

OFFICE OF THE STUDENT OMBUDS (OSO)
UNIVERSITY OF ALBERTA
2017 – 2018 ANNUAL REPORT

CONTENTS

- **The Value of the Ombuds Role**
- **University Ombuds Staff**
- **Ombuds Interns**
- **Landscape of OSO Activities: Casework Demographics 2015 – 2018**
- **Highlights of OSO Activities: 2017 – 2018**
- **Review of Recommendations: 2016 – 2017**
- **Recommendations: 2017 – 2018**
- **Conference Presentations, Research and Scholarly Activities**
- **Appendix: OSO Sample Presentations**

**Submitted by Natalie Sharpe, Director, Office of the Student Ombuds,
University of Alberta December 2018**

THE VALUE OF THE OMBUDS ROLE AT THE UNIVERSITY OF ALBERTA

Alberta was one of the first two provinces to establish a provincial ombudsman in 1967; the University of Alberta followed and appointed its first ombudsman in the early 1970s, recognizing its value in keeping the university accountable to its community. In the mid-1970s with the creation of the Office of the Dean of Students, the first ombuds office dissolved, and a similar role was created, known as the Student Advisor, solely with a focus on student complaints (as faculty/staff respective associations provided grievance supports). In the 1980s, the Students' Union launched a peer ombudservice, and by the 1990s, the Graduate Students' Association had a graduate ombudsperson. After reviews of these services, they formed a hybrid office, with separate reporting to their jurisdictions. The Graduate Ombudsperson moved under University jurisdiction with the Director and Undergraduate Ombudsperson; these professional University staff trained and mentored the Students' Union Student Ombudspersons for over a decade. In 2015, the hybrid model dissolved, as the University recognized the opportunity to develop, train and mentor students in a structured ombuds internship program. The training model ensured that the **Professional Standards of Practice – Impartiality, Accessibility, Independence, Confidentiality** - set by the Association of Canadian College and University Ombudspersons Association (ACCUO) in 2012 - would be met, thereby ensuring a consistent and high quality standard of service. Renamed the Office of the Student Ombuds (OSO), the ombuds intern program has operated for three years. The University ombuds staff train and mentor three interns: two undergraduate students and one graduate student. There is also a part-time on-site ombudsperson at Augustana campus. As the ombuds model evolves on campus, many recognize the need to reflect on how it can best serve its university community in 2018. The OSO will revise its Terms of Reference to build capacity in its current model and to enhance an investigative role. The OSO adds value to the University by:

- Focusing on fairness, equity and collegiality in university processes;
- Empowering parties to voice their rights and uphold university values;
- Resolving conflicts through a variety of alternative dispute resolution strategies;
- Recommending best practices in university policies and procedures.

UNIVERSITY OMBUDS STAFF



Natalie Sharpe, Director, is responsible for the direction, development and provision of ombuds services on campus as well as the training, mentoring, and supervision of the ombuds university staff and interns. She develops office protocol, revises policy and training manuals, writes statistical and annual reports with recommendations. Natalie is currently President of the Association of Canadian College and University Ombudspersons (ACCUO); in this capacity, she has presented papers and written articles on Higher Education ombuds practices nationally and internationally, and promoted the role of the ombuds in higher education to ensure universities are accountable for the public good.



Marc Johnson, Undergraduate Ombudsperson, assists undergraduate students facing academic difficulties and academic integrity allegations, and interpersonal conflicts on campus. He presents at orientations on campus with the ombuds interns, and leads conflict resolution workshops. He plays an important role in training and mentoring the undergraduate ombudspersons. Marc co-chaired and co-presented at the Student Advisors' Conference on campus, and a national ombuds conference in Ottawa.



Dr. Brent Epperson, Graduate Ombudsperson, advises graduate students, post-doctoral fellows, and medical residents. He works with the Faculty of Graduate Studies and the Graduate Students' Association to promote restorative practices for early resolution of supervisory conflicts, and to provide easy access to information on graduate students' rights. Brent's mentoring and coaching skills help to empower these populations for their future teaching and research roles. Brent provides orientations and workshops for faculties and departments. He is an editor for a professional ombuds journal, and presented in El Salvador on ombuds practices, and at the Student Advisors' Conference. He provides training and mentoring, especially for the graduate ombuds intern.



Nancy Goebel, Augustana Ombudsperson (and Head Librarian, Augustana), continues as the on-site ombudsperson at Augustana Campus in Camrose to ensure students are aware of the role of the ombudsperson and have ready access to an empathetic listener whom they can trust.



OMBUDS INTERNS



Remonia Stoddart-Morrison, Graduate Ombuds Intern, from Jamaica, PhD Candidate Teacher Education. Background: High school educator and principal from Jamaica who practiced alternative means of handling school conflicts to ensure positive outcomes. During her internship, she worked on the Restorative Practices Initiative to promote informal resolution of conflict with supervisors.



Yunghee Lee, Undergraduate Ombuds Intern, from South Korea, studying Economics. Background: Korea military, martial arts, and law enforcement training. As an intern, he worked primarily with undergraduate students to help them build their skills at navigating university policy and meeting important deadlines.



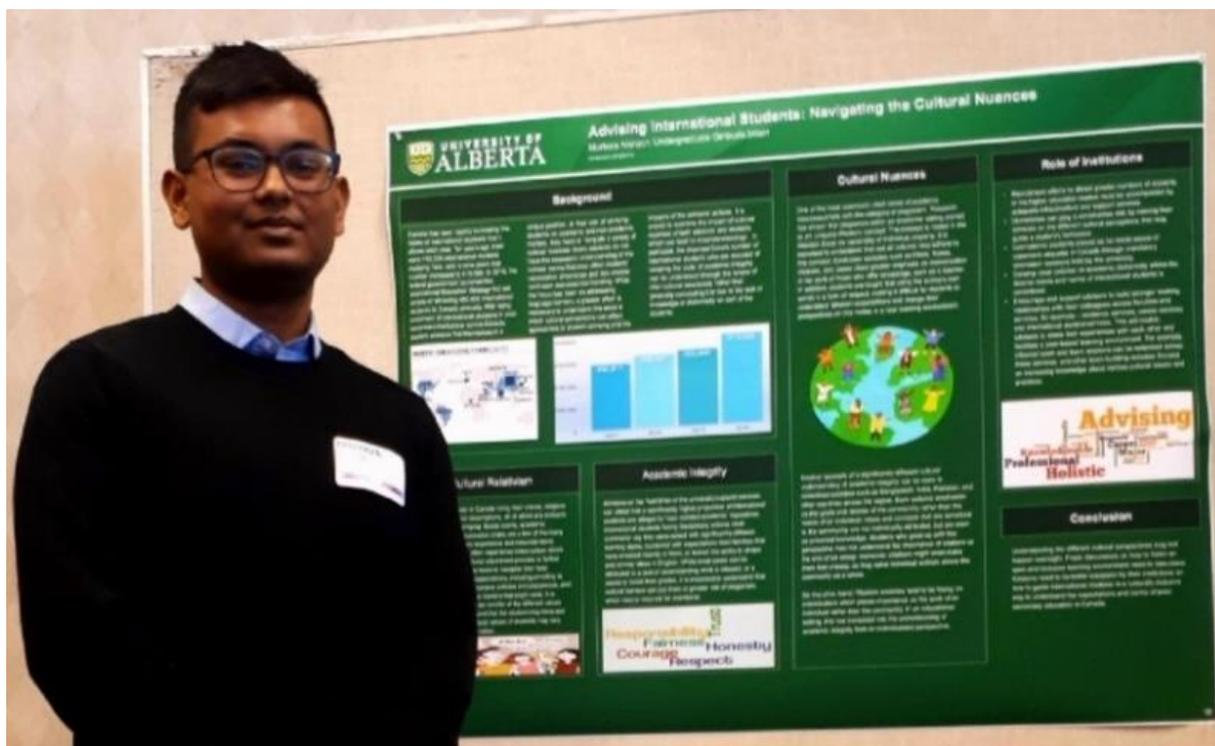
Murtoza Manzur, Undergraduate Ombuds Intern, from Bangladesh, studying Political Science. Background: former President, International Students' Association. As an intern, he worked with undergraduate students, helping to enlighten the university on the unique issues faced by international students and to find appropriate solutions.

How the Ombuds Intern Program Works

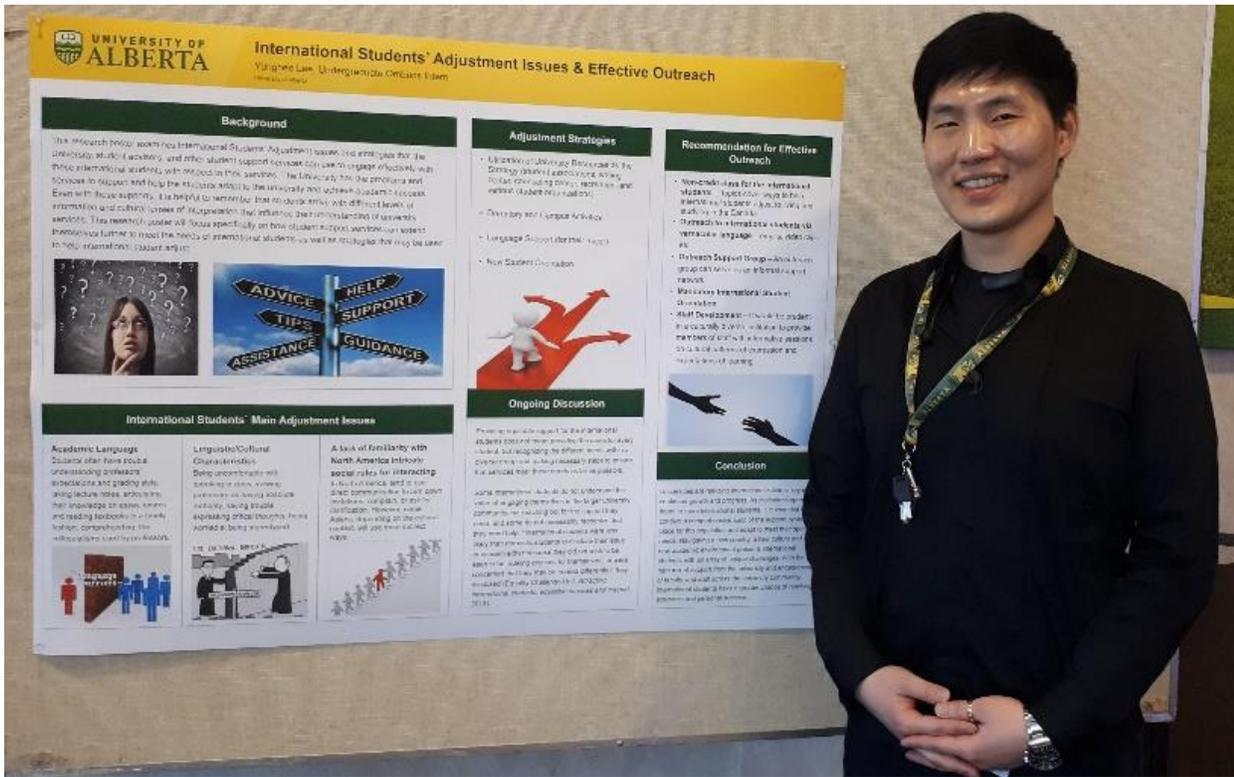
We have an intensive training program, introducing skills in teaching modules. We **teach** standards of ombuds practice, ethics and integrity in scholastic work, communication skills and strategies, and conflict resolution techniques); **observing/shadowing**, i.e., learning the skills of the trained ombudsperson, and understanding the unique nature of casework, eventually being able to handle client cases on their own; **mentoring** in one-on-one meetings to ensure university policy and procedure is understood, making appropriate referrals, learning the jurisdictional boundaries of the ombuds role; **debriefing** after casework and at weekly staff meetings, to enhance learning and ensure consistency in practice. Interns have a steep learning curve, and learn skills incrementally. They receive ongoing, **formal evaluations** by the Director in collaboration with the Intern Program Coordinator. All interns receive professional wages, and some receive university credits through their internship programs.



Ombuds Intern Presentations 2017 – 2018



In his presentation at the Student Advisors' Conference, "Advising Undergraduate International Students: Navigating the Cultural Nuances", Ombuds Intern Murtoza Manzur says rather than blaming language barriers for miscommunication, we should focus more attention on differing cultural norms and perceptions of the advisor and the student. He offers personal and institutional strategies to improve communication between advisors and international students. Manzur has worked to promote diversity and inclusivity on campus. He is interested in learning more about different cultures and how they can work together for the common good.



In his presentation at the Student Advisors’ Conference, “Effective Outreach for Undergraduate International Students from Asia”, Ombuds Intern Yunghee Lee focuses on the high Asian student population on campus and the importance of learning about their backgrounds. Lee shows how students arrive with varying levels of interpretation and different cultural lenses that influence their understanding of student services. Orientations provide basic information, but the meeting with advisors is critical for a better understanding of the specialized services to support them.

How Interns add Value to the Ombuds Practice

There are benefits in an internship program for both the intern and ombuds practitioner; educational institutions also value leadership development in their student population. The office staff diversity is greater with the inclusion of graduate and undergraduate student voices; the energy and creativity of the office is strengthened. In the ombuds world, internships provide an early introduction to the role of the ombudsman and a potential career; it allows for low-cost training and development on the job. Mentoring of interns is a valuable resource that should not be wasted. Ombuds staff can teach skills that they have honed over years of ombuds practice. Furthermore, with the teaching-learning reflections, skills for the intern and the long-term practitioner are enhanced. Interns can augment the research of trends and systemic problems. This year, OSO ombuds interns assisted in research contributions to ombuds papers at national and international conferences in Canada, USA, and Mexico. Remonia Stoddart-Morrison, Graduate Ombuds Intern, co-presented at the Student Advisors’ Conference on campus in March 2018 with Marc Johnson on “Mediation Skills and Strategies for Effective Communication”.


Resilience in Higher Education

Numerous studies in higher education have noted that resilience is one of the traits that graduate students are expected to have or need to attain in order to be successful in their studies (Walker et al., 2016, Reivich & Shatte, 2002). Coping with four to six years of research, working long hours in various workspaces, writing and publishing papers, attending conferences and making presentations, all in an effort to complete successfully and advance professionally, require that graduate students are able to

stay the course. Non-traditional students in higher education, including international students, are sometimes considered to be lacking in resilience as they have additional struggles to contend with when compared to domestic students. When pursuing additional post-secondary studies in a foreign country, international graduate students not only bring with them their academic knowledge and experiences, which are why they were accepted in the first place, but also the challenges of

settling in a new home and academic environment, being away from familial support and ways of being and trying to negotiate financial uncertainties. These students are now wedged into the "neoliberal ideal of the competitive, human capital bearing self" (Rooney, 2017) where they are seen in a deficit light as the resilience dialogue labours to place resilient solely with an individual.


Traditional View of Resilience

- The term resilience has its root in Latin and was first used to refer to the ability of a substance to regain its shape or form after being stretched, bent or compressed (Dictionary.com).
- In psychology, resilience is the process of adjusting well in the face of adversity, trauma, tragedy, threats or significant sources of stress, that is, the ability to "bounce back" from difficult experiences (APA, 2018).
- It is also seen as a two dimensional construct involving an individual's exposure adversity and the positive adjustment outcomes of that adversity (Luther & Cicchetti, 2000).



Masten (1994) contends that resilience can be conceptualized in three ways:

1. people form high risk groups who have had better outcomes than expected;
2. good adaptations despite stressful experiences;
3. recovery from trauma.

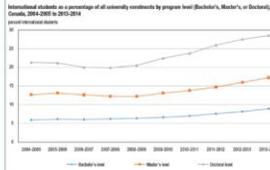
Resilience Reframed

- A resilient person is NOT a person with an innate ability to bounce back or bounce things off but someone who has an array of resources around them that they can easily and readily access.
- Removing the "one man against the world" ideology of walking alongside each other and offering available supports.
- All university services offering positive experiences to all students.
- Service groups understanding the challenges faced by students.
- A collaborative campus-wide initiative with the goal of achieving good student wellbeing outcomes.

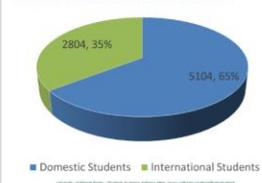

Egan's Skilled Helper Model

International Graduate Students Statistics – Canadian Universities

Data from Statistics Canada (2013 – 2014) on International Graduate Students in Canadian Universities showed that approximately 30% of doctoral students and 18% of master's students in Canada are from foreign countries. This number increases each year.


International Graduate Students Statistics – University of Alberta

International Graduate Students statistics at the University of Alberta are similar to the Canadian statistics. For 2016 – 2017, of the 7908 graduate students 2804 are international, that is approximately 35% of the graduate population.


REFERENCES

- American Psychological Association. (2018). The Road to Resilience. Retrieved from <http://www.apa.org/help/center-road-resilience.aspx>
- Egan, G. (1998). The skilled helper: A systematic approach to effective helping. 4th ed. Belmont, CA, US: Thomson Brooks/Cole Publishing Co.
- Luther, S. S. & Cicchetti, D. (2000). The construct of resilience: Implications for interventions and social policies. *Development and Psychopathology*, 12, 857-865.
- Masten, A. (1994). Resilience in individual development: Successful adaptation despite risk and adversity. In M.C. Wang & E.W. Gertler (Eds.), *Educational resilience in inner-city America: Challenges and prospects* (pp. 3-25). Hillsdale, NJ: Lawrence Erlbaum.
- Reivich, K. & Shatte, A. (2002). *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles*. Berkeley: Potter/Publishing-Harmony.
- Rooney, S. (2017). Belonging and resilience in higher education. Retrieved from <http://staffblogs.uak.ac.uk/2017/11/15/belonging-and-resilience-in-higher-education/>
- Walker, C., Drewes, A. & Gimp, J. (2006). Can students within higher education learn to be resilient and, educationally speaking, does it matter? *Educational Studies*, 32 (3), 251 – 264.



In her presentation at the Student Advisors' Conference, "Reframing Resilience of International Graduate Students: Understanding the Immigration Landscape", Graduate Ombuds Intern Remonia Stoddart-Morrison provides an international graduate student perspective through the theme of resilience. She notes that International students bring their experiences of doing post-secondary studies elsewhere and the challenge of settling in a new home and academic environment. Traversing these complexities requires a new form of resilience. By reframing resilience, advisors can create spaces to optimize better support for international graduate students.



LANDSCAPE OF OSO ACTIVITY: CASEWORK DEMOGRAPHICS 2015 – 2018

Reporting Years Comparison (Apr 1 – Mar 31)	2015 - 2016	2016 – 2017	2017 - 2018
Clients	1229	1149	1108
Undergraduate	986	882	858
Graduate (includes Med Residents and Postdoctoral fellows)	243	248	239
Others (parents, admin, outside inquiry)	Unknown	19	11
International*	423	429	584
Domestic	780	686	512
Residence Status Unknown	26	34	2
Contacts and Visits	3083	2508	2770
Average Number of Visits per Client	2.2	2.5	
Issues**	1286	1418	1261
Academic Standing	589	689	610
Conflicts	149	158	184
Academic Offences	326	432	346
Non-Academic Offences	36	51	24
Discrimination/Harassment Allegations	38	59	31
Miscellaneous	148	138	68
Activities			
Investigative Meetings	511	597	361
Committee Meetings	502	218	243
Formal Hearings	31	26	23
Informal Resolution/Appreciative Inquiries	15	21	25

* International students are a smaller portion of the total student population, yet are 2 times more likely to visit the OSO student than a domestic student (domestic includes permanent resident).

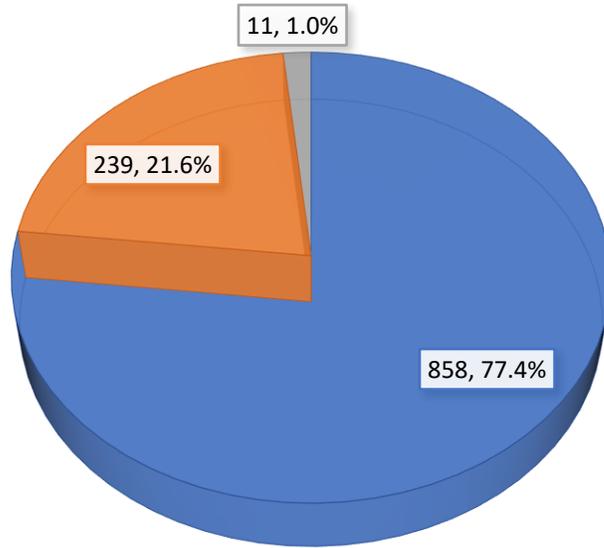
**Clients may present with more than one issue.

(**Glossary:** Academic Standing includes required to withdraw, grade appeals, exam deferrals and re-examinations. Conflicts may involve interpersonal, supervisory, and student-professor conflicts. Academic Offences include plagiarism, cheating, misrepresentation of fact. Non-Academic Offences include disruption, vandalism, and inappropriate behavior. Discrimination/Harassment allegations related to sex, gender, racial, disability, family status discrimination, duty-to-accommodate violations. Miscellaneous includes fines, housing on campus issues, etc.) Investigative Meetings are tied to instructor, chair, Associate Dean, Discipline Officer, Protective services meetings related to an allegation. Committee Meetings refer to all meetings attended for on-campus committees. Formal Hearings are Formal University Administrative Tribunal Hearings (i.e., the various university appeal boards). Informal Resolutions include Coaching, Shuttle Diplomacy, Facilitative Mediation, and Appreciative Inquiry (i.e., for an ombud's written opinion on a decision when requested).

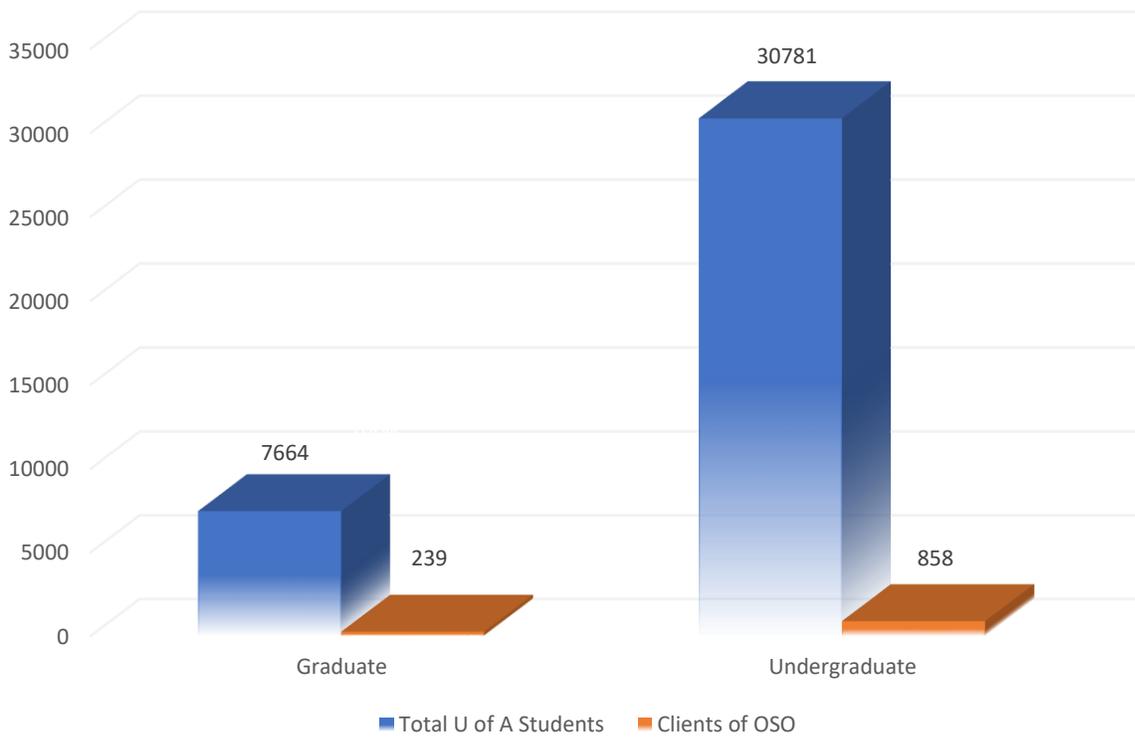


OSO CLIENT POPULATION 2017 - 2018

■ Undergraduate ■ Graduate (inc PDF, Med. Res.) ■ Other



OSO CLIENTS 2017 - 2018



HIGHLIGHTS OF OSO ACTIVITIES: 2017 - 2018

- ✓ OSO conducted 75 Education and Orientation workshops on campus.
- ✓ OSO collaborated on a Restorative Practices Initiative for Graduate students and Postdoctoral fellows at a one-day symposium. The goal of the symposium was to educate stakeholders on the benefits of early, informal-facilitated intervention to manage student/supervisor conflicts.
- ✓ OSO conducted a second workshop on digital responsibility for use of social media in a professional faculty and consulted with another professional faculty on developing a similar session as well as an informal peer-conflict resolution mechanism.
- ✓ OSO continued to meet with the Sexual Assault Response Task Force Accountability Sub-Committee to review the implementation and progress of the Sexual Assault policy recommendations, and to provide further recommendations for the development of an on-site Sexual Assault Resource Coordinator.
- ✓ OSO presented professional papers in Canada, USA, Mexico and France; the OSO Director worked to strength communication networks among ombuds in Canada, and helped to create a regional network of higher education ombuds in Alberta.
- ✓ Presentation and endorsement of OSO Annual Report 2016 – 2017 recommendations to University Senate.



- ✓ OSO and the Alberta Ombudsman held a Fairness Day in October 2017 in the high-traffic main floor of SUB on campus. We created a Fairness Wheel as a hands-on activity, to draw attention to fair practices on campus, and to illustrate kinds of fairness.

Below, OSO and Alberta Ombudsman displays.



REVIEW OF RECOMMENDATIONS: 2016 - 2017

RECOMMENDATION ONE – The OSO recommends that the University continue to support the work of FGSR and the OSO (in consultation with the Office of the VP Research, the GSA, and the PDFA) to develop restorative practices as they specifically relate to resolving conflicts in the graduate student and post-doctoral communities. A Restorative Practices (RP) Committee was created to plan a North American conference “Envisioning the Restorative University” in December 2017. It was expected that this would draw experts and RP practitioners to our campus to build a strong theoretical base and applied knowledge. The conference did not happen, and the RP Committee disbanded, moving in two directions, one with a focus on expanding RP to judiciary practices on campus and within student services. The other (including the OSO Graduate Ombudsperson and Graduate Ombuds Intern and the Faculty of Graduate Studies and Research) focused on the potential for RP within graduate and post-doctoral supervisory and working contexts.

RECOMMENDATION TWO - Following the 2016 Review of the University of Alberta’s Response to Sexual Assault and the implementation of the new Sexual Violence Policy, the OSO recommends special attention for the graduate student and post-doctoral fellow communities that may require accommodations and interim measures. The Graduate Ombudsperson has worked closely with FGSR, Legal Counsel, and Faculty Relations in an advisory capacity to identify necessary interim measures for students in protracted supervisory disputes that involve allegations of harassment, on a case-by-case basis.

RECOMMENDATION THREE - As the number of cyberbullying incidents increases on postsecondary campuses, the OSO recommends that faculty and student groups explore informal modes of resolution to respond to conflicts and restore relationships. The digital citizenship approach to healthy use of social media can serve as a model to mitigate conflicts and teach students ways to defuse conflict in social media discourse. The OSO conducted a second professional social media usage workshop for a professional faculty in the fall of 2017. They also presented at the Student Advisors’ Conference in March 2018 to promote digital citizenship and anti-cyberbullying initiatives in faculties and departments. (See Appendix) This conference draws about 160 – 180 participants from various university services, faculties and departments, and colleges/universities in the Edmonton region. The OSO Director also met with another professional faculty to discuss their plans to initiate an informal peer intervention program to curb inappropriate use of social media and uncivil conduct in classes; there were also plans to develop posters to promote respectful dialogues in classrooms.

RECOMMENDATION FOUR - The OSO recommends that the university develop a clear and concise resource that outlines all students’ rights to appeal. Student Rights’ Handbooks for the undergraduate and graduate populations would help students understand their rights in disciplinary and administrative processes. OSO staff have worked closely with Faculty of Graduate Studies and Research (FGSR) and the Graduate Students’ Association to develop a guide. The Students’ Union and Dean of Students are working on a similar initiative.



RECOMMENDATIONS: 2017 – 2018

RECOMMENDATION ONE - The OSO will undergo strategic planning, including a stakeholder analysis, a new Terms of Reference, Mandate, Mission, and Values Statements, to ensure that its practices are consistent with the Professional Standards of Practice of the Association of Canadian College and University Ombudspersons (ACCUO). This also calls for a review of the OSO current reporting relationship. Rationale: The OSO is remarkably different from the hybrid model that existed for over a decade, and requires a Terms of Reference that is consistent with professional HE ombuds offices in Canada.

RECOMMENDATION TWO - The OSO will develop a Comprehensive Ombuds Annual Report with a focus on promoting best practices at the Institution, including recommendations and accountability status. This report will also reflect on practices at HE institutions in Canada and elsewhere that may offer or inspire positive changes at the University of Alberta. Rationale: Ombuds offices must be proactive in promoting changes where gaps or omissions may occur and unintentionally create inequities.

RECOMMENDATION THREE - The OSO supports the exploration of the use of alternative and informal resolution processes through the Restorative Practices initiatives that have been completed to date, with the goal of moving towards a Restorative Campus. The OSO Graduate Ombudsperson will continue to work with the Faculty of Graduate Studies and Research on institutional adoption of restorative practices to handle graduate supervisory and laboratory conflicts on campus, and to collaborate with other services of the Dean of Students, including the Office of Student Conduct and Accountability, to expand ADR practices on campus. Rationale: Restorative practices promote timely resolution, address power imbalances, and promote healthy well-being for the campus community.

RECOMMENDATION FOUR - The OSO supports all initiatives on campus to build improved communication and supports for international students, in collaboration with the University of Alberta International (UAI) and other support services. Currently the OSO works closely with UAI staff. Rationale: Institutional supports are only effective through collaborative work to examine the unique needs of our diverse student populations.

RECOMMENDATION FIVE - The OSO supports the on-site support of ombuds services offered in the French language at Campus St. Jean (CSJ) to ensure access to this important confidential service on all University of Alberta campuses. Currently, the OSO offers services on request but it would be preferable to have a visible and consistent ombuds face on CSJ, as well as ombuds information in the French language. Rationale: Ombuds services must be accessible to our student populations and campuses, recognizing our diversity as a bilingual university.



CONFERENCE PRESENTATIONS, RESEARCH AND SCHOLARLY ACTIVITIES

Natalie Sharpe and Marc Johnson, “The Restorative Practices Initiative (RPI) at the University of Alberta: Advancing Fairness and Accountability in the Graduate Student and Post-Doctoral Fellow Communities”, Forum of Canadian Ombudsman/Association of Canadian College and University Ombudspersons (FCO/ACCUO) Biannual Conference. Ottawa May 2017

Natalie Sharpe and Carter MacDonald (Camosun College, BC), “Difficult or Different? A Discussion around Relational and Equitable Fairness when Working with Clients”, Forum of Canadian Ombudsman/Association of Canadian College and University Ombudspersons (FCO/ACCUO) Biannual Conference. Ottawa May 2017

Natalie Sharpe and Carter MacDonald (Camosun College, BC), “Safe, Equitable, Fair, and Healthy Campuses: Are We Making Post-Secondary Institutions Accountable Through Stand-Alone Sexual Violence Policies”, Forum of Canadian Ombudsman/Association of Canadian College and University Ombudspersons (FCO/ACCUO) Biannual Conference. Ottawa May 2017

Natalie Sharpe, “Internship Programs: Mentoring and Training Young Ombuds Professionals in Higher Education in Canada”, Annual European Network of Ombudsman in Higher Education (ENOHE) Conference. Strasbourg, France June 2017

Natalie Sharpe and Josef Leidenfrost (National University Ombudsman for Austria), “Diverse Clientele, Diverse Methods, Diverse Solutions: Dealing with Vulnerable Students’ Complaints, A Social Media Case Study”, Annual European Network of Ombudsman in Higher Education (ENOHE) Conference. Strasbourg, France June 2017

Brent Epperson, “The Structure of University Ombudsman Offices in Canada.” Congreso Internacional de los Organismos Defensores de Derechos Universitarios. El Rol de las Defensorías Universitarias Iberoamericanas en la Defensa de los Derechos de los Miembros de la Comunidad Universitaria. Universidad de El Salvador, San Salvador October 2017

Brent Epperson, “Policies and Mechanisms for Alternative Dispute Resolution in Canadian Universities: Promoting Fairness in Higher Education Administration.” Congreso Internacional de los Organismos Defensores de Derechos Universitarios. El Rol de las Defensorías Universitarias Iberoamericanas en la Defensa de los Derechos de los Miembros de la Comunidad Universitaria. Universidad de El Salvador, San Salvador October 2017

Natalie Sharpe, “An Ombuds Approach to Cultivating Cyber Kindness into Campus Culture”, 44th California Caucus of College and University Ombudspersons Conference. Pacific Grove, California November 2017

Natalie Sharpe and Brent Epperson, “Progress of the Restorative Practices Initiative at the University of Alberta”, 44th California Caucus of College and University Ombudspersons Conference, Pacific Grove, California November 2017

Brent Epperson and Natalie Sharpe, “A Guide to Healthy Social Media Discourse”, Student Advisors’ Conference. University of Alberta March 2018

Marc Johnson and Remonia Stoddart-Morrison, “Mediation Skills and Strategies for Effective Communication”, Student Advisors’ Conference, University of Alberta. March 2018





Dr. Brent Epperson presenting at the Congreso Internacional de los Organismos Defensores de Derechos Universitarios. El Rol de las Defensorías Universitarias Iberoamericanas en la Defensa de los Derechos de los Miembros de la Comunidad Universitaria. Universidad de El Salvador, San Salvador, El Salvador October 2017.

Brent Epperson and Julie Boncompain (Concordia University, Montreal), "University Harassment Policies: Prevention and Education in the Canadian Context." *Las Defensorías de los Derechos Universitarios : Mejores prácticas para prevenir el acoso escolar en las escuelas y en las universidades*. Defensoría de los Derechos Univeristarios de la UNAM. Edited by Alfredo Sánchez-Castañeda and Daniel Márquez Gómez. México : Universidad Nacional Autónoma de México (accepted for publication (journal) in 2018)

Brent Epperson and Julie Boncompain (Concordia University, Montreal), "Addressing Harassment in Canadian Higher Education Institutions. » The Querelis Quarterly. Issue 1. February 2018 (A Review of the Australian Network of University Ombuds)

Natalie Sharpe, President of the Association of Canadian College and University Ombudspersons, presented two sessions at the European Network of Ombuds in Higher Education at the European Parliament in Strasbourg, France in June 2017. By building stronger international alliances with ombuds in higher education, we recognize and tackle global systemic problems in higher education and examine ways to make universities more accountable to their communities. Ombuds in higher education view education as a right, not a privilege. As President of ACCUO, Sharpe also promotes strong local higher education ombuds networks, such as the Alberta Network of Ombuds in Higher Education (ANOHE), formed in 2017.



APPENDIX: OSO SAMPLE PRESENTATIONS 2017-2018

THE RESTORATIVE PRACTICES INITIATIVE (RPI) AT THE UNIVERSITY OF ALBERTA:

ADVANCING FAIRNESS AND ACCOUNTABILITY IN THE GRADUATE STUDENT AND POST-DOCTORAL FELLOW COMMUNITIES

ACCUO/FCO Biennial Conference, 2017
 Natalie Sharpe, Director, Office of the Student Ombuds
 Marc Johnson, Undergraduate Ombudsperson
 Brent Epperson, Graduate Ombudsperson

THE VALUE OF INTERNSHIP PROGRAMS
 Mentoring and Training Young Ombuds Professionals in Higher Education

Natalie Sharpe, University of Alberta

13th ENOHE CONFERENCE, Strasbourg, France June 2017

DIFFICULT VERSUS DIFFERENCE: A DISCUSSION AROUND RELATIONAL AND EQUITABLE FAIRNESS WHEN WORKING WITH CLIENTS

FCO/ACCUO CONFERENCE MAY 2017 OTTAWA



Natalie Sharpe, University of Alberta
 Carter MacDonald, Camosun College

Mediation Skills and Strategies for Effective Communication

Student Advisors' Conference
 March 7, 2018

Marc Johnson and Ramona Stoddart-Morrison
 Office of the Student Ombuds
 University of Alberta

Sexual Violence Policies on Canadian Campuses

CONSENT IS NECESSARY

FCO/ACCUO CONFERENCE
 Ottawa MAY 2017

Natalie Sharpe, University of Alberta, Edmonton, AB
 Carter MacDonald, Camosun College, Victoria, BC

A GUIDE TO HEALTHY SOCIAL MEDIA DISCOURSE



STUDENT ADVISORS' CONFERENCE 2018 UNIVERSITY OF ALBERTA
 BRENT EPPERSON AND NATALIE SHARPE
 OFFICE OF THE STUDENT OMBUDS
 UNIVERSITY OF ALBERTA

SPRATL
 ACCESSIBLE
 INDEPENDENT
 CONFIDENTIAL

The Art and Science of Healthy Communication

Faculty of Graduate Studies and Research
 September 2017

Dr. Brent Epperson
 Marc Johnson
 Ramona Stoddart-Morrison
 Office of the Student Ombuds
 University of Alberta

UNIVERSITY OF ALBERTA Office of the Student Ombuds • 110A Student Union Building

Office of the Student Ombuds

Academic Integrity & The Code of Student Behaviour

Ramona Stoddart-Morrison Graduate Ombuds Intern
 Natalie Sharpe Director
 Marc Johnson Undergraduate Ombudsperson
 University of Alberta

www.oso@uofalberta.ca 7-102 Student Union Building