



Office of the  
Ombudsperson for Students

# Annual Report 2022



THE UNIVERSITY OF BRITISH COLUMBIA



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# Introduction

It is a privilege to present our 2022 Annual Report from the Office of the Ombudsperson for Students, located on the traditional, ancestral and unceded territories of the Musqueam and Syilx Nations. We acknowledge that these lands have been under the care and stewardship of generations of Indigenous peoples and that as the Ombuds Office at UBC, we have a responsibility to advance Indigenous human rights on our campuses and beyond.

In this Report, I will be emphasizing the call we have made to improve equitable and inclusive accessibility that are preconditions for students' experience of fairness at UBC. There is no lack of good intent at UBC, but we sometimes struggle with implementing that good intent at both the individual and institutional levels. From the highest levels of administration, to a classroom or lab, or the front desk of a student services office, what does it look like to deliver fairness that is consistently characterized by transparency, flexibility, inclusivity and decolonization? When there are so many competing demands, priorities, and resource needs, how do decision- and policy-makers resolutely adhere to the principles of procedural fairness to which they are accountable?

Many staff, faculty and students share a common vision for deep culture change at UBC. They work to embed and advance UBC strategic goals in their day-to-day tasks and in their relationships with one another. Despite the barriers. Despite increased workload. And sometimes, despite backlash for their actions. How can the university consistently support and encourage all community members to work in their respective roles to advance the strategic commitments and goals UBC has articulated?

Organizational justice is essential to prevent and build resilience against the experience of institutional betrayal<sup>1</sup>. Both are fundamentally relevant to understanding and fostering a student's (and faculty's and staff's) experience of fairness at UBC. Both impact wellness and wellbeing, which we know are critical

for all community members to achieve UBC's mission of academic excellence. Where we feel and experience fairness in the way decisions are made or actions are taken, we feel valued, heard, respected and included. So why do we continue to hear students describing unfairness in their experiences at UBC?

The recommendations in this Report related to delay, flexibility, and accessibility are not new. However, they are no less urgent or compelling and we ask again for the university's response to our recommendations for systemic improvements to students' experience of fairness at UBC. At the core of these recommendations is education, dialogue, and training on key elements of procedural fairness.

I would like to acknowledge with much gratitude the ongoing support and guidance from the Okanagan and Vancouver Ombuds Advisory Committees. I also wish to thank the AMS, GSS and the SUO for their continued collaboration and partnerships with us on student issues.

And last and definitely not least, I am grateful for the unwavering commitment to fairness that Cindy Leonard (Okanagan) and Michelle Quigg (Vancouver) demonstrate daily in their care and support of students and the faculty and staff they engage with.

Respectfully submitted,

**Shirley R. Nakata**  
Ombudsperson for Students

<sup>1</sup> Jennifer J. Freyd. <https://dynamic.uoregon.edu/jjf/institutionalbetrayal/>

# What We Do

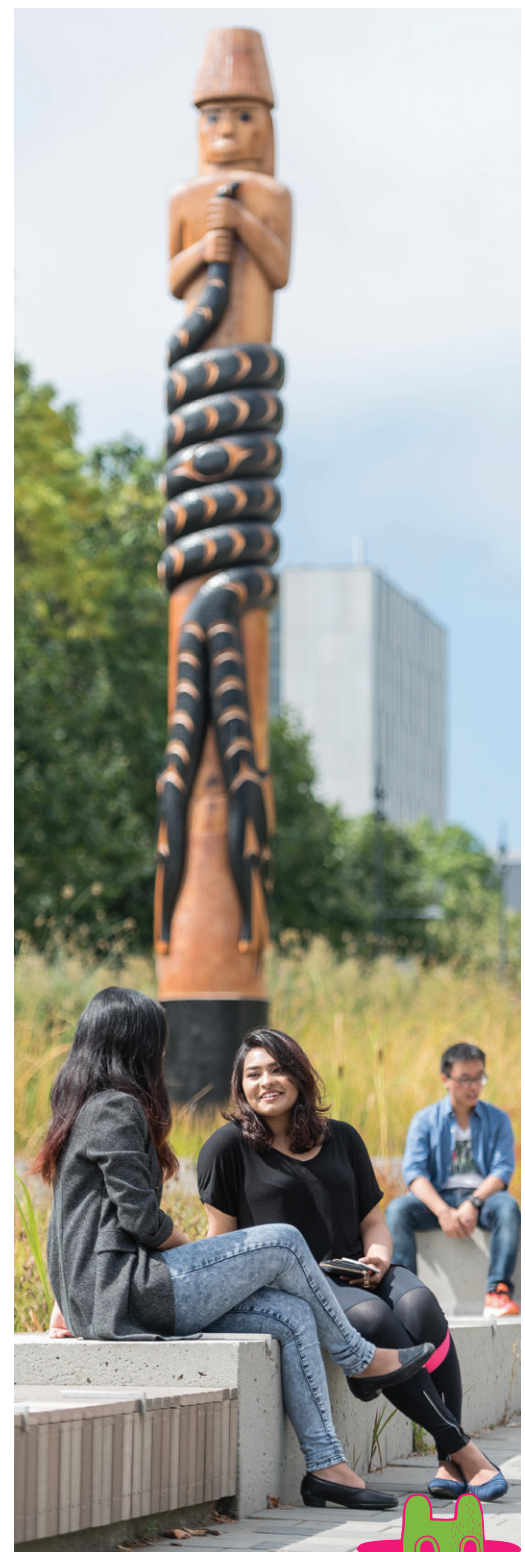
Ombuds work is framed by the foundational principles of independence, impartiality and confidentiality. At UBC, our work as Ombuds is also informed by and accountable to institution-wide commitments that include Indigenous human rights, inclusivity and belonging, equity, and wellbeing. Fairness that is decolonized, fairness that is equitable and inclusive, fairness that supports wellbeing, are what we strive to advance.

Our day-to-day revolves around UBC policy, procedures, practices and decisions. Our conversations with students trying to navigate the vast landscape of university rules and processes are often filled with references to Policy X or Procedure Y. And while policies and procedures codify how an institution works, they do not represent the complete picture for students. The key and most important piece are the people who interpret, apply and enact those policies and procedures that lead to decisions that impact student rights, interests, or privileges.

## Building Capacity

To support this interactional or relational aspect of fairness, we call for and support capacity-building for all levels of decision- and policy-making. From student advocates to university decision-makers, we provide educational sessions on procedural fairness to explain its core elements in the university context. While fairness might be a universally and intuitively understood concept, procedural fairness in the administrative law context often is not.

Within the framework of relevant legislation, administrative law, and UBC policies and procedures, fair policy- and decision-making require actions that demonstrate that certain elements of procedural fairness have been met. Treating all students who cheated on their final exam the same, for example, may be unfair. Reciting the evidence leading to a conclusion of guilt without communicating the thought process or providing reasons, may also be unfair. Requiring a student to wait eleven months to receive a decision about next steps in their case, may be unfair. These constructs will be expanded upon later in this Report but are included here to illuminate that what might seem intuitively fair and/or unavoidable, could in fact be unfair and perpetuating inequity.





Words are not enough to express how I am grateful for your kind help.”

— student

An essential part of capacity-building is highlighting areas for reflection, improvement or correction. One example is what might be described as the *moralizing* of student conduct. Rather than limiting the assessment of a student’s conduct as breaching a university rule or not, we see and hear communications from UBC faculty and staff that amount to a “finger-wagging”. Commentary on a student’s character or future potential, insinuations that “this could not be the first time you cheated...”, or that “this is your last chance to tell the truth” should not be included in a fair assessment of evidence. On the contrary, they can be evidence of bias and an unfair process.

## Ombuds as Interpreters

To support individual students and to advance systemic improvements we develop resources such as our [Fairness Toolkits](#). These resources are intended primarily to help improve student accessibility to UBC policies, procedures and people. This includes translating dense and complex language into a simpler, plain and digestible format while also making relevant information easier to locate.

The toolkit on the [failed standing](#) process is a recent addition to our online resource bank. In 2022, we saw a high volume of students after final exams who received notification of their failed standing. While some

of these notifications contained information on next steps, appeal processes, and timelines, some did not. It became evident that students had unanswered questions and felt scared and confused. It took us some time to delve into faculty websites to unearth the relevant information to address students’ failed standing questions. With one Ombuds Officer on each campus interfacing with all student inquiries, we could not keep up with student consultation requests. This toolkit strives to provide answers to questions students have about what a failed standing means, tips and advice on considering and writing appeals, as well as templates for faculties to adapt to their particular procedures and needs.

We know that some students simply give up when they cannot find the information they need or cannot reach a person they hope will be able to answer their questions. We must continue to ask ourselves who is not accessing university procedures, resources and supports? If the university requires students to adhere to rules and procedures, they must be findable,

understandable and then applied to them in accordance with the principles of procedural fairness and UBC’s strategic commitments. When the university does not actively and intentionally work to remove barriers and improve accessibility, the university tacitly faults the student when they can’t find the right policy, fill out the right form, or consult the right person.

Most (if not all) ombudspersons want to work themselves out of their jobs. We advocate for systemic change, for policies and procedures to be written and communicated in a way so that our services, toolkits and other resources will no longer be required. Improving the accessibility of information and resources will benefit not only students but support faculty and staff who are responsible for administering policies and procedures.

# Reflections & Observations

## Fairness & Wellness (or “chocolate in the brain”<sup>2</sup>)

Fairness has been described as “the practice of justice”<sup>3</sup>. Procedural fairness sets out the principles of that practice and includes the requirement that where someone’s rights, interests or privileges might be at jeopardy, that person is entitled to know what the case is and what policy and procedure are at play. What has been called “informational justice” includes “the quality of the communications/explanation of decision-making procedures”<sup>4</sup> that an institution provides to its members. At UBC, it includes how one community member (faculty or staff) gives another community member (student) information to understand what is happening.

*Erin is a third-year undergraduate student. On April 29th, she received an email from her instructor telling her that she was suspected of cheating on her final exam. The email stated,*

*“If you deny this allegation, you can request a meeting. The purpose of this meeting is not to hear any extenuating circumstances; this meeting is only available to you if you do not admit to misconduct. Please respond by 11:59 p.m. April 29.”*

In the case scenario above, Erin did not feel fairly treated. And when you don’t feel fairly treated, it can impact your wellbeing and your sense of wellness and belonging. It also impacts your trust in and respect for the institution.

*“when fairness of any type is lacking, at any level, individuals and groups will experience lower levels of wellness through two mechanisms: feeling devalued and being denied the possibility of adding value.”<sup>5</sup>*

Neurologist Matthew Lieberman says that humans may be hard-wired for fairness and that fairness is like “chocolate in the brain”<sup>6</sup>. So when we perceive unfairness, there are negative consequences to our psychological functioning and our physical health, and it causes distress<sup>7</sup>. In the case scenario above, Erin is now expected to respond immediately and rationally, and engage with the university with respect and timeliness. Her wellness is likely impaired and that can trigger a cascade of other consequences for her while she navigates the university process.

Fairness can be understood, demonstrated and experienced through the three sides of the Ombudsman Saskatchewan’s Fairness Triangle<sup>8</sup> adapted from the Triangle of Satisfaction for conflict management developed by Christopher Moore<sup>9</sup>. These three dimensions - interactional, procedural and substantive - are considered interdependent elements that will significantly impact the way an individual navigates and experiences a decision-making process. *Interactional or relational* fairness is demonstrated to students through their communications with instructors and staff, how they are treated, the when and what is asked of them and the respect and dignity to which all UBC community members are entitled. *Procedural* fairness is enacted by the



<sup>2</sup> Matthew D. Lieberman. *Social - Why Our Brains are Wired to Connect*. Oxford University Press (2015)

<sup>3</sup> I. Prilleltensky, M. P. Scarpa, O. Ness, & S. Di Martino. *Mattering, wellness, and fairness: Psychosocial goods for the common good*. *American Journal of Orthopsychiatry*. (2023)

<sup>4</sup> Le Huong, Connie Zheng, Yuka Fujimoto. (2016). *Inclusion, organisational justice and employee wellbeing*. *International Journal of Manpower* (2016)

<sup>5</sup> Prilleltensky et al. (n 3)

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> [www.ombudsman.sask.ca](http://www.ombudsman.sask.ca)

<sup>9</sup> Christopher Moore. *The Mediation Process: Practical Strategies for Resolving Conflict* (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass Publishers. (2003)

instructor who explains the process, provides notice of the allegations and sufficient time for the student to prepare for a meeting. Active listening to the student's story, explaining what the next steps might be, and identifying possible supports manifest procedural fairness and can be profoundly impactful for the student. *Substantive* fairness is about the outcome and the equitable, inclusive and proportionate nature of the decision given the policy in question and the particular circumstances of the case and the individual student.

Timeliness is a critical element in procedural fairness and delay in the processing of student matters continues to be of urgent concern. Whether it is the one year a student has been required to wait for reasons for the decision they received or the six months of no communications after being told their misconduct matter has been referred to the Dean's Office, or the one year wait for

their disciplinary hearing, these delays have an adverse impact on a student's health and wellbeing, the integrity of the process, and their trust in and respect for the university and the outcome. Again, we appreciate that there are real and significant human resourcing challenges that contribute to delay.

The Supreme Court of Canada has said that:

*"Inordinate delay in administrative proceedings, as in other legal proceedings, is contrary to the interests of society. Decisions by administrative decision makers need to be rendered promptly and efficiently. Administrative delay undermines a key purpose for which such decision-making authority was delegated — expeditious and efficient decision-making."*<sup>10</sup>

In this same decision, the Court said that "insufficient agency resources cannot excuse inordinate delay in any case" and that bodies, like a

university, have a duty to allocate adequate resources to ensure the integrity of their processes.<sup>11</sup>

While all members of the university community have a shared responsibility to deliver fairness to students, it has been stated that the "actions of individual faculty members" largely determine whether a student feels that their academic experience was fair.<sup>12</sup> The Saskatchewan Fairness Triangle<sup>13</sup> with its three dimensions of fairness frame the ways in which we experience fairness. But it has been noted that for students, procedural fairness may be most important as "students, like the general population, assume that if the procedures are fair, then the outcome will be fair."<sup>14</sup> Hence the critical role of instructors, teaching assistants, Deans and others holding academic positions, in representing and demonstrating to students the university's commitments to fairness, equity, and wellbeing.

## Recommendations

To the Provosts, Vice-President, Students, Registrar, Office of University Counsel:

- 1 That resources, including regularly scheduled training, templates and guidelines be developed and provided to all Associate Deans and Administrative Heads of Units who have the authority and responsibility to make decisions that could impact student rights, interests, or privileges. These administrative leaders should then determine how best to distribute such resources/training to instructors, teaching assistants and staff who are also involved in decision-making processes.
- 2 That student-facing procedures and practices be reviewed for delay and appropriate resources be provided to ensure, at a minimum, timelines set out in university rules and policies are met and that processes progress in a timely manner consistent with the principles of procedural fairness and the university's commitments to student health and wellbeing.



Regardless of what the outcome is, I am very appreciative of your help! You have dedicated multiple sessions to assisting me and have given me insightful advice."  
— student

<sup>10</sup> *Law Society of Saskatchewan v. Abrametz*, 2022 SCC 29

<sup>11</sup> *Ibid.*

<sup>12</sup> Rita Cobb Rodabaugh, *Institutional Commitment to Fairness*. New Directions for Teaching and Learning, August 2006.

<sup>13</sup> [www.ombudsman.sask.ca](http://www.ombudsman.sask.ca) (n 8)

<sup>14</sup> Rodabaugh (n 12)



## Temporary Health Issues

Policy LR 7 Disability Accommodation<sup>15</sup> provides for accommodation for students with disabilities. Simplified, to be eligible for accommodation the student must have a “significant and persistent impairment” and experience functional limitations and may experience barriers to full participation in university life. Pertinent to this discussion is the definition of a Temporary Health Issue which captures other medical impairments that are not linked to a Disability and that are likely to be resolved within one term.

In recent years, we have seen an increase in cases involving students with health conditions that do not fall within the definition of a “Disability” even though they have medical documentation confirming a genuine health issue that limits their capacity to fully engage in their university life. For these situations, LR 7 recommends that students seek academic concessions under the Academic Concessions Policy.

*In mid-October, Kim was diagnosed with a concussion after they fell off their bike on a campus pathway where there was ongoing construction. Their doctor provided a note confirming the diagnosis, but was unable to determine the length of time Kim would be experiencing their symptoms of confusion, headaches, tinnitus and memory loss.*

*Kim went to their instructors in late November requesting a concession to write their final exams in a quiet room, where the lights could be turned off. All but one of their instructors told Kim that the only concession possible would be a Standing Deferred and they could take the exam in July. Kim has committed to returning home for the summer to support their family.*

*Kim searched the UBC website to see how they could advance their request or possible appeal avenues. Kim gave up, finding the websites and the forms that needed to be completed overwhelming and unbearable to navigate given their concussion symptoms.*

Disability accommodation is of course a human rights obligation, a legal duty on the part of the university to respond to certain limits. While a temporary health issue may not meet this threshold, UBC’s commitment to student health and wellbeing, inclusivity and

belonging, and academic excellence should impel faculty and staff to interpret and apply the Academic Concessions Policy to demonstrate “transparency, flexibility, and compassion”<sup>16</sup> in response to student requests like Kim’s. Moreover, faculties that have internal policies to respond to concession requests that do not differentiate between students with temporary health issues and students with non-health related concerns, inadvertently create an unfair, adverse and disproportionate impact on students like Kim.

We know that many instructors and advising units are granting concessions that align with the spirit and purpose of the Academic Concessions Policy. We appreciate that constraints in resources - human, technical, and physical/space - are real in the current environment, but UBC has proven itself agile and creative enough to respond to the most exigent of circumstances. Exploring ways in which temporary health issues can and should be treated and centralizing or re-allocating resources can begin to align UBC’s current responses to temporary health impairments with UBC’s strategic promises.

### Recommendations

To the Provosts, Vice-President, Students, the Associate Vice-President, Health, Registrar:

- 1 That written guidelines and criteria be developed to support the interpretation and application of the Academic Concessions Policy to temporary health issues that align with and advance UBC’s commitment to student health and wellbeing, inclusion and belonging, and academic excellence.
- 2 That specific consideration be made to expand the options for the times, manner and use of Standing Deferred Exams.
- 3 That the modes and timelines for making requests or filing an appeal of a decision related to temporary health issues be flexible and responsive to the nature of the health issue in order to remove barriers and improve accessibility.

<sup>15</sup> [https://universitycounsel.ubc.ca/files/2022/05/Disability-Accommodation-Policy\\_LR7.pdf](https://universitycounsel.ubc.ca/files/2022/05/Disability-Accommodation-Policy_LR7.pdf)

<sup>16</sup> <https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-concession>



## Fettering Discretion

As mentioned above, our understanding of fairness may not always match the requirements of procedural fairness. One example of this is the administrative law concept of fettering discretion. Simply defined, it is when an individual or body is given discretion in their decision-making and are required to properly exercise that discretion by not creating or applying a rigid rule or practice that could limit the range of possible outcomes.

*The Department Head issued a memo to all faculty members that when they suspect that a student has committed academic misconduct in the context of a final exam, they must tell the student that their matter will be referred to the formal disciplinary process.*

*An instructor has stated in her course syllabus that if a student is absent from class on more than two occasions in the term, they will automatically be given zero participation marks.*

*An advising office has established a rule that a standing deferred exam is the only concession that will be granted for students who are unable to write the final exam at the prescribed time and location.*

*A Faculty has established a rule that all students with a second failed standing will automatically be required to withdraw.*

As with other elements in administrative law, the rule against fettering discretion is intended to protect the individual against maladministration and arbitrary decision-making that do not respond to the relevant and particular circumstances of the case. Fairness is flexible and context-specific. Cognitive and administrative shortcuts help us to get through the day without being paralyzed by the sheer volume of information we need to assess. However, the proper exercise of discretion requires slowing down and engaging with the facts of each individual case.



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





Zero-tolerance policies (i.e. if x, then always y) may sound progressive and efficient, but fail to allow for the proper consideration of relevant factors. The student who has been suspected of cheating on their final exam: if you knew that they had recently lost their parent in a car accident, would that impact your decision? The student who is absent on three occasions: if that student is a single parent caring for an immuno-compromised child, would that be a relevant factor to consider? The student who has asked for a concession: if their request was for additional time to write due to their concussion symptoms, is a deferral to the summer a flexible and compassionate application of the Academic Concessions Policy? The student who now has two failed standings; where the first failed standing was borderline and now, the student's home country is in the midst of political upheaval, should those circumstances be considered?

Discretion is granted for an important reason. It acknowledges the skill and expertise of the decision-maker and that individual circumstances matter. Discretion must be exercised impartially, in good faith and with regard only to relevant factors. It takes longer and is harder work, but should produce a fair, inclusive, and just outcome. The proper exercise of discretion also allows a decision-maker to take a trauma-informed approach, bring an intercultural lens, and demonstrate respect for the varied lived experiences of students in a way that aligns with university commitments and core values.

## Recommendations

To: The Provosts, Vice-President, Students, Office of University Counsel, Registrar:

- 1 That the procedural fairness construct of fettering discretion be explicitly included in the regular training provided to UBC adjudicators and policy/decision-makers (including faculty and staff who administer the Academic Concessions Policy, LR 7 Disability Accommodation, Senate Appeals procedures, Disciplinary procedures, Academic Standing regulations, Admission Appeals policy etc.).
- 2 That departments and administrative units initiate a self-review to identify possible internal rules and practices that fetter the discretion granted to them.

# Working Across Campus

## Committees and Working Groups:

- Academic Integrity Advisory Committee
- Investigations Policy Committee
- Policy SC 17 Sexual Misconduct Committee
- EDI Decision-Making Principles, Inclusion Action Team
- IBPOC Connections Advisory Committee
- Asian Canadian Research & Engagement Centre Working Group
- Hot Lunch Committee
- AMS, GSS & SUO Advocates and Ombuds
- Faculty of Graduate & Post-Doctoral Studies, GSS
- UBCO Indigenous Caucus
- UBCO Inclusive Excellence Advisory Group

## Presentations and Trainings:

- Ethical Grey Zones, Department of Microbiology & Immunology
- Blusson Quantum Matter Institute
- Celebrate Learning Week
- CTLT Spring Institute
- Academic Integrity Orientation/Meet & Greet
- Counselling Services
- Academic Leadership Development Program Studio
- GSS Advocates, Executive
- Student Senate Caucus, Vancouver
- UBCO Academic Advising
- UBCO Graduate Student Orientation: Resource Fair
- UBCO Student Academic Success Committee – Failed standing resources
- IGS524: Proseminar in Interdisciplinary Studies
- Institute of Oceans and Fisheries

## Professional Associations and Activity:

- Forum of Canadian Ombudsmen (FCO)
  - FCO/Osgoode Professional Development, Essentials for Ombuds Certification Program, Co-Director and presenter
- Association of Canadian College and University Ombudspersons
  - EDI Committee
  - Awards Committee
  - FCO/ACCUO Conference, presenter

## Our appreciation to our Ombuds Advisory Committees:

### Okanagan Ombuds Advisory Committee:

Jacqueline Denison, Acting Director, School of Nursing

Jenica Frisque, Equity Education Strategist, Equity & Inclusion Office

Philip Matte, Manager, Student Support and Case Management, AVP Students Office

Alanna Shwed, Graduate Student Representative

Adrienne Vedan, Director, Indigenous Programs & Services, Senior Advisor on Indigenous Affairs

### Vancouver Ombuds Advisory Committee:

Amandeep Breen, Academic Governance Officer, Office of the Senate

Stefania Burk, Associate Dean Academic, Faculty of Arts

Agnes d'Entremont, Associate Professor of Teaching, Applied Science

Katherine Feng, AMS Representative

Ismail Muftau, VP Academic, GSS

Roshni Narain, Director, Human Rights Equity & Inclusion Office

Carol Naylor, Acting Director, Faculty of Graduate and Post-doctoral Studies

Dana Turdy/Anisha Sandhu, VP Academic, AMS

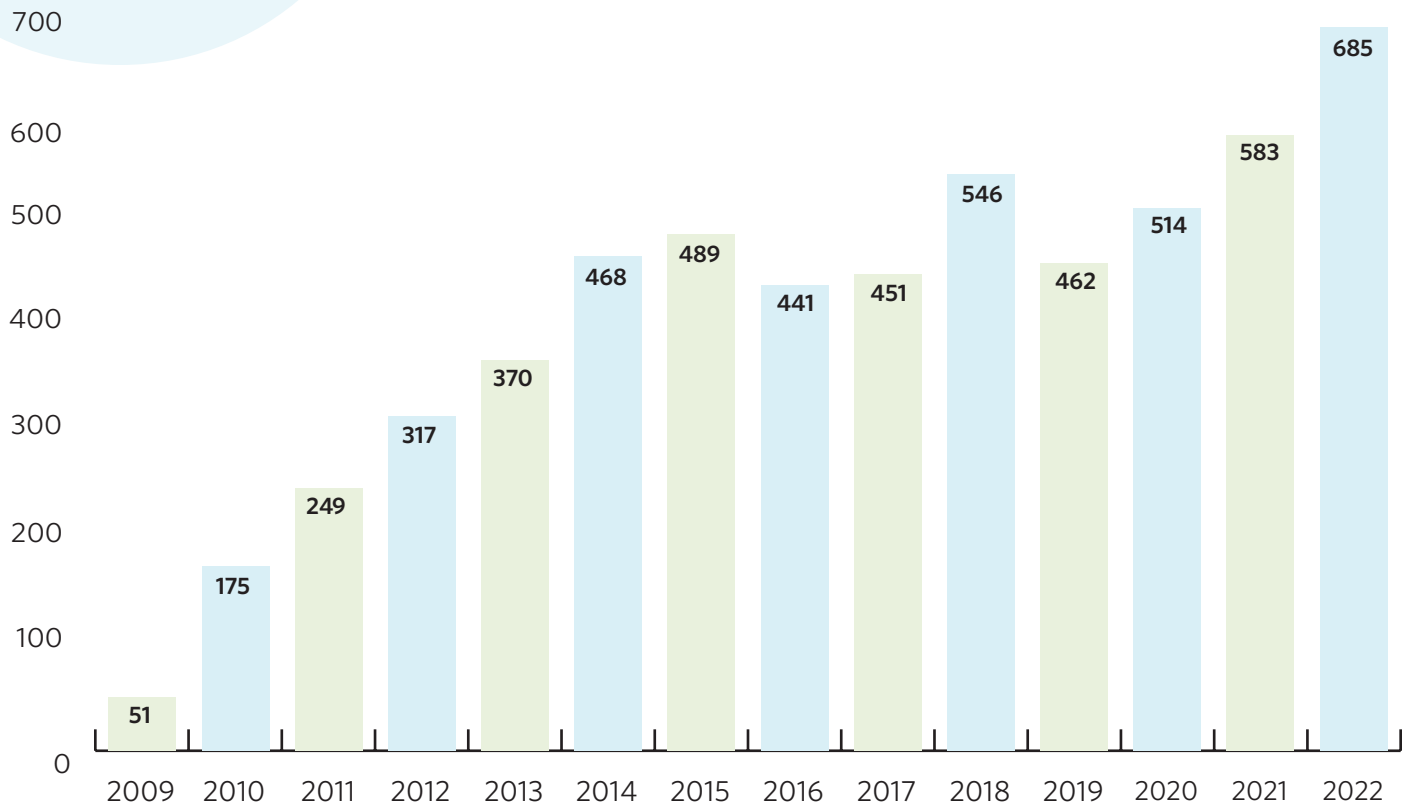
Margot Young, Professor, Allard School of Law



It has been a rough semester thus far. However, it is good to know that we are able to advocate for ourselves through people like you.”  
— student

# 2022 Statistical Information

## Caseload Per Year



## Visitors

Vancouver Campus	440
Okanagan Campus	245
<b>Total</b>	<b>685</b>

# Vancouver Campus Statistics

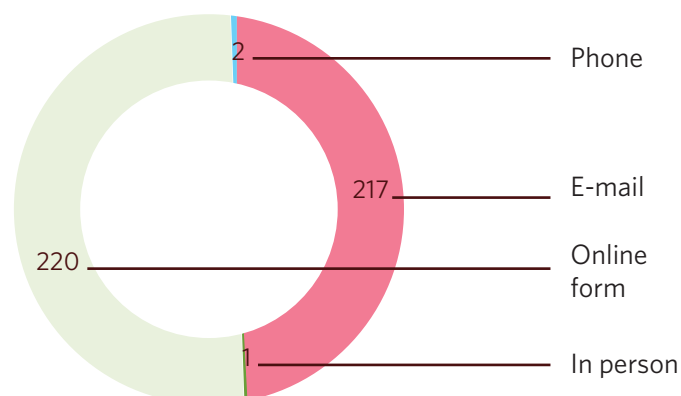


## Types of Visitors

Undergraduate Students	251
Graduate Students	98
Post-baccalaureate, Certificate & Diploma	16
Other Visitors	75
<b>Total</b>	<b>440</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



## Faculty or School

Arts	95
Commerce	26
Dentistry	2
School of Economics	2
Education	26
Engineering	71
Forestry	9
School of Architecture & Landscape	3
School of Kinesiology	2
Law	2
Land & Food Systems	19
Medicine	17
School of Nursing	3
Pharmaceutical Sciences	14
Science	67
School of Social Work	1
School of Population and Public Health	1
Unknown/Other	80
<b>Total</b>	<b>440</b>

**Note:** Unknown/Other - faculty, staff, anonymous, alumni, parent, prospective and unclassified students.



I want to thank you for all of your guidance and support throughout the past two years.”  
— student

## Nature of Concern - Summary

Academic	233
Interpersonal Conflict	71
Misconduct	78
Financial	26
Employment	7
Residence	21
Senate Appeals	4
<b>Total</b>	<b>440</b>

**Note:**  
Total concerns may exceed the number of annual visitors as an individual visitor may have more than one concern.

## Interpersonal Conflict Concerns

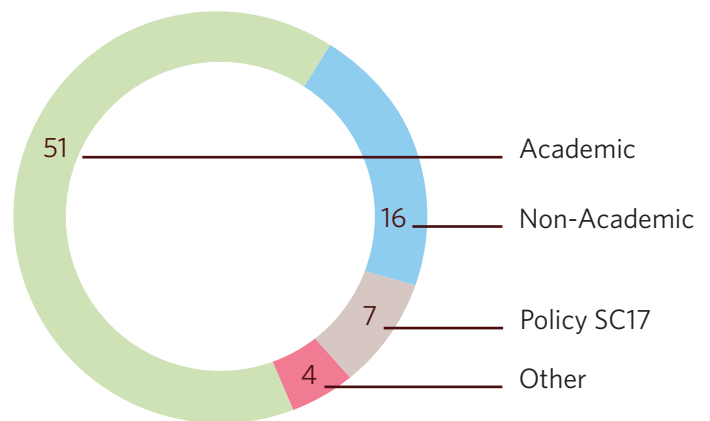
Advisor	0
Head of Unit	1
Instructor	37
Student	6
Supervisor	22
Teaching Assistant	1
Other	4
<b>Total</b>	<b>71</b>

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

## Academic Concerns

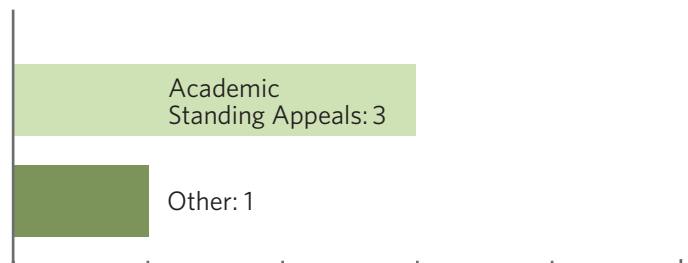
Academic Concession	16
Academic Standing	108
Admission	12
Advising	2
Course or Program	45
Probation / Withdrawal	4
Practicum or Field Work	2
Other Academic Concerns	22
Transfer Credit	5
Accommodation Related	9
<b>Total</b>	<b>233</b>

## Misconduct Concerns



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

## Senate Appeal Concerns

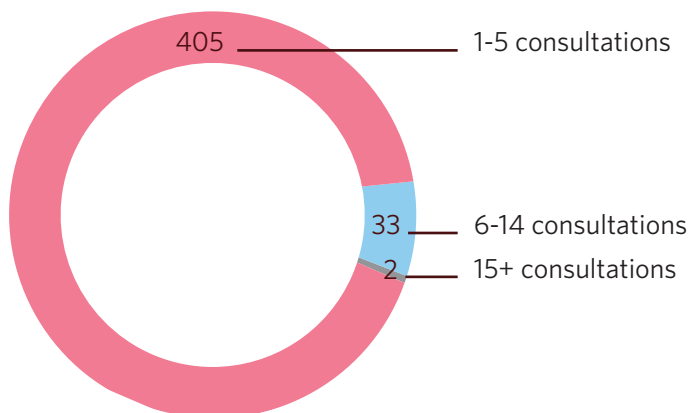


## Action Taken

Advice & Information	256
Intervention	75
Referral Only	90
Advice, Information & Referral	6
Other	13
<b>Total</b>	<b>440</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+	2
55-59	2
50-54	7
45-49	1
40-44	7
35-39	15
30-34	38
25-29	71
20-24	161
15-19	66
Unknown	70
<b>Total</b>	<b>440</b>

Note: Unknown - staff, faculty, parent, anonymous.

## Status and Level of Study

Canadian	Graduate	49
Canadian	Post-baccalaureate Certificate & Diploma	11
Canadian	Undergraduate	155
Permanent Resident	Graduate	12
Permanent Resident	Post-baccalaureate Certificate & Diploma	3
Permanent Resident	Undergraduate	23
Study Permit	Graduate	36
Study Permit	Post-baccalaureate Certificate & Diploma	1
Study Permit	Undergraduate Students	69
Faculty, Staff and Other Visitors		81
<b>Total</b>		<b>440</b>

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

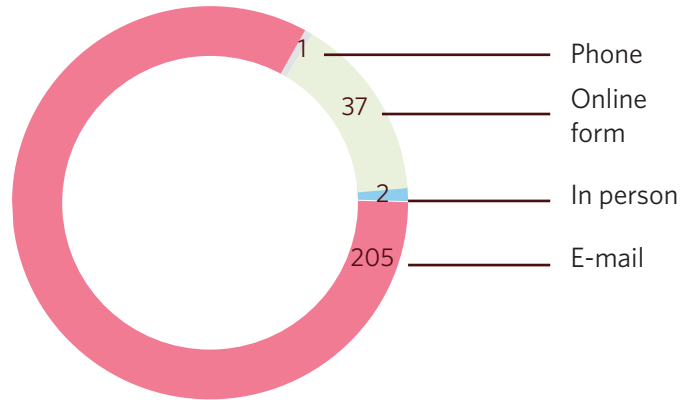
# Okanagan Campus Statistics

## Types of Visitors

Undergraduate Students	173
Graduate Students	49
Post-baccalaureate, Certificate & Diploma Students	5
Other Visitors	18
<b>Total</b>	<b>245</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

Faculty of Arts and Social Sciences	68
Faculty of Science	58
School of Education	3
Creative and Critical Studies	8
Management	21
School of Nursing	2
School of Engineering	25
School of Health and Exercise Sciences	16
School of Social Work	23
Southern Medical Program, Faculty of Medicine	2
Unknown / Other	19
<b>Total</b>	<b>245</b>

**Note:**  
Unknown / Other - faculty, staff, anonymous, alumni, parent, prospective and unclassified students.



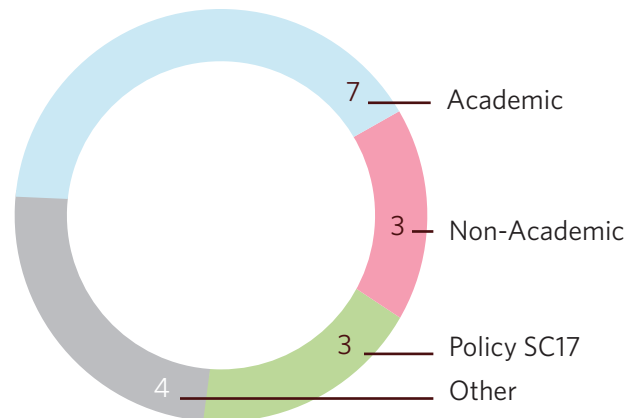


## Nature of Concern - Summary

Academic	175
Senate Appeals	6
Interpersonal Conflict	16
Misconduct	17
Residence	4
Human Rights	18
Financial	21
Employment	1
Parking	2
Out of Jurisdiction (off-campus housing, airport)	4
<b>Total</b>	<b>264</b>

**Note:**  
Total concerns may exceed the number of annual visitors as an individual visitor may have more than one concern.

## Misconduct Concerns



**Note:**  
Note: Other - staff policy interpretation, document retention/disposition, policy discrepancies.



“

She listened to me, understood my situation, and provided me with the tools and knowledge to help navigate my case.”

— student

## Academic Concerns

Academic Concession	23
Academic Standing	54
Accommodations	10
Admission	8
Advising	1
Course or Program	47
Faculty or School	7
Practicum	4
Probation/Withdrawal	1
Supervisory	7
Transfer Credits	10
Other	3
<b>Total</b>	<b>175</b>

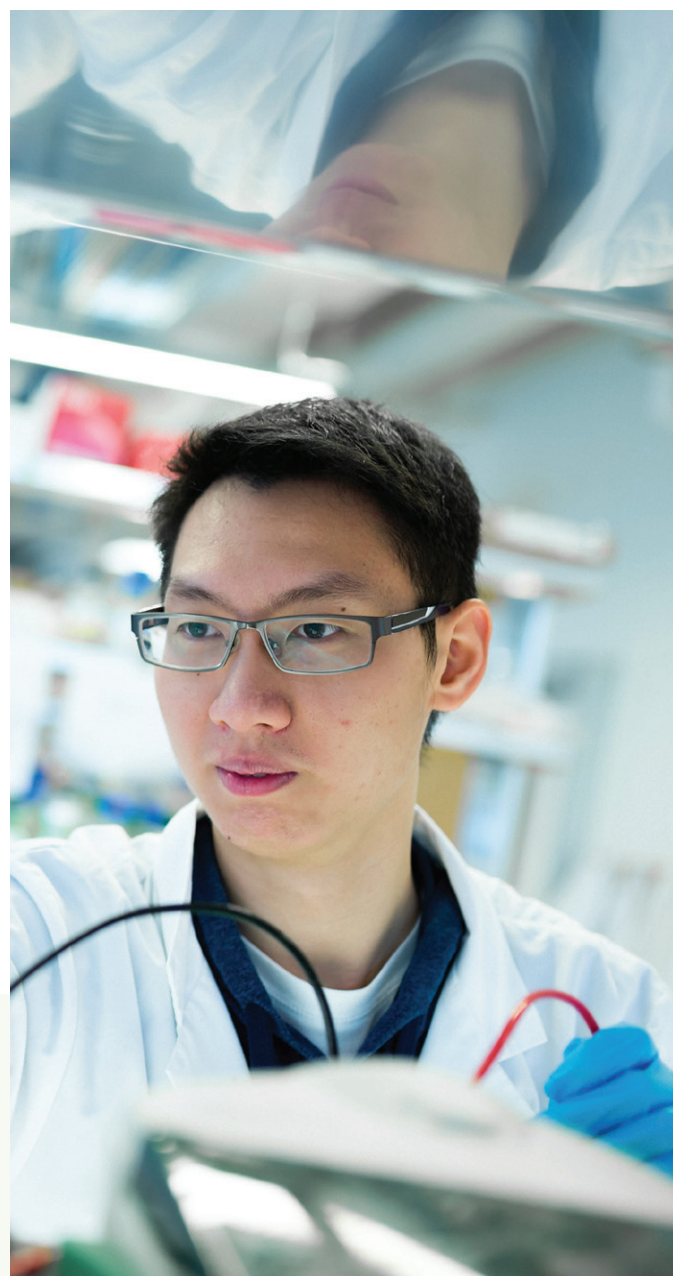
## Interpersonal Conflict Concerns

Head of Unit	1
Instructor	9
Student	2
Supervisor	3
Other	1
<b>Total</b>	<b>16</b>

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

## Human Rights Concerns

Disability	8
Family Status	5
Place of Origin	1
Race	2
Gender/Identity Expression	1
Other	1
<b>Total</b>	<b>18</b>



## Status and Level of Study

Canadian	Graduate	36
Canadian	Post-baccalaureate Certificate & Diploma	5
Canadian	Undergraduate	131
Permanent Resident	Graduate	2
Permanent Resident	Undergraduate	9
Study Permit	Graduate	11
Study Permit	Undergraduate Students	33
Faculty, Staff & Other Visitors		18
<b>Total</b>		<b>245</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.

## Age

60+	1
55-59	1
50-54	0
45-49	2
40-44	8
35-39	11
30-34	25
25-29	33
20-24	106
15-19	40
Unknown	18
<b>Total</b>	<b>245</b>

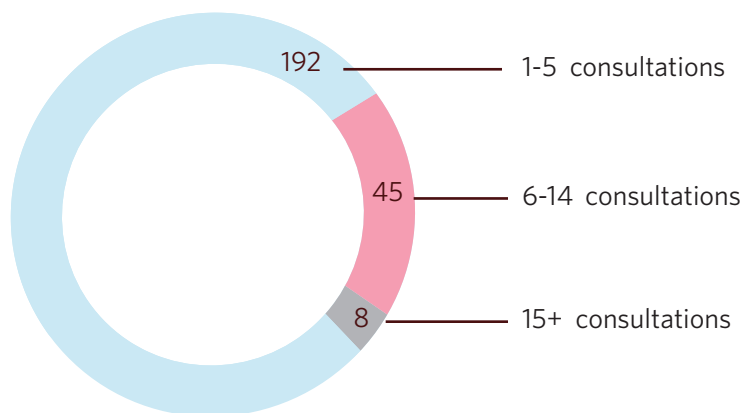
**Note:** Unknown - staff, faculty, parent, anonymous.

## Action Taken

Advice and Information	179
Intervention - Clarifying	44
Intervention - Facilitation	1
Intervention - Shuttle Diplomacy	7
Referral Only	8
Other	6
<b>Total</b>	<b>245</b>

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

## Consultations Per Visitor



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





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