

**REPORT OF THE UNIVERSITY OMBUDSPERSON
TO THE GOVERNING COUNCIL**

FOR THE PERIOD JULY 1, 2004 TO JUNE 30, 2005

**Mary Ward
November, 2005**

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**Report of the University Ombudsperson to the Governing Council
For the period July 1, 2004 to June 30, 2005**

EXECUTIVE SUMMARY

INTRODUCTION

My Annual Report this year, in addition to informing the University community about the activities of my Office for the period July 1, 2004 to June 30, 2005, will also serve to inform the Governing Council's review of the Office of the University Ombudsperson in early 2006. Therefore, in addition to providing the usual statistical summaries of the issues brought to my attention, and of my responses to them, I have included an updated account of the administration's responses to my recommendations since my initial appointment in 1998, an analysis of my Office's changing profile and role within the larger organizational context, and a few comments for the Governing Council's consideration in determining its Terms of Reference for the upcoming review.

STATISTICS AND HIGHLIGHTS

There were a total of 301 queries and concerns brought to my attention by students, faculty and administrative staff members last year, representing an eighteen percent decrease from the previous year's 367. The caseload average since 2000 is 328. Given my year-to-date activity, I would project this year's caseload to be in the range of 340 complaints and queries. Appendices 2 through 11 of this report provide detailed and comparative caseload information, accountability information related to my Office's service delivery and responsiveness, and case summaries to provide examples of our complaint resolutions and outcomes.

OPERATIONAL AND ORGANIZATIONAL CONTEXT

This is the seventh annual report that I have prepared since my appointment in 1998, and during that time I have worked on more than 2200 files. We have introduced many operational improvements at the Office of the University Ombudsperson during this timeframe, including our website (www.utoronto.ca/ombudsperson), communications materials such as posters and bookmarks, our *ad hoc* consultation network, and in 2001, the restoration of the Office to a full-time service.

During this period, the University has been home to many important changes including its most senior administration and administrative structures, its tri-campus organizational structures and numerous policies, guidelines and practices. New policies have been introduced and others revised to improve academic procedures and streamline processes. Most recently, the University has established a broadly representative Equity Advisory Board whose membership includes the Equity Officers, student government representatives, faculty and administrative staff representatives, myself and numerous other university community members with particular interest in institutional equity and fair practice and process. Improvement in communication by the University with its

community members, a perennial concern of this Office, has been clearly recognized as a priority in terms of the major student communication “portal project” that is currently in implementation in an ongoing, three-stage process.

Overall, as I indicate in my report, I have found members of the University administration to be increasingly aware of issues involving procedural fairness, and very responsive in terms of acting promptly to remedy any defects in process that come to light. It is my experience, on a case-by-case basis, that offices and individuals involved in various matters continue to welcome, almost without exception, suggestions for improving communications with students, faculty and staff, and for resolving conflict in ways that are respectful and fair for all concerned.

Mary Ward
November 2005

**Report of the University Ombudsperson to the Governing Council
For the period July 1, 2004 to June 30, 2005**

I. INTRODUCTION

Under the *Terms of Reference for The Office of the University Ombudsperson (2001)*, I am required to report annually to the University of Toronto community through the Governing Council on the activities of my Office and to provide recommendations as appropriate (“Terms of Reference” included as Appendix 1). The reporting requirement represents a particularly important opportunity at this time since this year’s report will also serve to inform the Governing Council’s review of the Office of the University Ombudsperson scheduled for early 2006. As a result, the content and format of this report differs somewhat from that of previous years’ reports. In addition to providing the usual statistical summaries of the issues brought to my attention, and of my involvement with them, I have included case summaries as examples in order to provide a more descriptive report. Similar to my last two annual reports, I again provide an updated account of the administration’s responses to my recommendations of the past several years. However, in this year’s report, I also offer an analysis of my Office’s changing profile and role within the larger organizational context, and of the operational improvements we have made during the past several years. Finally, I conclude this year’s report with a few comments for the Governing Council’s consideration in determining its Terms of Reference for the upcoming review of the Office.

II. STATISTICAL OVERVIEW

In Appendix 2, I provide a statistical overview of Appendices 3 through 10 of this report that contain detailed caseload information. The various tables, charts and graphs are designed to inform the University community about the number and types of cases handled by the office last year, and of my responses to them, as well as to provide comparative statistics related to the period July 1, 2000 to June 30, 2005. I remind readers again this year that since the caseload numbers are small (both in absolute terms and relative to the total University population), it is not generally feasible to draw conclusions from year-to-year variations in the data.

III. CASELOAD HIGHLIGHTS

1. Academic Issues (Appendices 2 and 5):

Approximately one-third of students’ issues could be categorized as ‘academic’ in nature, including: “Academic Concerns (eg. Classes/Teaching)”, “Academic Policy/Procedure (eg. Petition Denials)”, “Grading Dispute/Concern” i.e. grading practices, and “Accused of Policy Violation” i.e. academic misconduct. Early involvement on our part can often facilitate satisfactory resolution of concerns and queries. We hope that our early involvement in some of these cases helped to prevent them from escalating/escalating prematurely to more formal appeal processes, but we have no data to offer in this regard.

2. Non-Academic Issues (Appendix 5):

This year, we experienced a decline (-22%) in the ‘non-academic’ issues brought to our attention in the following five categories: “Administrative Policy/Procedure (eg. Access/Bureaucracy Issues)”, “Fees/Financial Aid”; “Admissions”, “Residence/Housing”, and “Library Issues”. I note that the majority of residence cases no longer involve discipline matters and are most often administrative in nature. However, for the three ‘non-academic’ categories most typically involving the more complex and/or sensitive campus-based issues, including: “Interpersonal Dispute (eg. Supervision)”; “Concern re: Harassment or Discrimination”, and “Employment/Workplace Dispute”, the number of student cases increased by 25% to 65 queries or complaints

3. Academic and Administrative Staff Issues (Appendix 10):

Many academic and administrative staff members have expressed their appreciation of my Office’s availability as a confidential and neutral consultation resource. Over the years, academic and administrative staff concerns have ranged from 8% to 13% of my total caseload, or from 28 to 46 complaints and queries per year.

For the most part, academic staff members’ requests for assistance have focused on policy/process, and/or on how best to approach problems or concerns involving particular colleagues or students. Generally, faculty members consult the Faculty Association regarding their employment related questions. The decline in the number of academic staff visitors to my Office over the past few years coincides with the establishment of the University of Toronto at Scarborough’s Teaching and Learning Services’ Teaching Advancement Program (2000), the Office of Teaching Advancement at the St. George campus (2002), the University of Toronto at Mississauga’s Teaching-Learning-Communication group (2003), and the increased number and comprehensiveness of orientation workshops and seminars for new and returning faculty.

Administrative staff members, mostly from the “professionals and managers” and “confidentials” groups of 700 or so employees, consult my office about a wide range of issues and concerns. Last year, for example, several administrative staff members, who felt that their concerns were not being taken sufficiently seriously by their supervisor, approached me for assistance. I am pleased that my Office is seen to be confidential and respectful of employees, and that it encourages administrative staff members to come forward with their concerns despite the very uncomfortable position in which they may find themselves.

IV. OMBUDSPERSON’S INVOLVEMENT

1. Service Delivery and Timing (Appendices 2 and 8):

The turn-around time for our initial response to community members’ contact with our office was virtually identical to last year’s in that two-thirds received acknowledgement (‘call-back’) on the same day. Our “time to first appointment” responsiveness has improved somewhat in that 40% (up from 34%) of our visitors were scheduled either the

same or next day following their request for a meeting. This improvement in timeliness can most likely be attributed to our somewhat lower caseload.

The increased complexity in last year's caseload is reflected in our 'time to resolution' measure in that close to 47% of our cases remained open longer than 14 days, compared with 36% in 2003/'04. I should note also that I committed a significant amount of time last year to one particularly complex case, the outcome of which was a final report prepared by me for distribution to both the University administration and the community member who had approached my Office. This exercise of my mandate's formal investigative authority is unusual. In fact, I have prepared only a few such final investigative reports since my appointment in July 1998.

2. Support Provided and/or Action Taken (Appendices 2, 9 and 10):

"Information/referral" cases accounted for 54% of our cases. Of these 162 cases, "Referral" alone amounted to 28 cases (9% of the caseload). For the other 134 cases, the individual was supported through information and advice, but no intervention took place. Visitors to the Office are encouraged, whenever possible, to resolve concerns directly with the other parties involved. Many of these 'advice' cases involve more than one contact with the individual, and in some cases, numerous contacts. According to feedback we receive, including surveys returned to us anonymously, our visitors appreciate the opportunity my Office provides for them to be heard and understood, and our assistance in helping them think through their options and approaches, leaving them free to make their own decisions about how best to proceed. My involvement in these situations can represent for our visitors any/all of the following: policy/procedure information, advice, role-play, problem solving, venting and reframing of issues.

In terms of the types of action taken on cases, the Ombuds Office 'intervened' (Appendix 8 - "Expedited" and "Resolved") in fewer cases last year (20%, or 62) compared with the previous year's 23%, or 84 complaints and concerns. The term 'intervention' is used when the Ombuds Office approaches an individual(s) or an office(s) in an effort to resolve a concern. I provide more detailed information related to last year's interventions in the following section.

V. CASE INTERVENTIONS AND EXAMPLES

It is always challenging to reflect accurately the involvement of the Ombuds Office in a case. To this end, we have broken down our data for "Caseload by Assistance Provided" (Appendix 10) into seven categories, each representing differing types of Ombuds involvement, and four of which reflect increased 'levels' of Ombuds intervention.¹ Of these four categories, the most common type of intervention ("Ombuds Contacted Persons/Offices") occurs when I contact a divisional representative to request clarification concerning what is happening in a particular case, or to inquire about a delay, or to suggest that someone consider meeting with a student or employee. This occurred in a total of 74 (25%) of our cases.

¹ Note: More than one "type of intervention/resolution/assistance" is usually involved in more complex situations, and/or when more than one issue is identified.

Another category (“Department/Unit Consultation Request”) captures those situations in which I have more thoroughly reviewed the matter through contact with a number of University representatives, and/or attempted to actively resolve the case through some form of negotiation, often including the provision of new and/or reframed information. In these situations, I may make informal recommendations based on my view of the merits of the case. This occurred in a total of 26 (9%) of my cases.

The third category is “Mediation/Facilitation”. This involves informal mediation between two (or more) parties in an effort to resolve a conflict or dispute. I was involved in this type of intervention in a total of 20 cases last year (7%).

The final category, “Reporting Trends”, refers to those few instances when, as the result of a particular case or of a number of visitors approaching me with similar concerns, it appears that an emerging pattern (which, in some instances, could signal a systemic problem) warrants additional consultation with an administrator(s) to discuss what further action might be required, and the timing of that action. Last year, this occurred in 11 cases (4% of my caseload).

As mentioned previously (section IV.2 - “Support Provided and/or Action Taken”), there were 62 cases in which I categorized the outcome as “Expedited” or “Resolved”. In many of those situations, as well as in some “Information” cases, I contacted one or more ‘respondents’ in an effort to help address and/or resolve the issues presented. In a number of those cases, I also provided “suggestions” or “recommendations” to the University ‘respondents’ as the result of my queries. Ombuds suggestions or recommendations may be written or oral, and are non-binding. For those readers who are interested in a more descriptive profile of my casework, I have included this in appendix format because of its length and amount of detail. In Appendix 11, readers will find numerous case examples including those in which decision-makers, after reviewing previous decisions, made certain changes as the result of their reconsideration. Consistent with our operating principle of confidentiality, all cases are described broadly enough to remove any identifying information.

VI. ACCOUNT OF RECOMMENDATIONS MADE AND ADMINISTRATION’S RESPONSE OVER PAST SEVERAL YEARS

Each year, the administration brings forward its responses to my recommendations so that they can be presented at the same time as my annual report to the Governing Council. This year, I have no new recommendations to bring to the attention of the Governing Council and, through it, to the broader University of Toronto community. This annual report provides, instead, an opportunity to reflect back on the work that has been accomplished, and to review what remains outstanding in terms of policy issues and concerns. In my reports since 1999, I have made more than 25 recommendations related to significant policy or procedural change, and it is in these areas that I am most cognizant of the advances that have been made. While I have, at times, complained about the seemingly glacial pace of policy/process revision within this large, complex and decentralized University bureaucracy, I also want to acknowledge that policy/process

development and improvement are part of an on-going and highly consultative process that draws on the expertise and knowledge of many offices and individuals across the three campuses. I commend the administrative practice of such open and inclusive processes.

In Appendix 12, I list 22 University policy and organizational initiatives related to undergraduate/professional faculty students, graduate students and administrative and academic staff members that have served to address and/or alleviate issues raised in my previous annual reports since 1998-99. I understand that the administration expects three more very important initiatives to move forward during this 2005/'06 governance cycle, including the revised "Guidelines for Academic Appeals Within Divisions", the new "Safety Abroad Policy" and the new "Policy on Student Housing". In addition, a comprehensive, three-staged, web-based information initiative, the "student portal project", is currently underway, and should serve to improve, on a multi-dimensional basis, the University's communications and service delivery profiles.

In terms of previous recommendations, this leaves outstanding only one major issue - the administration's consideration of revisions to the *Code of Behaviour on Academic Matters* (1995), and the development of administrative guidelines for those responsible for administering the *Code*. I am advised that the Office of the Vice-President and Provost has planned this administrative review of the Code for the current academic year.

VII. OFFICE PROFILE WITHIN A CHANGING ORGANIZATIONAL CONTEXT

This is the seventh annual report that I have written since I was appointed Ombudsperson as of July 1, 1998. During that time, I have worked on more than 2200 files. As noted in the preceding section, the University has been home to many important changes in policy and practice during this period. New policies have been introduced and others revised to improve academic procedures and streamline processes. Overall, I have found members of the University administration to be increasingly aware of issues involving procedural fairness and very responsive in terms of acting promptly to remedy any defects in process that come to light. Communication, a perennial concern of this Office, has been clearly recognized as a priority in terms of the student portal project, and it is my experience, on a case-by-case basis, that offices and individuals involved in various matters continue to welcome, almost without exception, suggestions for improving communications with students, staff and faculty, and for resolving conflict in a way that is respectful and fair for all concerned. Most recently, the Vice-President, Human Resources and Equity, the Vice-Provost Students and the Vice-Provost Academic, as the result of their infrastructure review of the University's various equity 'portfolios', have established a broadly representative Equity Advisory Board whose membership includes the Equity Officers, student government representatives, faculty and administrative staff representatives, myself and numerous other university community members with particular interest in institutional equity and fair practice and process.

1. Then and Now:

In preparation of this year's report, I reviewed my predecessors' 1990/'91 and 1995/'96 reports in order to obtain another 'picture' of organizational movement over time. In 1990, the Ombudsperson's caseload was in the range of 800 cases. In 1995, it was in the range of 500 cases. I note also in comparison with 1995 that the University's total student enrolment is now close to 30% higher. Yet, the caseload average of this Office since 2000 is 328. Directly related to this level of caseload 'stabilization', in addition to the organizational change factors described in the preceding two paragraphs, is the 'explosion' of web-based information available to University community members. Through the web, the University has been able to provide students with more accessible and up-to-date information and services, including admissions, residence and fees information, program/course information and registration, and instructors' course-related information and evaluation. This includes, as well, my own Office website that we introduced in 1999 and redesigned in 2001 (with ongoing improvements and updates, of course, including our most recent addition, entitled: "Administrative Fairness Checklist for Decision-Makers"- see Appendix 13). As one of my Ombuds colleagues commented in a recent annual report: "Now, students may not have to leave their rooms to find answers to questions that might previously have involved multiple trips to multiple offices."² In this context, it will be interesting to monitor the impact of the new and 'unfolding' student information portal, over this year and next, on the Office's caseload.

Another important feature related to this Office's caseload level is the University community's distribution and expanded network of individuals involved in the provision of information, advice, and conflict resolution/mediation resources including, for example, campus, college, faculty, division and department-based academic and financial aid counsellors, undergraduate and graduate coordinators, student government advisors/advocates and the University's various Equity Offices.

2. Other Office Operational Improvements Since 1998:

As I commented in my report last year:

"In the early to mid-nineties, according to the office's statistical history, the 'information/referral' category of interaction remained in the 70/80% range of our caseload. Since the late nineties, this range has varied from a high of 63% in 1998-99 to a low of 46% in our caseload of 2001-02. This is one indication of our successful communication of information to the university community about the role and function of the Ombudsperson's Office, and of increasingly successful triaging of students' issues and concerns to other campus resources, whenever appropriate. This has been accomplished through our website introduced in 1999, and through distribution of our bookmarks and posters starting in 2000. These initiatives were designed to increase awareness of the existence of the Office as well as to emphasize our focus on those situations in which we represent the final avenue of recourse."³

The Ombuds Office continues to be accessed by a number of different methods: telephone, email, walk-in, and letter/fax (Appendix 7). Community members' increased

² McMaster University Ombudsperson's Annual Report, 2003-2004, pages 2 - 3.

³ University of Toronto Ombudsperson's Annual Report, 2003-2004, page 5.

access by email (more than one-third of our caseload, compared with less than 25% two years ago) has been facilitated by the addition of our on-line “Request for Assistance” form. This has also improved our tri-campus triaging efforts, and particularly for non-jurisdictional and ‘first recourse’ i.e. premature queries, representing another case management innovation designed to maximize our focus on the more complex cases.

In response to one of the major recommendations following the Governing Council’s last end-of term review in 2001, I have developed an ‘*ad hoc* consultation network’, comprising about fifty different University community members each year, broadly-based across the three campuses. I consult this collective resource periodically, on an individual and small-group basis, regarding particular cases, concerns about emerging trends or patterns, and/or Office operations and caseload management issues. This represents one of our most significant operational improvements over the past seven years in terms of accomplishing three important initiatives: facilitating my outreach efforts at UTM and UTSC; providing considerable expertise, on a timely basis, related to my follow-up on issues raised in previous annual reports, and helping to achieve early resolution of specific issues arising within my casework each year.

VIII. SUGGESTIONS FOR THE GOVERNING COUNCIL’S CONSIDERATION

In 2001, the Governing Council’s Committee on the Office of the Ombudsperson carried out a comprehensive, end-of-term review of the Office that resulted in significantly revised Terms of Reference; an important expansion of the role and function of the Ombudsperson; a series of specific operational, case management and accountability service improvements, and restoration of the Office to a full-time service. Readers can access the “Report of the Committee on the Office of the Ombudsperson: April 2001” at my web site at www.utoronto.ca/ombudsperson. In 2003, the members of the Governing Council’s mid-term, Office of the Ombudsperson review committee issued a report confirming, on behalf of the Governing Council, their satisfaction with my implementation of the 2001 Review Committee’s recommendations.

Given the work of these two relatively recent operational reviews, I would suggest to the members of the Governing Council that they consider as their central focus for their upcoming review, the effectiveness of the Office of the Ombudsperson’s current reporting and funding structures within the 2006 (and ongoing, projected to 2011) University operating context and, in relation to this, the clarity, cohesiveness and continued relevance of the *Terms of Reference for The Office of the University Ombudsperson (2001)*.

IX. ACKNOWLEDGEMENTS

The membership of professional ombudsperson associations’ exchange of information and expertise continues to provide valuable context for my central mandate of individual complaint resolution. In January 2005, I attended our Association of Canadian College and University Ombudspersons (ACCUO) mid-term conference at Algonquin College in Ottawa. The heart of this annual, two-day meeting is the ‘round table’ format that allows

everyone to benefit from the thoughts and opinions of colleagues on particular cases or subjects. This year's topics included: the extent of the duty to accommodate on religious grounds, ombuds office outreach practices, questions of conflict of interest, campus protests and Ombuds involvement, different practices in relation to grade re-evaluations, and special and deferred exams.

In May of this year, this Office was the organizational host-site for the second Conference of the Forum of Canadian Ombudsman (FCO). This was a very successful, 3-day, professional development event that attracted 129 legislative, corporate, academic and governmental ombuds from across Canada (and including a few from the United States and Europe, as well). On behalf of the 10-member organizing committee and the FCO Board, I would like to thank, once again, the University of Toronto's Office of the President, Office of the Vice-President, Human Resources and Equity, and the Office of the Vice-President and Provost for their generous financial support of this endeavour (FCO is a very new organization that is still in the early 'resource development' stage). I would also like to express again, on behalf of the organizing committee members, their appreciation to University of Toronto Professors Michael Marrus and Cheryl Regehr for the interesting perspectives they presented (on the topic of the role of apologies within conflict resolution) during one of the professional development seminars we scheduled at this conference.

And finally, to the members of my *ad hoc* consultation committee this year and to all of the University community members whom I have approached for assistance in resolving complaints and problems, I would like to say that the good will, information and advice that you continue to provide is vital to the accomplishment of my Office's mandate.

Mary Ward
November 2005

APPENDIX 1

Terms of Reference for The Office of the University Ombudsperson (2001)

Status/Authority

1. The Ombudsperson is appointed by the Governing Council on the recommendation of the President; is accountable to the Governing Council and has unrestricted access to all University authorities. The Office of the Ombudsperson shall be independent of all existing administrative structures of the University.

Mandate

2. The Ombudsperson investigates, in an impartial fashion, complaints that may arise against the University or against anyone in the University exercising authority. It shall be the special concern of the Ombudsperson that:
 - a. the rights and responsibilities of members of the University community are adequately defined and publicized;
 - b. any gaps and inadequacies in existing University policies and procedures that affect the ability of individuals to function as members of the University community or which might jeopardize their human rights and civil liberties be brought to the attention of the proper authority;
 - c. the problems of members of the University community are addressed with reasonable promptness;
 - d. procedures used to reach decisions are adequate and that the criteria and rules on which the decisions in question are based are appropriate and adequately publicized.

Investigations

3. Complaints may be made by any member of the University community (students and members of the teaching or administrative staffs) or by former members of the teaching or administrative staffs or student body (in respect of matters arising out of their former University employment or student status). Investigations may also begin on the independent initiative of the Ombudsperson in respect of anyone of the above entitled to make a complaint.
4. The Ombudsperson may decline to initiate an investigation on the grounds that it is frivolous or vexatious.
5. In conducting investigations, the Ombudsperson shall act in an impartial fashion.

6. The role of the Ombudsperson shall include:
 - a. ensuring that information on proper University procedures for problem resolution is provided and distributed as broadly as possible throughout the University community, and that clients understand their routes of access to this information;
 - b. informing clients about appropriate processes available to them within the context of specific complaints, and providing information on the appropriate kind of supporting documentation;
 - c. expediting the process toward conflict resolution;
 - d. investigating only after attempts at resolution through existing administrative channels have been concluded.
7. Even though wide latitude has been granted in making public any findings and recommendations, the Ombudsperson shall not set aside the request of complainants that their anonymity be preserved.

Findings/Reports

8. After conducting an investigation, the Ombudsperson may draw conclusions about the complaint investigated and make findings and recommendations concerning its resolution, particularly in relation to the mandate of the Office as set out in 2 above.
9. In drawing conclusions and making recommendations, the Ombudsperson shall not make University policy or replace established legislative, judicial or administrative rules or procedures, although any or all of these may be investigated or questioned and such recommendations made as appropriate for their improvement and efficient functioning.
10. The Ombudsperson shall bring findings and recommendations to the attention of those in authority by the most expeditious means possible, and to the University community at large to the extent that is appropriate.
11. The Ombudsperson shall make an annual report to the University community through the Governing Council, and such other special reports as may be required from time to time by the Governing Council.

Relationship with Other University Activities and Services

12. The Ombudsperson shall have access to such official files and information as is required to fulfill the function of the Office. Requests by the Ombudsperson for information must receive priority from every member of the University community.

13. Where means exist in other University offices for the resolution of complaints or the provision of information the Ombudsperson shall direct enquirers to such offices and emphasize their responsibility for initiating the appropriate actions and for returning to the Ombudsperson if not satisfied with the results. The Ombudsperson shall cooperate with other offices that are particularly concerned with the provision of information to the University community on policies and procedures.

Files

14. The Ombudsperson shall maintain suitable records of complaints, findings and recommendations and these shall be accessible only to the Ombudsperson and members of the staff of the Office of the Ombudsperson.
15. Each file and record will be maintained for a period of seven years and one day from the date on which the Ombudsperson deems the case to be completed. At the end of the period of seven years and one day, the file or record may be destroyed; however, no destruction of the file or record will take place while any proceedings are pending in the University, the Courts or any outside tribunal and until after all rights of appeal are exhausted or times of appeal have expired.
16. The Ombudsperson shall not release any information regarding personal and personnel records, unless written permission has been received from the affected persons for releasing the information.

Review/Appointment

17. The Office of the Ombudsperson shall be reviewed on a regular basis, in the middle of the incumbent's term as well as coincident with the end of the incumbent's term, in a manner to be determined by the Executive Committee of the Governing Council. The normal term of the Ombudsperson should be for five years, with the possibility of reappointment. Candidates for the Office shall be identified by a search committee highly representative of the University community and including students and members of the teaching and administrative staff.

May 31, 2001

APPENDIX 2 STATISTICAL OVERVIEW

In this Appendix, I provide a statistical overview of Appendices 3 through 10 of this report which contain detailed caseload information designed to inform the University community about the number and types of cases handled by the office last year, and of my responses to them, as well as comparative statistics related to the period July 1, 2000 to June 30, 2005. I remind readers again this year that since the caseload numbers are small (both in absolute terms and relative to the total University population), it is not generally feasible to draw conclusions from year-to-year variations in the data.

1. Caseload by Constituency (Appendices 3 and 4):

- Total caseload: 301 (-18%) compared with 367 in 2003-04, the highest caseload since 1996. Note: this year, to date (July 1 to October 31, 2005), the caseload is 124 complaints and queries, representing an 18% increase over the same timeframe last year, and an 8% decrease from the previous year
- 64 graduate student cases (21 % of caseload), compared with 87 (24%) last year, the highest graduate student caseload since 1995
- 167 undergraduate/professional faculty student cases (56% of caseload), compared with 203 (55%) last year, the highest since 1997
- 33 visitors were academic or administrative staff members (11% of total caseload), compared with 28 the previous year (8%)

2. Caseload by Issue (Appendix 5):

- One-third of students' issues were 'academic' in nature (that is, related to classes/teaching, petitions/appeals, grading practices, and academic misconduct) – typical of recent years
- 11 (4%) involved accusations of academic misconduct, compared with 27 last year (10%)
- 0 Code of Student Conduct cases once again
- 91 (39% of student caseload) involved 3 or more issues per case, compared with 75 (27%) the previous year

3. Ombudsperson (Ombuds) Accessibility and Responsiveness (Appendices 6, 7 and 8):

- Ombuds Office website received 1440 visits, including 277 from Mississauga (UTM) and Scarborough (UTSC) campuses, consistent with previous 2 years
- Of those who completed our "Request for Assistance" form, 17% indicated having heard of Ombuds Office through our website
- 56% encouraged by another individual to consult Ombuds Office
- Of those encouraged by others to contact us, 52% were encouraged by another student
- UTM's 20 cases represented 7% of caseload, compared with 38 cases (10%) previously

- UTSC's 22 cases represented 7% of the caseload, similar to 24 cases (7%) previously
- Part-time students represented about 7% of student caseload
- Two-thirds received same-day acknowledgement of initial contact with us (telephone/email/in-person), similar to last year's results
- 40% of those requesting meeting were scheduled same or next day, compared with 34% last year
- 61% of cases open more than 7 days, compared with 50% last year

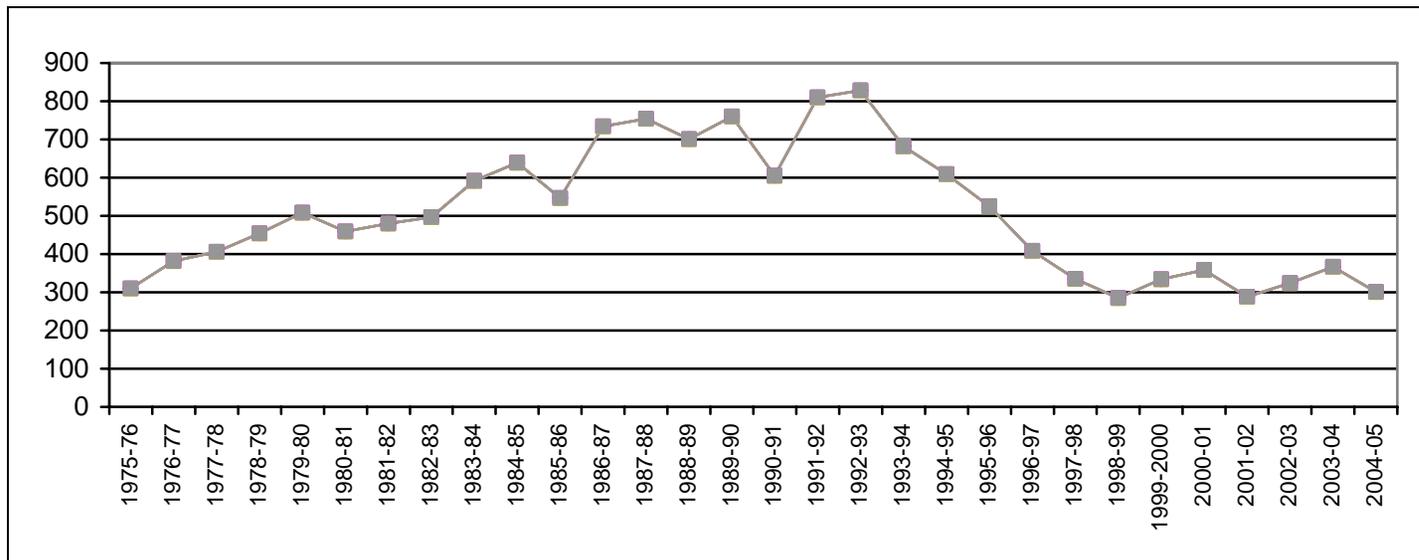
4. Case Resolution/Assistance Provided/Action Taken (Appendices 9, 10 and 11):

- 62 (21%) cases this year, and 84 (23%) last year, categorized as "expedited" or "resolved"
- 2 (1%) cases remained open at year-end, compared with 9 (2%) the previous year
- 54 students' cases (23%) involved 3 or more 'interventions'; 69 (24%) last year
- 25% of all cases involved ombuds contact with university representative with whom visitor had concerns in order to help achieve resolution (26% last year)
- 9% of all cases (5% last year) involved Ombuds contacting multiple individuals within department/unit in seeking resolution
- 7% of all cases involved informal mediation (similar to last year)
- 4% of all cases (similar to last year) involved ombuds discussing concerns with university representatives re: possible trends/patterns/systemic issues

APPENDIX 3
TABLE AND GRAPH
NUMBER OF CASES BY YEAR

Year	Number of Cases	Year	Number of Cases
1975-76	310	1990-91	605*
1976-77	382	1991-92	810
1977-78	406	1992-93	828
1978-79	454	1993-94	682
1979-80	508	1994-95	609
1980-81	459	1995-96	525
1981-82	480	1996-97	408
1982-83	497	1997-98	335
1983-84	592	1998-99	285
1984-85	639	1999-00	334
1985-86	547	2000-01	358
1986-87	734	2001-02	288
1987-88	754	2002-03	324
1988-89	701	2003-04	367
1989-90	760	2004-05	301

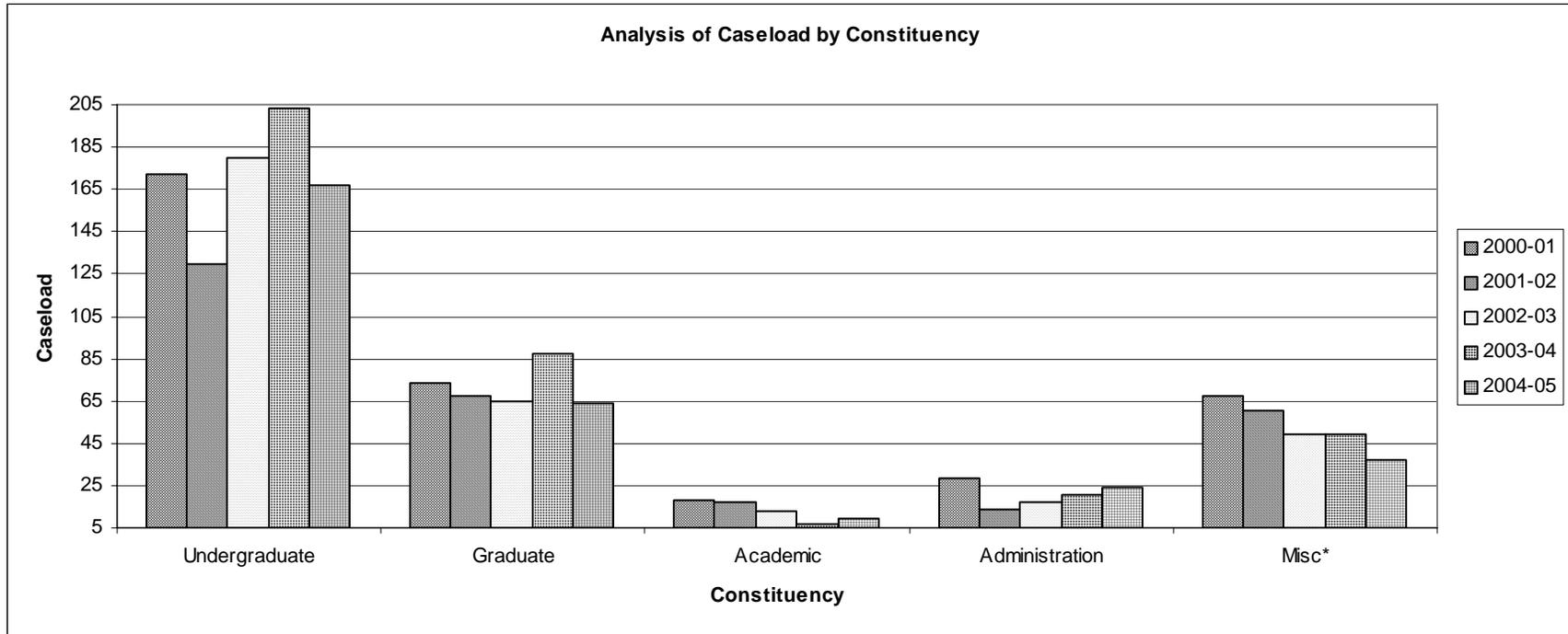
*1990-91 represents a 9-month period



APPENDIX 4
ANALYSIS OF CASELOAD BY CONSTITUENCY

	Undergrad	Grad	Academic	Admin	Misc*	Total
2000-01	172 (48%)	73 (20%)	18 (5%)	28 (8%)	67 (19%)	358 (100%)
2001-02	130 (45%)	67 (23%)	17 (6%)	14 (5%)	60 (21%)	288 (100%)
2002-03	180 (56%)	65 (20%)	13 (4%)	17 (5%)	49 (15%)	324 (100%)
2003-04	203 (55%)	87 (24%)	7 (2%)	21 (6%)	49 (13%)	367 (100%)
2004-05	167 (56%)	64 (21%)	9 (3%)	24 (8%)	37 (12%)	301 (100%)

* Includes former employees, medical residents, parents of students, applicants for admission, alumni, organizations and others.



APPENDIX 5
STUDENT CASELOAD BY ISSUE
JULY 1, 2004 TO JUNE 30, 2005
(FOR 299 CASES CLOSED BY JULY 14, 2005)

Type of Issue*	Total (Undergrad & Grad)		Undergrad	Grad
1. Policy Interpretation/Advice	137	46%	99	38
2. Academic Concerns (eg. Classes/Teaching)	65	22%	50	15
3. Academic Policy/Procedure (eg. Petition Denials)	65	22%	52	13
4. Administrative Policy/Procedure (eg. Access/Bureaucracy Issues)	47	16%	38	9
5. Grading Dispute/Concern	32	11%	25	7
6. Fees/Financial Aid	41	14%	27	14
7. Interpersonal Dispute (eg. Supervision)	30	10%	6	24
8. Concern re Harassment or Discrimination	22	7%	15	7
9. Accused of Policy/Legal Violation (Codes)	11	4%	10	1
10. Admissions	10	3%	8	2
11. Miscellaneous	32	11%	24	8
12. Residence/Housing	9	3%	6	3
13. Library Issues (book returns, fines)	1	1%	-	1
14. Employment/Workplace Dispute	13	4%	6	7

# Issues per Case	Undergrad (167)		Grad (64)	
1	44	26%	13	20%
2	61	37%	22	34%
3	50	30%	25	39%
4	10	6%	3	5%
5	2	1%	1	2%
6	-	-	-	-

***Type of Issue**

(Courtesy of University and College Ombuds Association Handbook)

1. **Policy Interpretation/Advice**
2. **Academic Concerns:** Complaints related to classes and teaching (eg. teaching methods, instructor's behaviour, etc.).
3. **Academic Policy/Procedure:** Complaints about existing policies or procedures (eg. petition denials, transfer/transfer credits, readmission or probationary policies/procedures).
4. **Administrative Policy/Procedure:** Complaints about problems dealing with the bureaucracy (eg. issues re: access, timeliness).
5. **Grading Dispute/Concern:** Disputes or concerns about the fairness of an individual grade or grading procedure.
6. **Fees/Financial Aid**
7. **Interpersonal Dispute:** Disputes between individuals over non-employment or non-workplace issues including graduate supervision issues.
8. **Concern re Harassment or Discrimination:** Non-sexual harassment complaints.
9. **Accused of Policy/Legal Violation (Codes):** Individuals accused of violating the Code of Student Conduct, Code of Behaviour on Academic Matters, residence disciplinary codes, Conflict of Interest Policy, etc.
10. **Admissions**
11. **Miscellaneous**
12. **Residence/Housing**
13. **Library Issues** (book returns, fines)
14. **Employment/Workplace Dispute:** Workplace disputes (eg. disputes between colleagues, supervisor-supervisee disputes, evaluation, discipline or corrective action issues).

APPENDIX 6
Summary Report for the Office of the Ombudsperson Website

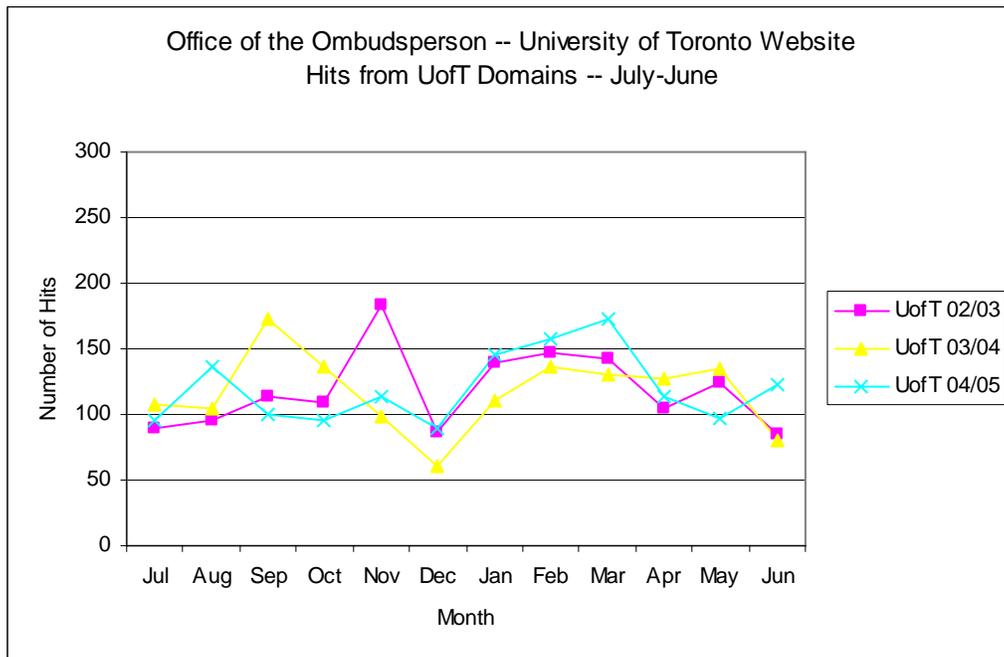
The number of hits is based on an analysis of the U of T web server logs and should be used with some caution. **In general, the number represents a lower limit.** The number of hits does not represent the number of “page views”. For example, some ISPs “cache” pages (i.e., save a copy of a webpage on a “local” computer) as do most web browsers. A cached page can be accessed faster than a remote page (thus improving the customer experience) but does not contribute to the hit count.

The number of hits is accumulated over **all** pages in the Ombudsperson’s website—if an individual visits three different pages, it counts as three hits. **Excluded** from the count are hits from the Ombudsperson’s Office, the Information Commons Digital Studio (which maintains the Ombudsperson’s website), and the U of T search engine.

The number of hits from known U of T networks gives some measure of how actively the Ombudsperson’s website is being viewed. This does not necessarily represent the number of different individuals viewing the website. For example, several different people may be using the same computer in the Public Access Facility in the Information Commons or one person may scan the same page many times over a period of time.

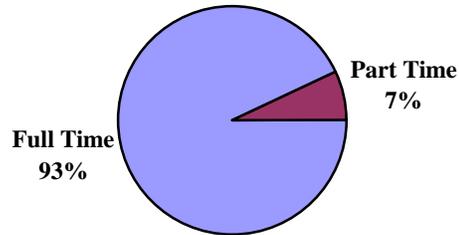
This report was prepared by the ScotiaBank Information Commons Digital Studio.

Source	Month												Total
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
UofT 02/03	90	96	114	109	184	87	139	147	143	105	124	85	1,423
UofT 03/04	108	104	172	136	98	61	110	137	131	127	135	81	1,400
UofT 04/05	95	137	100	96	113	90	146	157	173	114	97	122	1,440

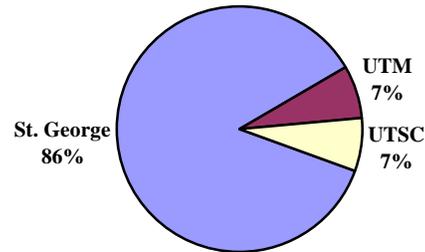


**APPENDIX 7
ACCESSIBILITY MEASURES
July 1, 2004 to June 30, 2005**

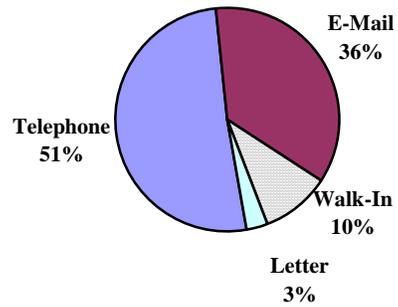
Part-time Student Caseload



Caseload by Campus



Count by Initial Contact



APPENDIX 8
CASE MANAGEMENT: ACCESSIBILITY & RESPONSIVENESS
JULY 1, 2004 TO JUNE 30, 2005
TOTAL CASES: 301

Time to Initial Ombuds Office Response	% of Clients
Within 3 hours	55
Later same day	11
Following day	24
2-3 days	4
4-7 days	1
Other (longer than 7 days)	1
N/A*	4
Total (301 clients)	100%

Time to First Appointment	% of Clients
Same day	15
Next day	25
2-3 days	27
4-7 days	16
Other (longer than 7 days)	17
Total (175 scheduled appointments)	100%

Time to Resolution	% of Clients
One day	16
2-3 days	8
4-7 days	15
8-14 days	14
15-31 days	22
Other (longer than 1 month)	25
Total (office active/involved in 299 cases)	100%

*e.g. office copied on correspondence directed to other University Offices; complaint withdrawn; anonymous with no return telephone number.

APPENDIX 9
ANALYSIS OF CASELOAD BY ACTION TAKEN & STAFF RESOURCES

Year	Information/ Referral	Expedited	Resolved	No Action Required	No Jurisdiction	Incomplete	Total	Staff (FTE) Resources
2000-01	199 (56%)	39 (11%)	27 (8%)	53 (15%)	28 (8%)	12 (2%)	358 (100%)	1.1
2001-02	136 (46%)	28 (10%)	37 (13%)	39 (14%)	37 (13%)	11 (4%)	288 (100%)	1.5
2002-03	173 (53%)	33 (10%)	46 (14%)	43 (13%)	23 (7%)	6 (2%)	324 (100%)	1.5
2003-04	201 (55%)	24 (7%)	60 (16%)	47 (13%)	26 (7%)	9 (2%)	367 (100%)	1.5
2004-05	162 (54%)	15 (5%)	47 (15%)	55 (18%)	20 (7%)	2 (1%)	301 (100%)	1.5

Information (Consultation/Advice/or Referral) Advising and informing members of the University about the means available to them to resolve whatever concern or difficulty they have.

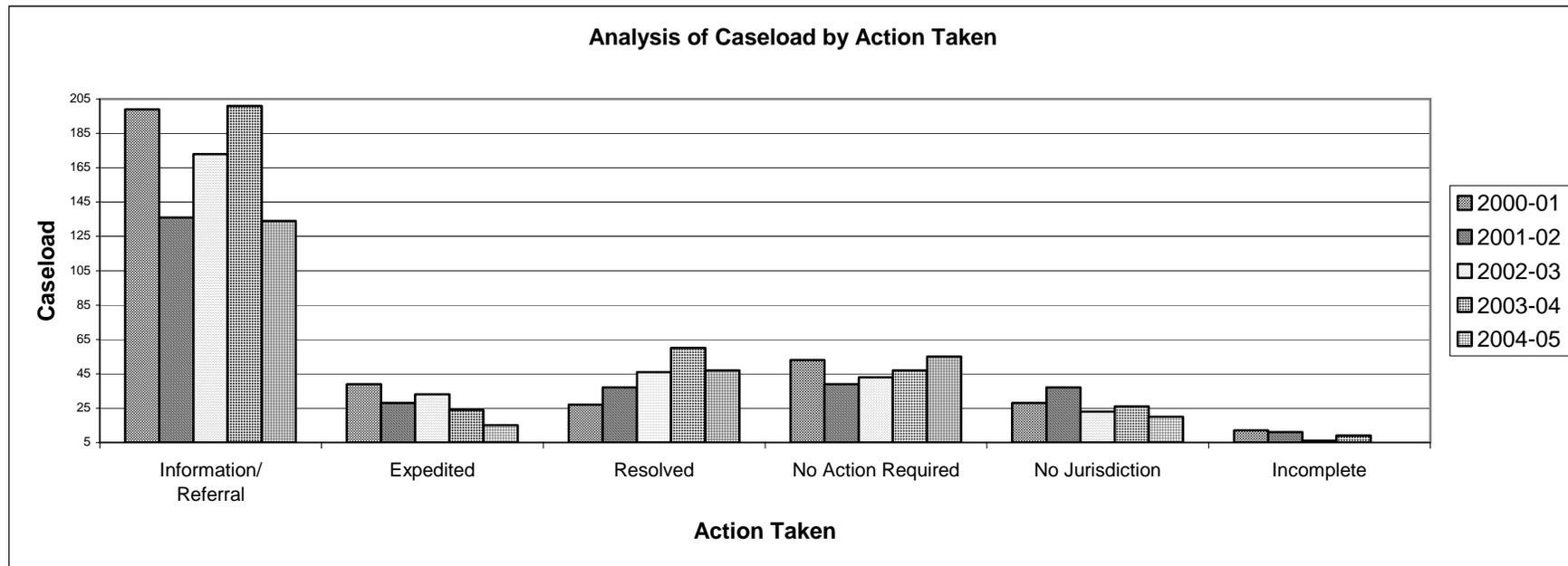
Expedited Resolution of relatively simple “red-tape” problems, such as arranging an exception to a rule in a particular case, speeding up consideration of a routine matter, securing an explanation of a decision, arranging a meeting with the appropriate official, or unsnarling difficulties which occurred when an item fell between two jurisdictions, etc.

Resolved A concern was settled more or less to the satisfaction of both the complainant and the respondent official or department, usually through a reversal of the original decision, a compromise, or an agreement that, in light of new or clarified information, no concern existed.

No Action Required A case was drawn to the attention of the Office, but no action of either an informational or investigative nature was ever required.

No Jurisdiction Inquiries from non-University members and/or the object of the “request for assistance” was outside the jurisdiction of the Governing Council. These cases frequently warrant some assistance from the office (ie. information, referral, and occasionally research in order to provide such assistance).

Incomplete (Ongoing) No conclusion had been reached as of July 14, 2005.



APPENDIX 10
CASELOAD BY ASSISTANCE PROVIDED
JULY 1, 2004 TO JUNE 30, 2005
(FOR 299 CASES CLOSED BY JULY 14, 2005)

Type of Intervention/Resolution/Assistance*	Total		Undergrad	Grad	Academic	Admin	Misc
1. Individual Consultations	163	55%	100	42	3	14	4
2. Mediation/Facilitation	20	7%	15	3	-	2	-
3. Department/Unit Consultation Request	26	9%	16	6	3	-	1
4. Ombuds Contacted Persons/Offices	74	25%	52	14	4	3	1
5. Reporting Trends	11	4%	7	2	2	-	-
6. Information/Referral	235	79%	133	54	4	16	28
7. None (No Show/Cancellation)	56	19%	29	8	2	8	9

Number of Interventions	Undergrad (167)	Grad (64)	Academic (9)	Admin (24)	Misc (37)
0-1	50	16	2	10	32
2	76	35	2	11	4
3	23	10	1	1	1
4	11	2	1	2	-
5	5	1	1	-	-
6	2	-	-	-	-

***Type of Intervention/Resolution/Assistance**

(Courtesy of University and College Ombuds Association Handbook)

Note: More than one intervention/resolution/assistance involved in more complex situations, and/or when more than one issue identified.

1. **Individual Consultation:** Meetings (generally more than one meeting per case necessitated by more complex issues) to discuss issues and options.
2. **Mediation/Facilitation:** Assisting two (or more) parties in resolving a dispute.
3. **Department/Unit Consultation Request:** In seeking resolution, the Ombuds contacted multiple people within a department or unit .
4. **Ombuds Contacted Persons/Offices:** Ombuds contacted an individual(s) with whom a complainant had concerns to gather information/facts related to complaint.
5. **Reporting Trends:** Meeting with an administrator to report trends related to her/his area of responsibility.
6. **Information/Referral:** Provided referral information to additional resources for counselling/advice
7. **None (No Show/Cancellation):** Individual did not call back or keep appointment.

APPENDIX 11 CASE EXAMPLES AND INTERVENTIONS

Consistent with our operating principle of confidentiality, the following case examples are described in a generic fashion so as to remove identifying information of those involved. This intervention summary format is a variation on a framework introduced by the University of Western Ontario's Ombudsperson in her 2003-2004 Annual Report.

1) Six examples of cases in which decision was reconsidered (total of 17 cases):

- Transfer credit issue - reconsidered based on new/reframed information - student now able to complete degree requirements in current academic year
- Official name documentation issue and transfer credit issue - decision reconsidered and overturned based on new documentation
- Outstanding fees owing but student in need of official transcript - exception to university policy arranged by University representative due to unique circumstance
- Student awaiting funds from out-of-province source and fees deferral issue - reconsidered and special arrangement made by University representatives
- Deferred exam - provided after reconsideration based on new information/special circumstances
- Medical petition denied - reconsidered based on new information - extension of term work provided

2) Six examples of cases in which policy/process/procedural change outcomes/impact were more 'broadly-based' (total of 17 cases):

- A cohort of students did not receive sufficiently timely information related to changes in curriculum requirements in academic program - situation reconsidered and previous program requirements reinstated for class
- Grading practices and grade review timeliness issue - reconsidered and reversed so that entire class received overall 3% grade improvement
- Project grading scheme alteration not made in accordance with policy - reverted back to original grading scheme impacting numerous graduate students
- Number of graduate students required to pay interest on student loans - systems and timing problems identified and addressed in communications process between 2 divisions - reversal of costs incurred and future process streamlined
- Special request for degree in absentia granted/process reviewed and clarified - more than one case - (visa/consulate/convocation issues)
- Residence damage inspection process/wording on contractual forms to be altered

Observations:

Some of these cases signalled a need to consider the following factors that were addressed as a consequence of my involvement:

- Petitions/appeals timeliness - committee membership should be prepared to meet after the end of academic terms to deal with petitions/appeals, including during summer months when members' scheduling difficulties most frequently arise

- Academic counsellors should be prepared to advise students in terms of how petitions and appeals processes work, and to assist them with analyzing and focusing their grounds and arguments for appeal
- Contraventions of *Grading Practices Policy* - students are sometimes hesitant to raise their concerns beyond the level of instructor i.e. undergraduate coordinator, chair et cetera
- Underscores the importance of ensuring instructors' familiarity with *Grading Practices Policy* and compliance issues, and of providing instructors with opportunities for peer discussion re: teaching evaluation methods and fair grading practices at orientations/departmental meetings et cetera

3) Six examples of cases in which I facilitated an outcome or process (total of 16 cases):

- Informal mediation of payroll issue(s) involving sessional instructor(s) and administrative staff member - satisfactorily resolved
- Graduate student issue resolved by revised co-supervision arrangement
- Emergency financial aid bursary for graduate student resident in family housing
- Administrative error resulted in student ineligibility for scholarship application - resolved through special bursary award
- Course enrolment difficulty with significant repercussions for student - with registrar, facilitated positive outcome
- Graduate student progress-to-degree and supervision concerns - involved with informal mediation to accommodate student's ongoing health concerns

Observations:

Some of these cases signalled a need to consider the following factors that were addressed as a consequence of my involvement:

- Staff should promptly address any disadvantage caused by their misinforming of students so that 'bureaucratic burden' not unfairly placed on student to address consequences through appeals/petitions/bursary application/et cetera processes
- Program/calendar amendments - reasonable accommodations should be made when changes are introduced that adversely impact students' expected progress-to-degree
- Graduate students are often hesitant to approach their graduate coordinators and other supervisory committee members re: issues with their supervisor - supervisory issues are very difficult to resolve, particularly when supervisor is only specialist in research topic - underscores importance of graduate supervisors' careful consideration before providing initial agreement to supervise; of providing adequate ongoing supervision, and also of graduate unit representatives continuing to work at their problem-solving/mediation abilities in terms of their departmental supervisory relationships

4) Six examples of cases in which 'decision-makers' were aware of Ombudsperson's involvement in the case, but there was no active intervention i.e. intervention largely fact-gathering - no recommendations appropriate (9 cases):

- Administrative staff members' queries re: particular job posting/recruitment process
- *Code of Behaviour on Academic Matters* - timeliness issues

- UTM transfer credit and access to St. George courses
- University staff members' actions led to accidental loss of student's project
- Writing conditions re: final examination room
- Queries related to ethical guidelines protocol and reviews

Observations:

Some of these cases signalled a need to consider the following factors that were addressed as a consequence of my involvement

- Student recruitment process should emphasize ways in which tri-campus constituencies are separate and distinct
- Many students approach my office with questions related to the timing of the forwarding of academic misconduct charges to the decanal level and onward; to the conduct of the meeting, and to their opportunity to present their case

5) Investigated situation of individual but found university's decision/processes not unfair (3 cases):

- Investigated situations of 3 individuals with view to determining if University processes/procedures were fair - findings in these 3 cases related to harassment, academic suspension and transfer credit issues led to conclusions that University procedures and decision-making processes were fair

APPENDIX 12
University's Policy/Procedural/Administrative Initiatives
that Address or Serve to Alleviate Issues Raised by the University Ombudsperson
in the Period 1998 to 2005

1. Initiatives related to Undergraduate/Professional Faculty Students

- *Policy on Student Financial Support* (1998)
- “Student Rights & Responsibilities” publications related to academic honesty, student conduct and grade appeals/petitions (2000)
- Review and revision of the *Code of Student Conduct* (2002)
- Increased resources for recruitment and training of academic, financial and personal counseling personnel across the three campuses
- Recruitment of legal counsel to provide support centrally and to the Divisions to improve practices as they relate to fair and consistent implementation of the University's *Guideline for Academic Appeals Within Divisions* and *Code of Behaviour on Academic Matters* and the development and implementation of support materials and workshops (2002/03)

2. Initiatives related to Graduate Students

- *Intellectual Property Guidelines for Graduate Students and Supervisors* (1999)
- Guaranteed level of financial support for doctoral-stream graduate students (2001)
- Proactive monitoring by SGS of supervisory data and satisfactory graduate student progress in terms of graduate students' supervisory committee meetings and supervisory committee annual reports (2001/ongoing)
- Implementation of graduate student surveys designed to help address the issues of graduate student attrition, time-to-completion and satisfaction with their academic experience (2001/02 ongoing)
- *Policy for Post-Doctoral Fellows* (2002)
- *Graduate Supervision Guidelines* (2002/03)
- *Graduate Department Academic Appeals Committee Guidelines* (2002/03)
- Appointment of a Post-Doctoral Coordinating Office/r at SGS (2003)
- Expanded resource allocation for the English Language and Writing Support Program (2004)

3. Other Initiatives

- UTSC Teaching and Learning Services' Teaching Advancement Program (2000), the Office of Teaching Advancement at the St. George campus (2002), and UTM's Teaching-Learning-Communication group (2003)
- *Policies for Confessionals* and *Policies for Professionals/Managers* clarifies grievance processes (2001)
- Revised *Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions* (2002)
- Revised *Policy, Procedures and Terms and Conditions of Appointment for Research Associates (Limited Term) and Senior Research Associates* (2003)
- University of Toronto (Ontarians with Disabilities Act) Accessibility Plan (2003-ongoing)
- Review and revision of the *Guidelines for the Use of Information Technology* (2004)
- *Policy on Crisis Preparedness and Response* (2005)
- Tri-Campus Student Communications “Portal Project” (2005-ongoing)

APPENDIX 13
Administrative Fairness Checklist for Decision-Makers

I - Prior to Decision Being Made

Fairness Standard The individual affected is aware of:	When Advised?	By Whom?	How?
the fact that a decision will be made			
why a decision is necessary			
how the decision will affect him/her			
the information that will be considered and any specific criteria to be used in making the decision			
the current rules that will be used in arriving at a decision			
Has the individual who is affected by the decision been provided with:	How was the opportunity provided, e.g. meeting, written submission?	Who provided the opportunity?	When was the opportunity provided?
the opportunity to present his/her point of view on the matter			
the opportunity to respond to the information presented by others which will be considered by the decision-maker			

II - While the Decision is Being Made

<u>Question</u>	Yes	<u>If “no”, why?</u>
Has an adequate & proper review of all relevant information been conducted, i.e., have all important facts been obtained, documented and considered before the decision is made?		
Has the decision been reached objectively, with due respect for relevant facts, and without bias?		
Has accommodation been made for new and/or changed circumstances during a period of delay or while the decision is being made?		
Has care been taken to require and use only that information which is relevant to the decision?		
Has the decision been made in a manner which is consistent with previous decisions on similar matters, by relying on existing policies, guidelines, procedures and rules?		
If discretion is exercised, can any inconsistency with previous decisions on similar matters be justified and explained?		

III - After the Decision Has Been Made

<u>Question</u>	Yes	<u>If “no”, why?</u>
<u>Have adequate reasons been provided to explain how and why the decision was made?</u>		
Has the decision been written in plain language?		
Has the decision been provided to anyone personally affected?		
Has a proper record of the process used been kept and will it be kept on file for a reasonable period of time?		

(Assembled by Nora Farrell, Ombudsperson, Ryerson University, November 2002)

**Administrative Response to the Report of the
University Ombudsperson: 2004-2005**
(November 24, 2005)

Overview:

This administrative response is made in accordance with the direction made by Governing Council that the University Administration respond annually to the Ombudsperson's Report.

Response:

The Administration thanks the Ombudsperson for her dedicated work on behalf of the University of Toronto community, and commends the way in which she continues to be responsive to the requests for assistance and advice from our faculty, staff and students.

The Ombudsperson's 2004-05 Report is a thorough summary of her office's activities over the preceding year. This year's Report is remarkable in another way. It is the first Ombudsperson's Report that contains no specific recommendations. Rather, the Ombudsperson has chosen a more reflective approach to the Report; looking back over the Office's past several years. As such this Report supports the view that many of the issues raised in previous years have either been resolved or are in the process of resolution.

The Ombudsperson also acknowledges that her office and the Administration are currently working cooperatively and in a timely manner when issues do arise, and that they share a common view on areas that previously deserved the most attention. This indicates definite progress for which we should all be proud.

The Administration will continue its commitment to invest in the communication of information, the dissemination of best practices, and the training of administrators to ensure that issues that may arise are dealt with in a timely and effective manner.

The Ombudsperson draws attention to only one holdover from among last year's recommendations, that being consideration of revisions to the *Code of Behaviour on Academic Matters* (1995). This review is occurring during the current academic year. The Vice-Provost, Academic and Vice Provost, Students and legal counsel have begun work to review the administration practice and procedures under the *Code of Behaviour on Academic Matters* with a view to identifying and addressing issues that may be identified such as consistency, timeliness, or other process concerns in the administration of the Code.

Another feature of recent reports is that the number of cases per person has fallen dramatically. This evolution is noteworthy. It can support the argument that everything is working better than in the past; or, it might equally reflect a dynamic situation in the context of an increased number of equity officers working at the University of Toronto. It is entirely possible, and in fact this is suggested by the Ombudsperson, that individuals who in the past might have seen the Ombudsperson's Office as their only option, are now taking their issues to other offices. In reviewing this data, the Administration would suggest that the Ombudsperson consider presenting future caseload data with a denominator as another way of reflecting the changing caseloads. This would help to set a baseline for the evaluation of future data.