



2024 OMBUDS' ANNUAL REPORT

&

RECOMMENDATIONS

ANGUS SHAW
Ombudsperson
University of Victoria

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Issue 1



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"This is a very important and critical service for the UVIC student body in receiving equal treatment and help. I cannot recommend the service and the Ombudsperson enough."
- Student

A WELCOMING SPOTLIGHT



Dear reader,

On behalf of the Office of the Ombudsperson at the University of Victoria (the “Office”), I am pleased to present the 2024 Ombuds’ Annual Report to the University community.

The Office has a unique position on campus where the vulnerable, who may fear consequences, can tell their story to someone that they can trust. From this position, comes an important duty: shining a spotlight on unfairness and making recommendations for change. For those of you who have worked with me toward this goal — thank you.

Many of my readers wield the power of the University in ways that profoundly impact lives — you hold students’ careers, health, and futures in your hands. Each person impacted by your decisions deserves to be treated fairly, as an individual, and with compassion. In our current world, this dedication is increasingly more and more consequential. How will you act?

I would like to sincerely thank the Office’s partners: the University of Victoria (“UVic”), the UVic Students’ Society (“UVSS”), and the UVic Graduate Students’ Society (“GSS”). Further, I want to thank the many people who visited the Office and shared their experiences, sometimes shed tears, and came forward to say something was wrong. Your bravery does not go unnoticed.

Respectfully submitted,

A handwritten signature in black ink that reads "Angus Shaw".

Angus Shaw, BA, JD (he/him)
Ombudsperson for the University of Victoria

THE OFFICE OF THE OMBUDSPERSON

Promoting Fairness at UVic since 1978

UVic's Office of the Ombudsperson is staffed by one individual who serves approximately 22,000 students and many community members.

The Office lives on three principles: *Independence, Impartiality Confidentiality*. This design ensures that the Ombudsperson is free to uncover unfairness without influence, provide balanced and neutral advice, and maintain the trust of visitors. The Ombudsperson is guided by a committee of individuals from the University community and follows a [Terms of Reference](#). Funding comes from the UVSS, the GSS, and UVic.

The Office welcomes all. Most visitors seek information and an independent perspective on a problem. The Ombudsperson hears each visitor without judgement, fills gaps in knowledge, and provides impartial advice. The Office can help to diplomatically address a concern, facilitate communication, or, in some instances, investigate an issue and provide recommendations. In all instances, the Ombudsperson seeks to increase the regard for fairness on campus.

YOUR OMBUDSPERSON

My name is Angus Shaw and I have the pleasure of acting as UVic's Ombudsperson since 2023. I use he/him/his pronouns and I was raised on the traditional territories of the Peoples of Treaty 7. I now work and live between the traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), səliłwətaʔł (Tsleil-Waututh), Ləkʷəŋən (Songhees and Xʷsepsəm/Esquimalt), and W̱SÁNEĆ Peoples. I respect and honour this heritage and I am committed to Reconciliation.



I come from a legal background with experience in helping people solve a variety of problems. I recognize that many policies and practices have excluded (and continue to exclude) people from accessing important services across campus and at large. I am committed to recognizing barriers, taking feedback, and making the Office accessible, approachable, and helpful for everyone.

If you are considering visiting, please know YOU are welcome.

WHAT IS FAIRNESS?

Looking Beyond the Schoolyard

As a child, you probably heard *"no, because I said so."* At some point, you likely weren't given the chance to explain yourself, or you were blamed for someone else's naughty behaviour. Almost certainly, you felt unheard and hurt. You worried it might happen again and the relationship with the person who mistreated you was damaged. Trust is hard to get back.

While schoolyard unfairness may have resulted in a timeout or a scolding, unfairness in adulthood can have drastic consequences. Degrees, reputations, health, careers, and large amounts of money are frequently on the line. Unfairness — especially in higher education — is not to be tolerated.

And indeed, it is not. The University has policies and practices that protect against unfairness. Canada has a legal framework that establishes rules that administrators and faculty must follow. Both BC and UVic have an Office of the Ombudsperson dedicated to promoting fairness. Despite these efforts, unfairness still happens. It happens because of a lack of resources, time, knowledge, or personal accountability.



So, how can you hold yourself accountable to a providing fair process?

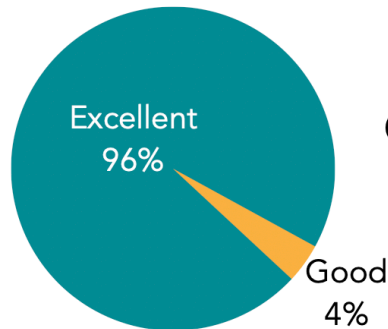
- ✓ Provide notice that a decision is happening and details about the process.
- ✓ Give a meaningful opportunity for the person to participate and be heard.
- ✓ Make a reasonable and evidence-based decision. Don't get personal.
- ✓ Follow the rules. Be courageous and speak up if a rule is unfair.
- ✓ Use your discretion. If this case deserves something different than the last case, that's alright — each case is unique and deserves equitable treatment.
- ✓ Ensure the person understands why you made the decision — in writing.
- ✓ Treat people with dignity, be timely, and provide supports and appeal paths.

Reach out and learn more at uvicombudsperson.ca/fairness.

USER REACTIONS

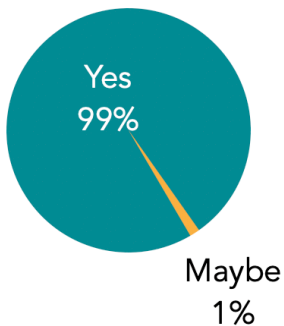
Results of the 2024 Feedback Survey

After an appointment, each User has the opportunity to provide feedback through a anonymous survey. The below results are based on 75 surveys in 2024. There is also an opportunity to leave anonymous feedback on uvicombudsperson.ca/survey/ if an individual does not have an appointment.

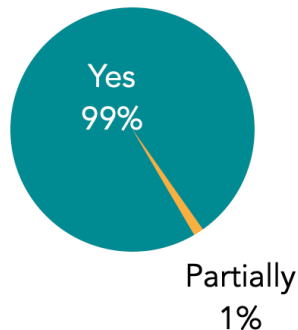


Overall, how would your rate your experience?

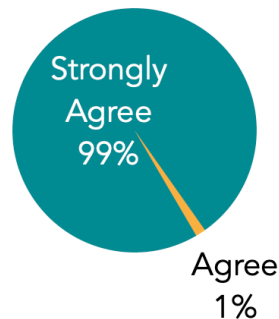
Would you refer others to the Ombudsperson?



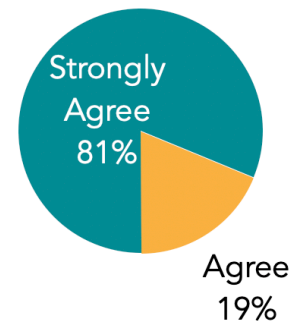
Were the Ombudsperson's services accessible?



I was treated in a helpful, polite, and efficient manner.



I was given relevant, accurate, and adequate information



"[...] As a neurodivergent student facing a challenging situation, your insightful feedback and suggestions are immensely helpful. Your guidance helps me feel empowered to advocate for myself throughout this process. I cannot express how thankful I am for your time, wisdom, and unwavering dedication to supporting students like me."

- Student

"Angus was both empathetic and supportive. I didn't know how the interaction would go but in retrospect the experience as a whole exceeded any expectation I could have had before going in. Thank you so much for doing what you do."

- Student

ARTIFICIAL INTEGRITY

How AI is Inflaming Unfairness at UVic

Over the past year, Artificial Intelligence (“AI”)¹ has highlighted and intensified deficiencies in academic misconduct decision-making at UVic. These issues have become so pronounced that I have chosen to focus my Annual Report Recommendation solely on improving the decision-making process outlined by the Policy on Academic Integrity² (the “Policy”). Below I will outline the current process, for those who are unfamiliar, and identify the problems with examples. Finally and in-line with our commitments to equity, fairness, and respect,³ I will offer solutions in the form of recommendations.



Setting the Stage: The Basics at UVic

After an instructor suspects that a student is using AI, the Policy instructs them to document the allegation and inform the Chair of the Department. After the Chair gives the student a reasonable opportunity to respond, the Policy indicates that “*the Chair shall make a determination as to whether compelling information exists to support the allegation.*” This is the burden of proof.

The University is responsible for supplying the information to reach the burden of proof.

The Chair’s determination must be decided on a balance of probabilities — if the allegation was more likely to have happened than not. This involves an analysis of the information (evidence) that supports and contradicts the allegation. The Chair examines each piece of evidence, decides if it is compelling (i.e. believable or persuasive), and compares it to the others. The Chair may look at the work in question, the course outline, the student’s response, the documentation that the instructor gave, amongst other things. It is not the student’s responsibility to provide proof of their innocence, and if they fail to do so, the University is still responsible for providing the “*compelling information*” needed

¹ For clarity, I have chosen to use the term AI to represent any generative artificial intelligence technology or machine learning tool that generates text, images, or other content based on user input.

² The undergraduate Policy can be found [here](#), and the graduate Policy found [here](#). I will refer to both as simply the Policy. As the Policy is currently under review and may change, these recommendations are general, so as to also apply to all individuals responsible for adjudicating academic integrity under the current or any future policies.

³ UVic’s commitments are stated in the [Policy on Human Rights, Equity and Fairness](#), the [Equity Action Plan](#), and in the Policy itself where it states: “*Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service.*”

to reach the burden. If there is no clear, convincing, or believable evidence at the end of the Chair's analysis, the University has not met its burden of proof. If the Chair believes the burden is met (a violation was more likely than not), they must inform the student in writing. Importantly, they must communicate *how* and *why* they have concluded the burden was met.

These aspects are key to creating a fair process where, as far as possible, penalties are given only to students who have violated the Policy. They are also key to creating a system where abuse of power, bias, and unfairness are not tolerated.

If the information is insufficient or not compelling, an allegation must be dismissed.



The Problem

There has been a 23% rise in Academic Integrity Cases from 2023 to 2024. This is significant. Academic Integrity cases now account for the most frequent reason a student visits the Office to report unfairness.

Many, if not most, of these Cases involve AI. Advancing an allegation about AI and deciding if it was more likely than not is complex⁴ and demanding. The frequency of AI misconduct is only increasing and the resources for decision-makers has not kept pace. Many instructors have not adapted to address AI in their course outlines or assessments. AI technology is fast moving and we are all new users — both students and educators alike are both trying to keep up. AI has stressed UVic's academic misconduct process — perhaps to its limits.

There is an alarming increase in fairness complaints from students who are accused of using AI.

As a result of the complexities and demands of AI, I have observed an increasingly more frequent trend where decision-makers neglect to provide procedural fairness rights to students accused of academic misconduct.

Below, you will find six areas where I have observed this trend on campus. Each of these areas is accompanied by a real-world example(s) drawn from a student's Case. I will also offer practical suggestions for decision-makers on how avoid each pitfall and ensure a fair process for each student.

⁴ Many educators have difficulty finding reliable confirmatory evidence of AI use. There is no "smoking gun" that proves AI was used. There are few, if any, reliable and ethically-sound AI detection tools and UVic does not allow their use — see <https://teachanywhere.uvic.ca/academic-integrity/genai-position-statement/>



FLIPPING THE BURDEN: When there is little concrete evidence to prove an allegation (which is common with AI), it may be tempting to ask the student to prove their innocence and rely on their lack of excuse as evidence that misconduct was likely. However, in this scenario, the University has failed to recognize that it holds the responsibility to supply the information to satisfy the burden of proof. This is clear in the Policy. If there is no information or it is not compelling, the allegation must be dismissed. Without this principle, anyone can be accused of misconduct — and without an excuse — can be found guilty.

Example: “*As you were unable to provide any reasonable explanation otherwise during our meeting, I find that you violated the Policy by using AI when it was not allowed.*”

Suggestion: Ensure that you are not relying improperly on the lack of evidence to the contrary. Be certain the burden was met by the confirmatory evidence and explain in writing how. If you are not certain misconduct was likely, dismiss the allegation.



SUPPRESSING THE STUDENT’S STORY: Some decision-makers may think a student is only going to find an “excuse” or a way to get out of trouble. Getting the student’s version of events adds complexity and doubt to the process, which is already burdensome with AI-related allegations. These factors can result in tactics to suppress a student’s side of the story, either consciously or unconsciously.

Examples:

- Providing only a short time (sometimes 24 hours) to respond to an allegation, which results in poor articulation of a student’s story and a weak defence.
- Not providing full details of an allegation or being vague, which results in the student being taken off guard and being unprepared.
- Not giving a student access to the evidence, which results in the student not having the opportunity to question its accuracy, validity, or relevance.
- Not mentioning a support person may attend, which results in the student being isolated and unaware of their rights.
- Not mentioning the right to appeal, which makes it less likely a student will know of their rights and can be seen as trying to avoid scrutiny.

Suggestion: Ensure the student is given a reasonable opportunity to respond and is aware of their rights to support and appeal. See my recommendation from 2023: [Trial by Surprise](#). Use the [Ombudsperson’s Template for an Academic Misconduct Notification Letter](#).



HIDING THE RATIONALE: If it is unclear or if you are unsure if the burden is met, it can be tempting to avoid writing down *how* and *why* you decided that misconduct likely occurred and *how* and *why* you chose a specific penalty. Explaining your rationale can also take time and is difficult to articulate. However, students have the right to know *how* and *why* each decision was made. This can help a student accept a decision and protect against faulty reasoning. Committing all your thoughts to words can also be an exercise to help you make up your mind. It certainly can reduce appeals. Rationale that mirrors “*because I said so*” can also conceal abuses of power and unacceptable biases.

Example: “*Dear Student: After meeting with you and reviewing the evidence, I find that you committed academic misconduct. The Policy states that ____ is the penalty.*”

Suggestion: Reflect on your own thinking and examine your rationale. Write how down how you methodically and logically thought through all the information. Include the *how* and *why* you came to a decision and *how* and *why* you chose a penalty in a written decision letter. Use the Ombudsperson’s Template for an Academic Misconduct Decision Letter.




WORKING BACKWARDS FROM A HUNCH: Many educators may first think that a student used AI⁵ and then will seek out evidence to support their conclusion. This approach can lead to disregarding or undervaluing counter evidence (confirmation bias) and infringes the student’s right to an unbiased and open-minded decision-maker. The student must be treated as innocent until found guilty. This is important to maintain in mindset and in communications.

Example: “*I have found clear evidence of the use of AI in your assignment. I am inviting you to a meeting to discuss these allegations.*”


Suggestion: Avoid making a conclusion before you have heard all of the evidence, especially before you’ve heard the student’s side. Throughout the process, actively remind yourself to be receptive to new information and open to having your mind changed. Document your reasoning to test it for biases, so as to be ready to describe your mindset in your decision letter and on appeal. Consider having a colleague review it, but protect the student’s privacy. Use the Ombudsperson’s Template for an Academic Misconduct Decision Letter.

⁵ Some educators will develop a hunch from using plagiarism detection tools, which are unreliable and have concerning privacy implications. See UVic’s position statement on the use of plagiarism detection tools at <https://teachanywhere.uvic.ca/academic-integrity/genai-position-statement/>.

 **NOT TREATING A STUDENT AS AN INDIVIDUAL:** AI’s accessibility or the frequency of AI-related misconduct can be questionably linked to a student’s likelihood to commit academic misconduct. This also extends to incorrect connections drawn between an individual student’s case and other students’ behaviour. These approaches can encourage a disregard for a student’s individual story. This is inequitable and can lead to penalties being applied to students who did not commit academic misconduct.

Example: “*The words used by many students who confessed to using AI are also appearing in your answers*” or “*Students are more likely to cheat these days, because it’s so easy to use AI.*”

Suggestion: Give little (if any) weight to evidence of what other students have done, unless it is relevant to the student’s case. Avoid the “students cheat” mindset and recognize that it may bias your decision if not managed. Demonstrate in your decision letter how you considered the individual factors that the student may have shared with you. Follow [Ombudsperson’s Template for an Academic Misconduct Decision Letter](#).

 **UNCLEAR OR SHIFTING RULES:**⁶ Students are often unaware of what is allowed and what isn’t. The Policy definitions are broad, and the decision-maker often places responsibility on the student for not inquiring beforehand. Many course outlines do not mention the rules around AI and enforcement is inconsistent. The University is making the rules, enforcing the rules, and has more resources and expertise than most students. The University therefore ought to shoulder the responsibility of making the rules clear. Holding a student accountable to a shifting or unclear rule is unjust and can disregard a student’s possible good faith actions — how are students supposed to follow the rules if they don’t know what they are?

Example: “*It was reasonable for you to have known that using Grammarly was academic misconduct.*”

Suggestion: If the course outline or other instructions lack clear rules on AI use and it is not explicitly prohibited by the Policy, consider how this may impact the student’s level of culpability. If the student raises this issue, be sure to address it in your decision letter. Afterwards, follow up to ensure that AI-related expectations are clearly stated in the course going forward.

⁶ As UVic’s current Policy is under review, the Office has provided separate recommendations regarding the Policy in a different forum.



The Solution

UVic, like many higher education institutions, is in novel territory. But, AI is here to stay.

Dr. Sarah Eaton, a scholar whose research focuses on academic ethics in higher education, shares a possible future scenario where scholarship is created using both human effort and AI, where “*determin[ing] where the human ends and where the artificial intelligence begins is pointless and futile.*”⁷ As part of a post-plagiarism concept, she shares that:

Historical definitions of plagiarism will not be rewritten because of artificial intelligence; they will be transcended. Policy definitions can — and must — adapt.⁸

I agree that we must adapt.

Be it towards Dr. Eaton’s post-plagiarism world or, perhaps as a stepping-stone, towards developing a fair, responsive, and equitable process to address academic misconduct at UVic.

We must remember that each of the “examples” I recounted above was drawn from a real student’s circumstances. Of course, an allegation of academic misconduct is unavoidably going to cause a student stress — however, these “examples” did more than that. Not only did these students face an allegation, they also faced a process that was unpredictable, unfair, or in some cases, unethical. Their health, reputations, education, and futures were on the line. This caused, from my observation, much more stress than was warranted and irrevocable damage to the students’ relationships with UVic.

As a result and in accordance with my Term of Reference, I am making the following recommendations for 2024:

⁷ S. Eaton, *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity*, 1st ed (Bloomsbury Publishing, 2021).

⁸ Ibid.

RECOMMENDATION

Artificial Integrity: How AI is Inflaming Unfairness at UVic



To: All individuals responsible for adjudicating academic misconduct

Timeline: Immediately

To ensure a fair process, provide a student a reasonable opportunity to respond —particularly provide:

- A comprehensive and specific description of what you allege they have done.
- Reference to all sections of the Policy you allege they have infringed.
- A copy of or access to all information/evidence being used against them.
- A reasonable amount of time to respond.
- Permission to bring a support person and information about where support can be accessed.

Consider using the [Ombudsperson's Template for an Academic Misconduct Notification Letter](#)

To ensure a fair decision:

- Avoid making a conclusion before you have heard all of the evidence, especially before you've heard the student's side. Throughout the process, actively remind yourself to be receptive to new information and open to having your mind changed. Document your reasoning to test it for biases. Describe your mindset in your decision letter. Consider having a colleague review it, but protect the student's privacy.
- Ensure that you are not relying improperly on the lack of evidence to the contrary. Be certain the burden was met by the confirmatory evidence and explain in writing how. If you are not certain misconduct was likely, dismiss the allegation.
- Give little (if any) weight to evidence of what other students have done, unless it is relevant to the student's case. Avoid the "students cheat" mindset and recognize that it may bias your decision if not managed. Demonstrate in your decision letter how you considered the individual factors that the student may have shared with you.
- If the course outline or other instructions lack clear rules on AI use and it is not explicitly prohibited by the Policy, consider how this may impact the student's level of culpability. If the student raises this issue, be sure to address it in your decision letter. Afterwards, follow up to ensure that AI-related expectations are clearly stated in the course going forward.
- Write down how you methodically and logically thought through all of the information. Include the *how* and *why* you came to a decision and *how* and *why* you chose a penalty in a written decision letter.

Consider using the [Ombudsperson's Template for an Academic Misconduct Decision Letter](#)

PAST RECOMMENDATIONS

Trial By Surprise

Participation Rights in Misconduct Processes

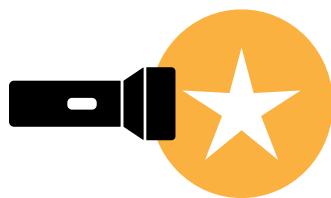
Status: Ongoing from 2023

This recommendation grew from the large amount of similar academic misconduct complaints I received in 2023 with similar themes: students were never shown the evidence that supposedly proved their guilt or were rushed into a meeting without being given enough time or access to supports to prepare. Incorrect decisions, distrust, and denial of rights abounded.

In response, I called on decision-makers in academic misconduct processes to provide:

1. *comprehensive and specific details of the allegations being made against a student including reference to the infringed policy section or code section;*
2. *a copy of or access to all evidence being used against a student balanced with the privacy needs of a complainant; and*
3. *enough time to properly consider this information and seek support before being asked to respond.*

In 2024, many students have used my recommendation to insist on their rights or appeal to a higher body. In some cases, decision-makers have accepted my recommendation and changed their practices.



In one shining example, the Faculty of Engineering and Computer Science in consultation with the Office created guidelines that enshrined these recommendations. This is an excellent example of an empathetic and principled response when faced with a student issue. Kudos!

This recommendation is still relevant and valid in 2024 and beyond.

"I want to convey my heartfelt appreciation for your help during this challenging time. Your commitment to assisting students does not go unnoticed or unvalued."

- Student

Forced Fit

The Procrustean Urge to Fetter One's Own Discretion

Status: Ongoing from 2023

This recommendation grew from a phenomenon at UVic where decision-makers would limit their own power to decide. Despite a policy designating them as the party to decide on a customized outcome, in practice they wouldn't.

In some cases, there was an announcement that "*all requests would be denied*" despite a policy indicating there would be room for another outcome. This resulted in all students being denied, even though a policy indicated that someone should decide if they were deserving or not. This blanket denial had significant impacts on such students.

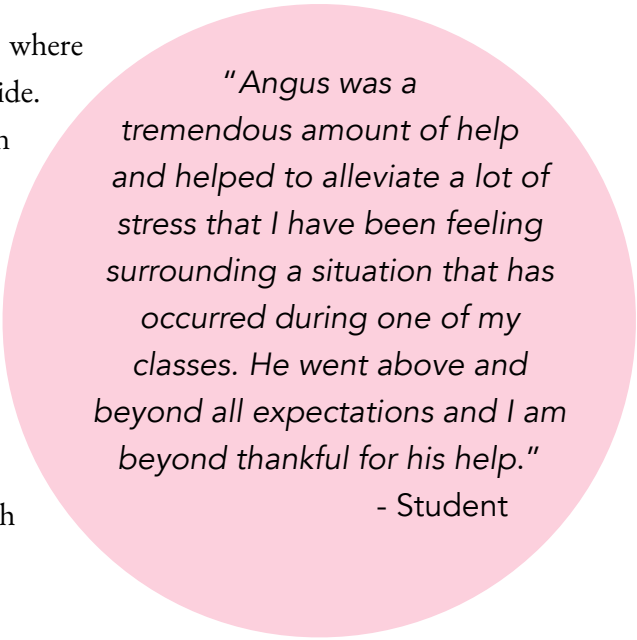
In others, decision-makers did not acknowledge that there was a spectrum of possible outcomes and would only ever choose one. In academic misconduct processes, this fettering would result in possibly leniency-deserving students being penalized despite the policy's wording allowing room for warnings or lesser penalties.

In response, I recommended the following:

Based on the data and my observations from 2023, I recommend each decision-maker reflect, recognize that exercising their discretion is a key aspect to fair process, and exercise that discretion when appropriate.

I recommend that academic units and student support units review their practises and policies that may both fetter discretion or create a rigid rule that does not take into account the unique circumstances of each request or case, especially when this is contrary to policy or the Academic Calendar. If such practises or policies are discovered, consider removing them and replacing them with a more equitable practice. Consider consulting the Ombudsperson when developing these new practices.

This recommendation is still relevant and valid in 2024 and beyond.



"Angus was a tremendous amount of help and helped to alleviate a lot of stress that I have been feeling surrounding a situation that has occurred during one of my classes. He went above and beyond all expectations and I am beyond thankful for his help."
- Student

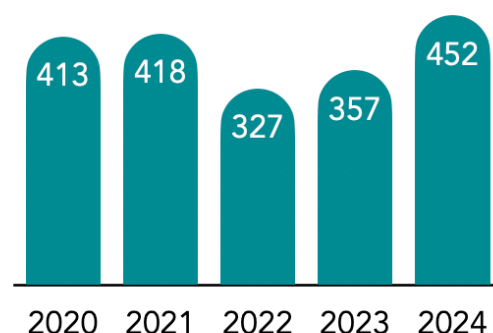
2024 STATISTICAL INFORMATION

Those who seek assistance from the Office (a “User”) arrive with an issue and a file is created to represent their issue (a “Case”). From these Users and Cases, the Ombudsperson collects data points to compare with previous years and identify trends.

YEARLY CASES

This chart shows the total number of Cases each year for the last five years. Each Case can represent a relatively small or large workload, as each User’s needs are unique.

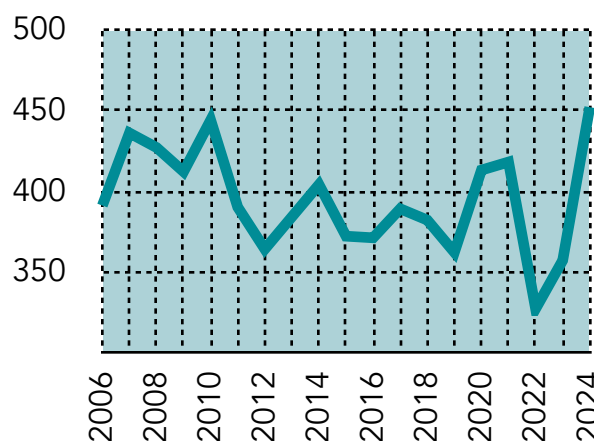
2024 was a busy year with 452 Cases, which exceeds the caseload from the last four years (357, 327, 418, and 413, respectively).



LONG-TERM YEARLY CASES

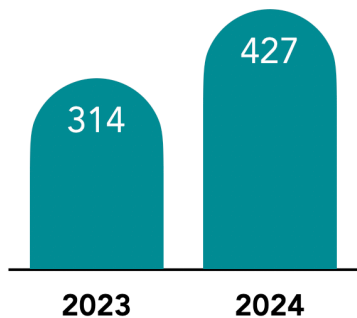
This chart shows the total number of Cases each year since 2006 relative to one another.

In 2024, the Office had more Cases than any year since at least 2006. Other than 2024, 2010 had the highest amount (444) and 2022 had the lowest (327).



"Thank you! You provided a very helpful, reasonable, and comprehensive review and advice on my issue."

- Student



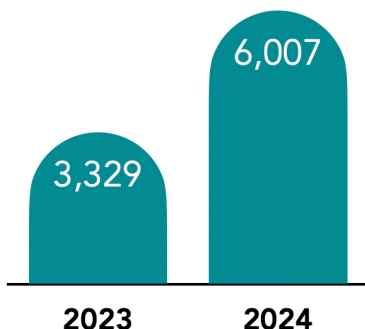
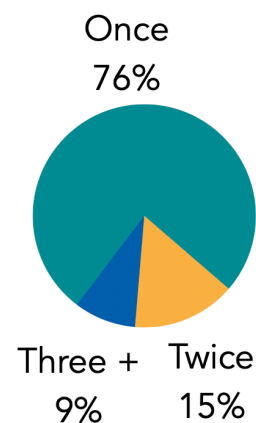
APPOINTMENT TOTALS

Users can book hour-long appointments with the Ombudsperson by video, over the telephone, or in-person by registering at <https://uvicom.mywconline.com>

In 2024, the Office administered 427 appointments. In 2023, this number was 314.

APPOINTMENTS PER USER

In 2024, 76% of Users, who booked an appointment, made only one appointment. 15% booked two appointments and 9% booked more than three appointments.



WEBSITE VISITS

Many people accessed resources through the Office's website: uvicombudsperson.ca

In 2024, this website registered 6,007 unique new visitors, which is nearly double the amount in 2023 (3329).

"Thank you for offering this service!"
- Student

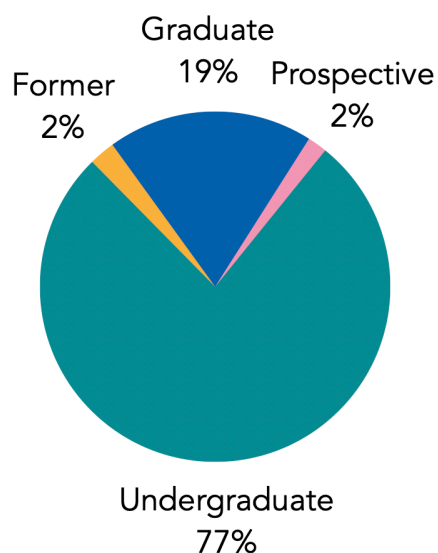
"Thank you for your time and help Angus, we felt safe speaking with you and knowing there is someone like you can support us."
- Student

The Office welcomes Users from the entire UVic community. Students (current, past, and prospective) are the most common. Non-student Users (staff, faculty, parents, and community members) are also welcome to speak to Ombudsperson about student-related issues.

STUDENT USERS

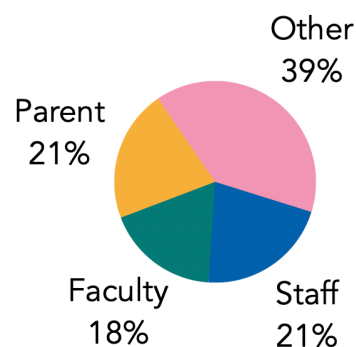
All are free to speak to the Ombudsperson and receive assistance. However, the Ombudsperson's advice and intervention is generally confined to student-related issues.

Of the student Users in 2024, 77% were undergraduate, 19% were graduate, 2% were former, and 2% were prospective.



NON-STUDENT USERS

Approximately 9% of Users were not students in 2024. Of the Users who were not students, 21% were parents, 21% were staff, and 18% were faculty. 39% of these Users were other community members with University-related inquiries.



"I appreciate all the terrific advice you provided me during this process. You are great at your job; you helped me with direction when I felt I wasn't able to navigate myself through this problem and left me feeling very hopeful after each meeting."

- Student

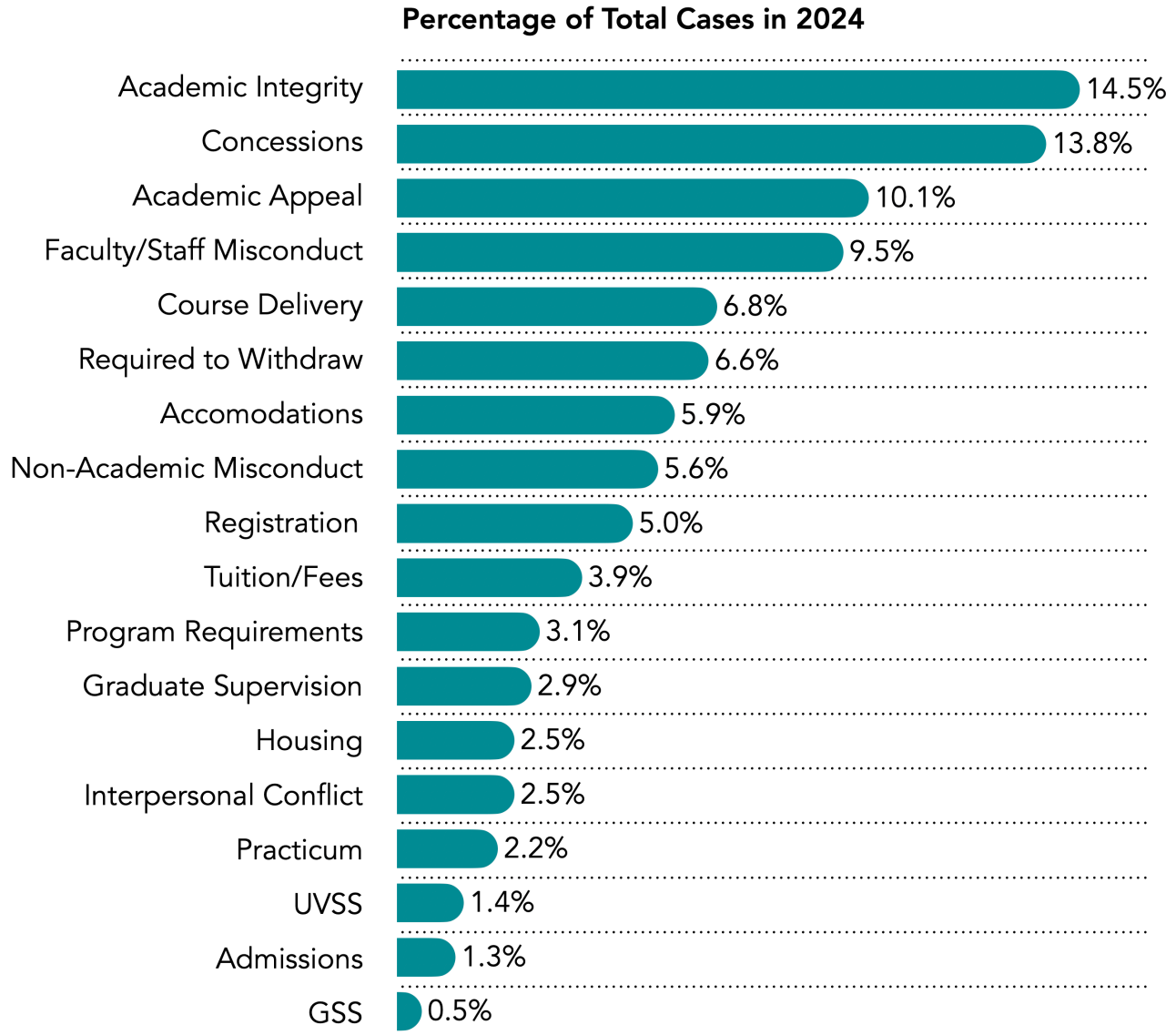
"This is a wonderful service!! Angus was great!"

- Student

NATURE OF ISSUE

The Ombudsperson categorizes each Case into 18 common issues. The chart below illustrates the percentage of the total number of Cases represented by each issue. In 2024, Academic Integrity was the most common issue, accounting for 14.5% of all Cases. This marks a significant change from the past years and represents a 28% increase from 2023.

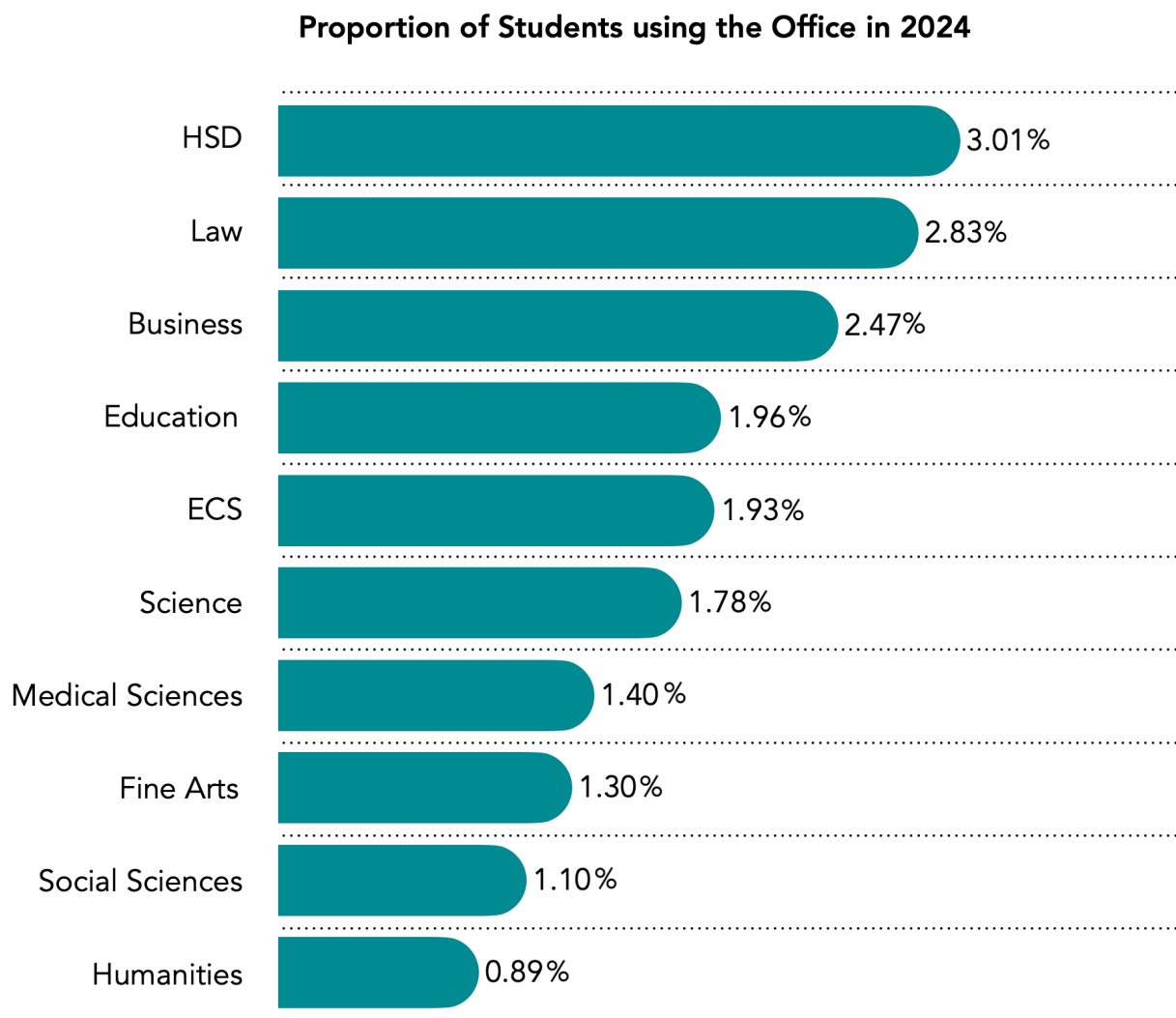
Following Academic Integrity, the most common issues were: Concessions (13.8%), Academic Appeals (10.1%), Faculty/Staff Misconduct (9.5%), Course Delivery (6.8%), and Required to Withdraw (6.6%).



FACULTY OR DIVISION REPRESENTATION

This chart illustrates the percentage of students who sought assistance from the Office, relative to the total headcount of each Faculty or Division. The percentage is calculated by dividing the number of students from each Faculty or Division who sought assistance by the total number of students registered in that Faculty or Division.⁹

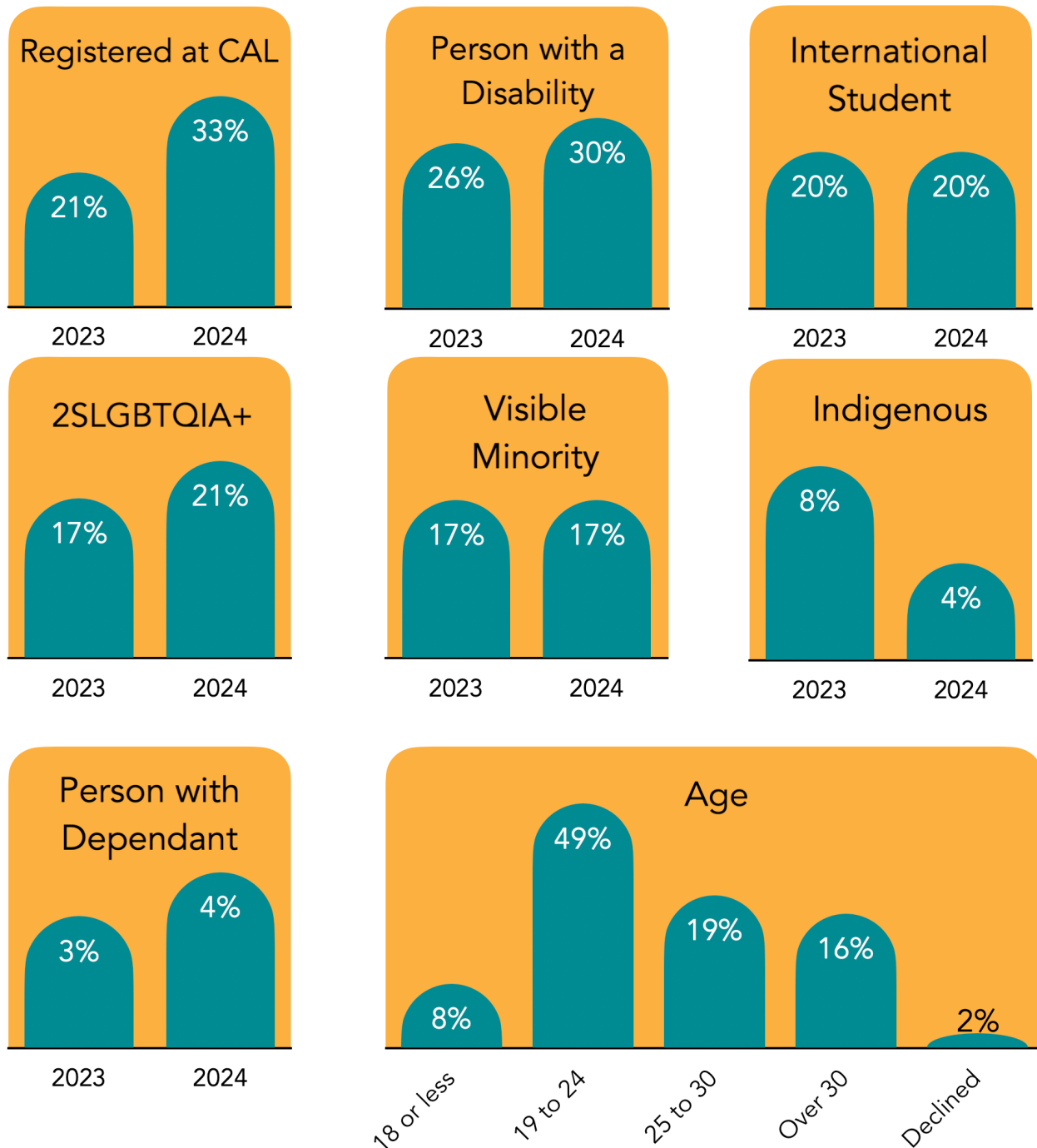
In 2024, approximately 3.01% of students in the Faculty of Human and Social Development sought assistance from the Office. About 2.83% of Law students and 2.47% of Business students did the same. The proportions of students seeking assistance from other Faculties and Divisions were each under 2%.



⁹ See https://www.uvic.ca/vpacademic/_assets/docs/reports/board-enrolment-report_nov2024.pdf at page 7.

USER DEMOGRAPHICS

Users are asked optional demographic questions when registering for an appointment. The percentages below reflect those who chose to provide answers to at least one demographic question. Those who declined to answer any questions are not represented.





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It is with gratitude that I acknowledge the many individuals who allowed this report to come into being and for the Office to fulfill its mission in 2024.

I am grateful to work on a campus that values fairness and where there are so many individuals who strive to make the campus a better place for all.

Looking forward, the Office is well poised to advocate for fairness at UVic into 2025 and beyond. Any comments, feedback, or collaborations are welcome.

I look forward to working together in 2025.

Sincerely yours,

Angus Shaw, BA, JD (he/him)
Ombudsperson for the University of Victoria

"An important and thorough resource particularly for ensuring equity, very appreciative of the Ombudsperson's work, feedback, and perspective."

- Student

"Thanks so much, this is unbelievably helpful and takes a big load off my shoulders. I don't know how your services are not more widely known in UVIC, you've been extremely helpful throughout this process."

- Student