



# THE OFFICE OF THE OMBUDS ANNUAL REPORT

# 09/10

**MISSION** To promote a college community environment where all students may address and resolve their concerns or issues in a manner that is consistent with the Office of the Ombuds' mandate of impartiality, independence and confidentiality.



# A Step Forward in the Name Fairness

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# EXECUTIVE SUMMARY AND RECOMMENDATIONS

Please accept the 2009-2010 Annual Report. The report highlights the initiatives and business activities of the Office of the Ombuds for this academic year. This document represents the Office of the Ombuds 17th Annual Report and demonstrates the college and Fanshawe Student Union's (FSU) commitment to fairness and continuous quality improvement. In particular, it speaks to the college's and FSU's internal conflict resolution system that promotes the fair treatment of all students. The Office of the Ombuds is appreciative of the support from both the college and the FSU. This support contributes to the maintenance and independence of the office, which is the college's dispute resolution centre.

The office was opened in 1993 and has been assisting the college and the FSU in resolving fairness concerns involving students. This year's Annual Report outlines the Office of the Ombuds services provided to the college community as well as the office's business activities for the 2009-2010 academic year covering the period commencing September 1st, 2009 and ending August 31st, 2010. During this period, there were 299 visitors to the office. These visitors presented in the office for 423 meeting appointments.

The office has continued to provide a neutral, confidential, transparent, and timely service assisting students with the resolution of their fairness concerns or issues. The office also invested a substantial amount time and effort in implementing the business plan objectives outlined in the previous Annual Report 2008 -2009 titled "A Platform for the Future."

The Office of the Ombuds offers a service that focuses on resolving difficulties or disputes. To ensure overall case resolution, the office implemented a new case management and data capture computerized system. The system was customized to complement the Ombuds' coaching model and case resolution process. Reporting relevant information with no personal identifiers regarding each case is important. It forms the benchmark data for future trend analysis and evaluation.

In the event that student difficulties or disputes are not resolved through normal channels, the Office of the Ombuds collaborates with interested parties as a neutral third party. Most interactions with the college and FSU have been conducted informally and in a manner that supports and encourages the parties to identify their interests.

## RECOMMENDATIONS

Based on the observations made to date, fairness enhancement opportunities exist. The following recommendations are made with a view of improving the perception of fairness in the college and FSU's decision making. In keeping with this philosophy and the office's mandate, the recommendations are submitted for consideration:

**Recommendation # 1:**

To provide all college community members electronically accessible Course Information Sheets (CIS) for College course offerings and Program Information Sheets (PIS) for program offerings. The CIS must remain current, reflect college standards, and comply with college policy.

**Recommendation # 2:**

To create an Academic Integrity educational course and an evaluation method to be electronically accessible to all college community members that outlines to the learner what is the college's definition of academic integrity, how students may adhere to academic integrity principles, what the college considers academic violation, and the consequences of each offence. The completion of the course may be used as an alternative resolution to a first level offence and fulfill the college's obligation of educating students in suspected academic violation.

**Recommendation # 3:**

To provide the college and FSU an opportunity to create a response process to the recommendations made in annual reports.

**Recommendation # 4:**

To increase student awareness of the option to opt out of the FSU Health and Dental Plan.

# INTRODUCTION

The 2009-2010 Annual Report describes the services provided primarily to the students of the Fanshawe College community. The delivery of service is based on emerging best practices with a focus on accepted principles of fairness. Within the context of assisting students in resolving their concerns or issues, it operates at arm's length of all existing administrative structures of the college and Fanshawe Student Union (FSU).

The Ombuds is accountable to the Office of the President and reports observations and findings in an Annual Report. The findings are based entirely on the collection of data from the visitors, with their expressed verbal consent. Consent is obtained with the understanding that there will be no personal identifiers reported to any stakeholder. Essentially, the identities of all visitors will remain anonymous unless otherwise authorized by the visitor. This approach protects the privacy of an individual visitor and yet helps identify systemic issues or quality improvement opportunities for the college or the FSU.

An ongoing effort is made to ensure the college community knows and understands that the office is impartial and does not act as an advocate for students. Equally, the Ombuds does not act as a spokesperson for the college or FSU. The Office of the Ombuds is interested in understanding the difficulty or issue raised from a fairness perspective. When hearing complaints, the Ombuds will categorize the difficulty or dispute into one of five high level categories: 1) inconsistency of decision-making, 2) completeness of a decision, 3) openness and transparency, and 4) trueness. At times, visitor situations do not fall within any of the fairness categories. For this reason, a fifth category was created 5) no fairness issue identified. These fairness categories are explained in the next section of this report.

A focus of the 2009-2010 Annual Report is to introduce the Office of the Ombuds' new vision and mission statements and to confirm the office's slogan. The office's vision and mission statements are aligned with both the college and FSU's vision and mission statements. The statements speak to the support provided to the students and ensure access so that each student has an opportunity to resolve issues of fairness with the college and FSU once a situation arises. The report will also highlight the new data capture system and introduce the new methodology for case resolution. Furthermore, the report outlines the role of the Fanshawe College Ombuds along with a brief introduction of the Ombuds himself.

The main purpose of the Annual Report is to report out on improvement opportunities for both the college and the FSU based on trend analysis and empirical data. This report is submitted to meet this purpose.

# MEETING THE NEEDS OF THE FANSHAWE COLLEGE COMMUNITY

With the commitment of maintaining appropriate and timely communication with senior administrators of the college and the Fanshawe Student Union (FSU), the Ombuds maintains an arm's length and independent role with respect to business principles and decision-making. Over this past year, the Ombuds embarked on a systematic review of its services to ensure its operational alignment with the college community needs. The overall goal was to provide the best possible service to the college community and in particular to the students of Fanshawe College.

The presentation of the office's previous Annual Report in February 2010 marks the initiation of the business planning process for the office. That Annual Report includes a high-level business plan that sets out three distinct phases divided into three time segments of a short (6-months to one year), medium (one to two years) and long-range (two to five years) period.

# VISION STATEMENT, MISSION STATEMENT, AND SLOGAN

## VISION:

Assisting students to achieve success in their academic journey by providing impartial, independent, and confidential services to address their concerns, complaints, or issues by providing dispute resolution services in a timely, responsible, and effective manner.

## MISSION:

To promote a college community environment where all students are able to address and resolve their concerns, complaints or issues in a manner that is consistent with the Office of the Ombuds' mandate of impartiality, independence and confidentiality.

## SLOGAN:

*...here for you in the interest of fairness.*



## THE ROLE OF THE FANSHAWE COLLEGE OMBUDS

Reporting to the President, the Ombuds is a designated neutral and independent dispute resolution professional who provides impartial and confidential assistance, predominately to students. The role does not allow for advocating on behalf of students, the college, or the Fanshawe Student Union (FSU). The Ombuds promotes and advocates for the interest of fairness for all parties.

The responsibility of the Ombuds is to receive, investigate, and seek to resolve any difficulty or dispute regarding any aspect of student interaction with the college, FSU, or area campus student councils. The goal is to resolve the situation and achieve fairness for all parties involved.

The Ombuds provides general information about college and FSU resources, policies, practices, and procedures to office visitors. In order to achieve fairness, the Ombuds highlights Student Rights and Responsibilities. The Ombuds may make recommendations to improve policies, practices, or procedures with a goal of eliminating similar complaints in the future.

The role of the Ombuds includes guiding students while they prepare for an appeal process. This guidance is provided with the understanding the office encourages students to follow processes already in place and to participate effectively by providing relevant information in a timely and effective manner.

# DEFINING NEW FAIRNESS PRINCIPLES

To enhance the service level of the office, two significant changes occurred this past year. First, the implementation of the Ombuds' new electronic case management and data collection system was completed. Secondly, a new mentoring and coaching model has been developed. This approach empowers visitors to resolve their own concerns by working collaboratively with decision makers. The model promoted a framework that allows visitors to have meaningful conversations with decision makers.

As reported in the 2011 Interaction with Students Monitoring report to the Board of Governors, these two changes created an opportunity to improve the information collected from the visitor. Based on visitor feedback, the Ombuds found that there were five major categories, four of which pertain to fairness principles:

- Consistency of Decision Making
- Trueness of the Application of Policy
- Completeness of a Practice or Procedure
- Openness and Transparency
- No Fairness Category Identified

Consistency of decision-making: 14.4% of the student concerns received by the Office of the Ombuds related to consistency of decision-making. Decision-making within the college follows a hierarchal and principle-based system to ensure consistency and alignment with the college's values and principles. Essentially this ensures everyone is treated in the same manner. College policies and processes provide students with the opportunity to seek clarification and/or appeal academic and administrative decisions affecting them.

Trueness of the application of policy: The Ombuds reviews individual complaints and highlights situations where the intent and/or spirit of the principles of the policy appear to have been misinterpreted or misapplied. The Ombuds evaluates the trueness of the application of policy with a goal of remedying the situation. The issues addressed by the Ombuds relating to trueness of policy application were 30.4% of the total number of issues surfaced.

Completeness of a practice or procedure: At times, the Ombuds receives student concerns relating to the completeness of the application of an administrative or academic decision-making process. In this type of situation, the Ombuds typically ensures students understand that they may seek clarification

and there may be alternatives to remedy the situation. The Ombuds provides students with a framework to assist them in preparing for conversations related to their concerns. In these situations, the student and/or college may request mediation services provided by the Ombuds. Concerns related to completeness of practice or procedure accounted for 34.4% of the Ombuds' cases.

Openness and transparency: Within the context of the college's decision-making structure, there are safeguards in place to ensure decisions do not 1) reflect any one person's special interests and 2) allows for the validation and review of decisions against set criteria. The Ombuds assists students in interpreting college documents with respect to the decision(s) made that has raised the concern. This category comprised 12.4% of all student issues brought forward to the office.

## NEW CASE MANAGEMENT & DATA CAPTURE SYSTEM

The implementation of the new case management and data capture system occurred in the late fall of 2010. The Clockwork software program was purchased and subsequently customized for the sole use of the Office of the Ombuds. The case management system supports the data gathered from the coaching method used by the Ombuds. Coaching is voluntary and its success rests with the receptiveness of the student. Typically, the coaching experience follows a routine process of goal identification, acknowledgement of what has gone well, what has not gone so well, and what may be done differently, all in the context of the identified goal.

Depending on the situation, solutions or options are developed from a brainstorming type session. A cost-benefit analysis conversation is then completed based on the options the students generate. A plan is then created to implement the best options for resolution.

With the new computerized system, the statistical data collected has evolved. The new data is presented from both a visitor and a per visit perspective. For example in the 2009 - 2010 academic year, (September 1st to August 31st), there were 299 individual visitors who were predominately students. These visitors presented in the office for 423 meeting appointments. The degree of the complexity of the issue(s) raised accounts for the multiple visits.

Over the next year, the Ombuds service will be further enhanced by providing users with the opportunity to make on-line appointment bookings. On-line meeting bookings will be coordinated with the Ombuds' calendar. Other increased functionality includes electronic confirmation, follow-up and service completion notices. A customer service survey may also be generated to obtain information on the accessibility and quality of service provided.

# THE EVOLUTION OF AN OMBUDS OFFICE

## 1. RELEVANT VISITOR INFORMATION:

With the purpose of gathering relevant information, a visitor is defined as an individual who meets with the Ombuds at least one appointment within the academic year. The meeting must be related to a student related concern or issue. Individual information collected includes the type of visitor (e.g. student), student classification (e.g. full time post-secondary), contact information, data of birth, gender, primary campus, and any special demographics such as Strategic Enrollment Management (SEM) persona groupings. Data is also collected, and if available, includes the faculty, school, program the student is attending, the program status, and current grade point average (GPA). Please see Appendix II for further details on the data collected regarding the visitor.

## 2. COACHING APPROACH AND RELEVANT VISIT INFORMATION:

In order for the Ombuds to assist or intervene in a student difficulty or dispute, the issue must fall within the Office's mandate. An example of an issue not within the office's mandate occurred this past year when a student expressed concerns about a part time employer in the restaurant industry not paying compensation for a statutory holiday. The Ombuds determined the issue falls outside the mandate. However, the Ombuds did recognize that it sounded like an Employment Standards Act (ESA) type of dispute and referred the student to the Ministry of Labour office.

When the difficulty or dispute falls within the office's mandate, the student is encouraged to resolve the issue through an informal conversation with the decision-maker. The Ombuds will either share relevant information with the visitor or mentor/coach the visitor so the visitor will be equipped to be better prepared to deal with the difficulty or dispute. In most cases, the Ombuds will review existing policy, procedures or practice with the visitor during an initial or clarifying conversation with the decision maker or the person responsible for the issue.

The Ombuds may attempt to resolve the matter through a formal intervention process. This intervention may include a referral, inquiry, investigation, or resolution facilitation. Resolution facilitation may be further broken down into conflict resolution techniques such as mediation, a conversation/meeting, facilitated shuttle diplomacy, or formal negotiations.

Relevant information is also compiled and evaluated to determine how the difficulty or dispute may have been avoided. Often times, students express interests in understanding decision-making rationale and the avenues available to address their concerns.

Confidential case detail information is collected. It includes the nature of the dispute, referral source and the area where the dispute or difficulty originated or the area responsible for the issue. For example, a student may be having a difficulty with a service area, such as, the Out Back Shack restaurant. The case detail information includes the relevant data pertaining to the student and the student's area of study. The visitor information captures data pertaining to the area where the complaint originated/area responsible, the Out Back Shack restaurant.

Data is also collected at the time of the visitor's meeting. This additional data focuses on appointment details, as well as, formal and informal activities of the office. This information will provide analytical data for trend analysis and statistical evaluation.

# GENERAL OBSERVATIONS AND RECOMMENDATIONS

## 1. ACCESSIBILITY OF COURSE INFORMATION AND PROGRAM INFORMATION SHEETS:

After reviewing the year's activities, it became apparent that Course information Sheets (CIS) and Program Information Sheets (PIS) were difficult to access by college community stakeholders, despite being handed out to the students at the beginning of the semester by the professors and instructors.

Frequently, visitors to the office would reference course information sheets and program information sheets. When concerns or disputes arose, students often had difficulty in locating these relevant informational documents. When documents were referenced, the information at times did not reflect what the student had experienced in terms of the evaluation methods. Furthermore, there have been situations where CIS information was changed without notice to class participants, creating confusion amongst the student body and contravening College policy.

The college has successfully promoted the concept that the CIS is a contractual agreement between the college and the student. Effective dates need to be current, course descriptions need to reflect the course content, learning objectives need to be accurate and reflect the skills and knowledge that the student will be measured against, and the detailed content needs to be clear and meaningful. Most importantly, clear the evaluation methods must be highlighted in the CIS.

By providing publicly accessible PIS and CIS documents, the college will eliminate confusion on the teaching/learning methodology and will allow learners to practice at the same level to which they will be academically measured.

### **Recommendation # 1:**

To provide all college community members electronically accessible Course Information Sheets (CIS) for College course offerings and Program Information Sheets (PIS) for program offerings. The CIS must remain current, reflect college standards, and comply with college policy.

## 2. LEARNING EXPERIENCE IN ACADEMIC INTEGRITY:

The challenge that academic integrity policies have lies within the interpretation of the language relative to the degree and extent that students or academic institutions hold themselves accountable. After completing a literature review on the topic, it became apparent that academic institutions struggle with the application of this type of policy.

This places a heightened sense of importance on academic institutions to educate all stakeholders on the organizational values and standards of academic Integrity. In the interest of fairness, all stakeholders need to be educated on the expectations outlined in the academic integrity policies, procedures, and practices to ensure they are consistently applied and adhered to college wide.

**Recommendation # 2:**

To create an Academic Integrity educational course and an evaluation method to be electronically accessible to all college community members that outlines to the learner what is the college's definition of academic integrity, how students may adhere to academic integrity principles, what the college considers academic violation, and the consequences of each offence. The completion of the course may be used as an alternative resolution to a first level offence and fulfill the college's obligation of educating students in suspected academic violation.

### 3. AS WE MOVE FORWARD:

Recommendations made in annual reports are based on complaints filed. The acceptance and implementation of the recommendations are left to the discretion of the college and/or FSU. That being said, the office will continue to track the nature and basis of the complaints made and report accordingly.

In the context of our positive working relationships within the college community, an opportunity exists to continue to enhance the principles of fairness. Therefore, it is imperative to engage and encourage the college and the FSU to provide their input upon reviewing recommendations.

**Recommendation # 3:**

To provide the college and FSU an opportunity to create a response process to the recommendations made in annual reports.

### 4. EXTENDED HEALTH COVERAGE:

The Fanshawe Student Union offers extended health and dental benefits that includes coverage (subject to maximums and exclusions) for prescription drugs, dental benefits, accident benefits, medical expenses and vision benefits. For a complete review of the coverage, please see the "Your Health and Dental Plan" found by following the web link of: [www.fsu.ca/docs/health\\_1011\\_booklet.pdf](http://www.fsu.ca/docs/health_1011_booklet.pdf).

Full time registered post-secondary students are automatically covered and dependent coverage is by opt-in. For complete details, please see the FSU Health and Dental Plan Web information page: [www.fsu.ca/health\\_dental.asp](http://www.fsu.ca/health_dental.asp).

If a student has similar coverage through another third party, the student may choose to opt out of the plan and be reimbursed a portion of the cost of this coverage.

**Recommendation # 4:**

To increase student awareness of the option to opt out of the FSU Health and Dental Plan.

# APPENDIX I:

## BUSINESS PLAN UPDATE

The Office of the Ombuds is pleased to report all of the short-range business plan objectives are complete. The office is currently working on implementing the medium-range business plan objectives and is pleased to report that the current milestones and deliverables are being met.

Following the implementation of the medium-range plan, a reassessment of the business plan will take place to determine if the long-range objectives presented in the previous Office of the Ombuds Report are still relevant and necessary or if new objectives need to be created based emergent needs.

### THE SHORT-RANGE “PLAN OF ACTION”:

Plan:	Status:
The creation a specific Office of the Ombuds business plan or road map	Completed
The determination of computer system requirements and best electronic solutions for an office case management, data capture and reporting application	Completed
The implementation of virtual office capabilities to service regional campuses	Completed
The engagement within the Ombuds community and participation in partnership opportunities where possible	Completed
The determination of best practices in receiving, investigating, and resolving complaints	Completed

### THE MEDIUM-RANGE “CREATE AND IMPLEMENT”:

An Office of the Ombuds charter	Pending
An Office of the Ombuds guiding principles and office protocols	Initiated
An operational framework and process mapping	Initiated
Electronic forms	Pending
Establish Service Level Standards and measurements	Completed
An electronic data capture and reporting system for trend analysis	Completed
An electronic file management system	Completed
Communications model, including glossary of terms, electronic and print material	Initiated

# APPENDIX II:

## BASELINE DATA ELEMENTS

**FIGURE #1:** The following chart indicates the visitors categorized by type. There were 299 visitors. Approximately 90 percent of visitors were students, the target audience. There were 27 anonymous visitors to the office, of which seven were students.

#1 Type of Visitor:	Total
Student	266
Anonymous	20
Student/Anonymous	7
Community	2
Co-ordinator	2
Student/Faculty	1
Faculty	1
<b>Grand Total</b>	<b>299</b>

**FIGURE #2:** The following chart indicates the visitor's area of study from largest to smallest. Of the total number of visitors, the area of study was not collected for 67 people as data needs at the time of collection.

#2 Visitor's Area of Study	Total
Unknown	67
Human Services	48
Kinlin School of Business	39
Applied Science and Technology	26
Health Sciences	20
Information Technology	16
Nursing	15
Design	14
Language & Liberal Studies	14
Contemporary Media	9
James N Allan Campus	8
Building Technology	7
Tourism & Hospitality	7
Oxford County Campus	4
St Thomas/Elgin Campus	2
Transportation Technology	2
Motive Power	1
<b>Grand Total</b>	<b>299</b>

**FIGURE #3:** The following chart indicates the visitor’s area of study by Faculty and Program. This information reflects the student’s faculty and not the area of responsible for the issue raised.

#3 Faculty & Program	Total
Unknown	67
<b>Applied Science and Technology</b>	
Electrical Engineering Technician (Accelerated)	6
Electrical Engineering Technology	2
Electrical Engineering Technology (Accelerated)	3
Electrical Techniques	2
Electronics Eng Tech'n- Robotics & Automation (Accelerated)	3
Electronics Engineering Technology (Accelerated)	1
Environmental Technology	2
Manufacturing Engineering Technology (Accelerated)	2
Mechanical Engineering Technician (Design Major)	1
Mechanical Engineering Technology (Mobile Equipment)	1
Science Laboratory Technology	3
<b>Building Technology</b>	
Architectural Technology	3
Construction Carpentry Techniques	1
Construction Engineering Technology (Management)	3
Contemporary Media	
Advanced Multimedia	1
Broadcasting - Radio	3
Journalism - Broadcast	2
Journalism-Broadcast-(Collaborative)	1
<b>Photography</b>	
Theatre Arts	1
<b>Design</b>	
Fashion Design	1
Fashion Merchandising	2
Fine Art	1
Geographic Information Systems (Gis)	1
Gis And Urban Planning	3
Graphic Design	3
Interior Design	3
<b>Health Sciences</b>	
Dental Assisting (Levels I And Ii)	1
Emergency Telecommunications	2
Medical Radiation Technology	4
<b>Paramedic</b>	<b>2</b>
Pharmacy Technician	1
Pre-Health Science	6
Respiratory Therapy	4

<b>Human Services</b>	
Child And Youth Worker	5
Child And Youth Worker (Fast Track)	1
Developmental Services Worker	9
Developmental Services Worker (Fast Track)	1
Early Childhood Education	3
Human Services Foundation	1
Law And Security Administration - Private Security	1
Police Foundations	12
Recreation And Leisure Services	1
Social Service Worker	12
Social Service Worker (Fast Track)	2
<b>Information Technology</b>	
Business - Information Systems	1
Computer Programmer Analyst	2
Computer Systems Technician	1
Computer Systems Technology	2
Internet Technologist	1
Law Clerk	6
Office Administration - Medical	1
Office Administration-Executive	1
Office Administration-General	1
<b>James N Allan Campus</b>	
Developmental Services Worker (Accelerated)	5
Early Childhood Education (Accelerated)	3
<b>Kinlin School of Business</b>	
Business	7
Business - Accounting	17
Business - Insurance	2
Business - Marketing	5
Business - Purchasing	1
Business Administration - Accounting	1
Business Administration - Marketing	1
Financial Planning Services	1
International Business Management	1
Marketing Management	1
Professional Financial Services	2
<b>Language &amp; Liberal Studies</b>	
General Arts And Science	2
General Arts And Science - Individual Studies	2
General Arts And Science-1 Yr (English Language Studies)	1
General Arts and Science-One Year	8
General Arts and Science-One Year (International)	1

<b>Motive Power</b>	
Motive Power Technician (Automotive) - (Accelerated)	1
<b>Nursing</b>	
Nursing	9
Practical Nursing	6
<b>Oxford County Campus</b>	
Police Foundations (Accelerated)	2
Practical Nursing	2
<b>St Thomas/Elgin Campus</b>	
Mechanical Engineering Technician-Industrial Maintenance	1
Personal Support Worker	1
<b>Tourism &amp; Hospitality</b>	
Culinary Management	1
Culinary Management - Apprentice	1
Food And Nutrition Management	1
Hospitality Management - Food And Beverage	1
Hospitality Management - Hotel	2
Tourism And Travel	1
<b>Transportation Technology</b>	
Motive Power Technician	1
Pre-Technology	1
<b>Grand Total</b>	<b>299</b>

**FIGURE #4A:** The college has identified persona groups as a basis for its Strategic Enrollment Management (SEM) goals. This persona group information was collected through initial information gathering stages of visits. The Persona group may have been either a direct or a non-direct student and may have been identified in combination of an immigrant/international, Post-Secondary Education (PSE)

#4a SEM Persona*	Total
Non-Direct	184
Direct	114
Immigrant/International	6
PSE Grad	12
Not Identified	8

*\*Please Note: A visitor may have multiple Personas*

**FIGURE 4B:** In addition to the SEM persona groups, information was collected on student demographics of second careers, accessibility, and First Nations students.

#4b Additional Characteristic*	Total
Second Careers	34
Accessibility	45
Aboriginals	1

**FIGURE #5:** The GPA information was obtained from the college database and sorted by ranges shown below. The "not applicable or CE or 1st Semester" category was mainly derived from the non-student or anonymous type of visitor or the 1st semester student where a GPA was not yet calculated. When looking at the other GPA ranges, interestingly two thirds of the total number of students have a GPA greater than 2, with just shy of 10% of students achieving a GPA of 4 or higher.

#5 GPA Range	Total
N/A or CE or 1st Semester	78
1 - 1.99	41
2 - 2.99	79
3 - 3.99	75
4 or 4+	26
<b>Grand Total</b>	<b>299</b>

**FIGURE #6:** Of the known ages of the visitors, the age range demographics demonstrate approximately 50% of visitors are 25 years or older. An interesting note is that two visitors were 60 years of age or older.

#6 Age Range	Total
19 and under	14
20 - 24	118
25 - 29	46
30 - 39	30
40 - 49	40
50 - 59	16
60 +	2
Unknown	33
<b>Grand Total</b>	<b>299</b>

**FIGURE #7:** Of the 297 known visitors, approximately 96% of visitors are enrolled in programs at the London Campus. This percentage does not seem consistent with the percentage of students attending other campuses outside the London campus and warrants further exploration.

#7 Campus	Total
London	285
St Thomas & Elgin	6
James N. Allan	5
Unknown	3
<b>Grand Total</b>	<b>299</b>

**FIGURE #8:** Of the total 423 number of contacts from the 299 visitors, the majority have been in person.

#8 Type of Contact based in Visits	Total
In Person	413
Phone	10
Total Number of Contacts	423
<b>Grand Total</b>	<b>299</b>

**FIGURE #9:** The nature of dispute described by the visitor is below. If the visitor expressed multiple concerns, the concerns are listed together with an ampersand (&). (e.g. Academic & F to N). The top three “Nature of Dispute” are Academic (104 of 423), College Services (42 of 423) and practice or procedural exception (29 of 423).

#9 Nature of Dispute based on Visitor	Total
Academic	104
Academic & Practice/Procedure	1
Academic & Practice/Procedure & College Service	1
Academic & Accessibility	2
Academic & College Service	7
Academic & College Service & Accessibility	1
Academic & F to N	1
Academic & F to N & Fee & College Service	1
Academic & Fee	1
Academic & Financial	2
Academic & Interpersonal with Professor	7
Accessibility	1
Admission	9
Admission & Academic	1
Code of Conduct	9
Code of Conduct & College Service	1
College Service	42
F to N	7
F to N & Fee	2
F to N & Fee & Accessibility	1
Facilities	1
Fee	22
Fee & Financial	1
Financial	8
FSU Service	3
Interpersonal with Professor	25
Interpersonal with Professor & Student & Peer	1
Interpersonal with Student & Peer	3
Practice/Procedure	29
Policy Exception	5
<b>Grand Total</b>	<b>299</b>

**FIGURE #10:** The following information shows that the Ombuds of all the 299 visitors, 9 visitors brought forward issues that were not within the office’s mandate. For example, an issue not within the mandate is if a Student was having difficulty with her part time employer. She was referred to Ontario’s Ministry of Labour to deal with an Employment Standards Act complaint.

#10 Disputes based on Visitor	Total
Within Mandate	290
Outside Mandate	9
<b>Grand Total</b>	<b>299</b>

**FIGURE #11:** This chart distinguishes between the number of visitor presenting concerns within the mandate and whether the visitor’s resolution of the difficulty or dispute was resolved with direct intervention by the Ombuds. Otherwise, the visitor received either information or coaching to resolve their difficulty or dispute.

# 11 Resolution of Difficulty or Dispute based on Visitor	Total
Resolution with Direct Intervention by the Ombuds	26
Resolution without Direct Intervention by the Ombuds	264
Outside Mandate	9
<b>Grand Total</b>	<b>299</b>

**FIGURE#12:** The information presented below indicates within the number of visitors who were able to resolve their difficulties or dispute with direct intervention by the Ombuds, 23 of the interventions were facilitating conversations between the interested parties.

#12 Ombuds Facilitated Resolution based on Visitor	Total
Conversation Facilitation	23
Formal Mediation	1
Mediation/Conversation Facilitation	2
<b>Grand Total</b>	<b>26</b>

**FIGURE #13:** The information found on the chart below summarizes the type on intervention the Ombuds completes based on the visit. Typically, the intervention process starts with a referral and then progresses to making an inquiry and/or a seeking clarification. If need be an investigation is conducted and recommendations made. The one investigation below resulted in a recommendation to a Student to discontinue a complaint, as there was no base to continue.

#13 Intervention Based on Visits*	Total
Resolution Facilitated	16
Referral	13
Inquire Made	9
Inquire Made/Clarification	7
Investigation	1
<b>Grand Total</b>	<b>46</b>

\*Please Note: A visitor may have multiple visits.

**FIGURE #14:** The Ombuds assists visitors in educating and preparing Students for appeals by providing a framework that focuses on the generation of options. Please keep in mind a visitor may have multiple visits. Within the context of the Ombuds assisted Students, the numbers suggest of the 100 informal meetings with the decision maker, Professor or Chair, approximately only 16 continued to a formal meeting with the Dean and only one of those meetings continued to a formal hearing.

#14 Ombuds Appeal Coaching based on Appeal Steps*	Total
Info Share	302
Info Share/Coaching	59
Coaching	29
<b>Grand Total</b>	<b>390</b>

**FIGURE #15:** The non-intervention type of service provided is mainly focused on sharing the correct information given the individual circumstances presented by the Student. Following the sharing of the correct information, and if required, coaching typically is offered.

#15 Non-Intervention Action based on Visits:	Total
Info Share	302
Info Share/Coaching	59
Coaching	29
<b>Grand Total</b>	<b>390</b>

**FIGURE #16:** The following chart indicates the area responsible for the visitor’s concern or dispute. This information does not reflect the Student’s faculty or faculty.

# 16 Area Responsible for the Difficulty or Dispute	Sub -Total	Total
Unknown		3
Academic Services		217
Center for Community Education and Training	50	
Continuing Education Studies	39	
James N. Allan Campus	8	
Oxford County Campus	1	
St. Thomas/Elgin Campus	2	
Faculty of Arts, Media and Design	25	
School of Contemporary Media	10	
School of Design	7	
School of Language and Liberal Studies	8	
Faculty of Business	36	
Lawrence Kinlin School of Business	21	
School of Information Technology	9	
School of Tourism and Hospitality	6	
Faculty of Health Sciences and Human Services	83	
School of Health Sciences	27	

# 16 Area Responsible for the Difficulty or Dispute	Sub -Total	Total
School of Human Services	54	
School of Nursing	2	
Faculty of Technology	23	
School of Applied Science & Technology	15	
School of Building Technology	3	
School of Motive Power Technology	5	
Administrative Services		7
Facilities Management	5	
Campus Security Services	2	
Facilities Operations	3	
Information Technology Services	2	
Finance and Corporate Services		7
Awards and Scholarships	1	
Residence and Conference Center	6	
FSU		5
Bus Pass	3	
Health/Dental Plan	1	
Out Back Shack	1	
Student Support Services		60
Career and Coop Services and Job Connect	5	
Counselling and Accessibility Services	2	
Testing Centre	1	
Student Academic Success Services	1	
Library and Media Services	1	
Office of the Registrar	51	
Admission Services	8	
Financial Aid	13	
Registration and Record Services	10	
Systems and Fees Services	19	
<b>Grand Total</b>		<b>299</b>

**FIGURE #17:** The following information summarizes cases by visitor described fairness categories based on the predominant high-level fairness principles.

#17: Visitors by Fairness Category	Total
Completeness	103
Trueness	91
Consistency	43
Openness and Transparency	37
No Fairness Issue	25
<b>Grand Total</b>	<b>299</b>

**FIGURE #18:** The information presented below indicates how the difficulty or dispute may have been avoided. For the most part, in the eyes of the visitor, there were missed opportunity on both their part and the area responsible.

#18 Preventative Action	Total
Meet "One on One"	92
Complete Action/Task	48
Explain PPP Prior to Incident or Event	43
Not Preventable	36
Reconsider Decision	34
Don't Know	33
Return a Phone Call	9
Return an Email	4
<b>Grand Total</b>	<b>299</b>

## APPENDIX III: OMBUDS BIOGRAPHY



Greg Hessian, appointed the Fanshawe College Ombuds on December 2nd, 2009, is the designated neutral and independent dispute resolution professional who provides impartial and confidential assistance, predominately to students. He will help students resolve their problems, concerns, complaints or conflicts in an impartial, confidential and ideally in an informal way.

Greg has completed his Bachelor's Degree in Business Administration, with a Marketing Major from Lakehead University and is skilled in business acumen and business planning. To complement his formal training, he completed an Advanced Alternate Dispute Resolution certificate program through the

Faculty of Law, University of Windsor, and a collaborative program with the Stitt, Feld Handy Group.

Greg has extensive experience in dispute resolution having led a provincially based mediation program and managed a multi-disciplinary team that included mediators, advisors, and investigators. He also held a Project Director position implementing eServices and achieved a Project Management Professional (PMP) Designation from the Project Management Institute.

Greg has also been involved in minor hockey associations as a coach achieving his Coach level I certification, as a trainer achieving his trainer level II certification. Greg also held a senior leadership position as the Chair of the Discipline and Appeals Committee of a large minor hockey association providing alternative resolution services to all its members.

Currently, Greg serves on the executive board of the Association of Canadian College and University Ombuds as the member at large for Eastern Canada.

In his spare time, Greg enjoys playing recreation hockey and other sporting activities. He believes in lifelong learning and continually attends professional development type courses within the college and other training facilities.

## APPENDIX IV: ACKNOWLEDGEMENT

It has been a great pleasure serving the college and the FSU in my role as Ombuds. I would like to acknowledge and thank all the individuals and groups for the ongoing success that this office enjoys. This has been a humbling experience given the overwhelming support for the students from college officials as issues emerged.

The accomplishments of the Office of the Ombuds would not be possible without the support and contributions of so many members from the Fanshawe College community. It is not practical to thank all the people who have contributed the office's success. Although I am responsible for producing this annual report, its creation really stems from a countless number of hours of many contributors.

Again, please accept my heartfelt and sincere thank you for your support, open-mindedness, time, and patience. I look forward to continuing my service with Fanshawe College community pride.

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