the  
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