



Student Advocacy Annual Report

2007-2008

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Mission

The mission of the Student Advocacy office is to ensure that students are treated fairly in their dealings with the University. The Student Advocacy office is dedicated to educating the University community concerning student rights and responsibilities and assisting students in the resolution of conflicts arising from actions or decisions taken by the University.

While serving the University, Student Advocates maintain a student focus by providing information, investigating complaints, resolving conflict through alternative and formal systems, representing students at hearings, and reviewing policies and recommending change.

Introduction

This report, as submitted to Senate, summarizes the activities of the Student Advocacy office for the time period of September 1, 2007 to August 31, 2008. During this reporting year the office was staffed by two full time Student Advocates, one part time Student Advocate, Confidential Assistant, and the Director.

Contacts

In 2007-08, the Student Advocacy office received a total of 1994 contacts for assistance. Table 1 provides a breakdown of the types of contacts the office received.

Table 1: Office Contacts	2007	2006
	2008	2007
Individual Student Cases	950	978
Carried Forward Student Cases	36	23
Student Contacts	858	751
Group/Issues Cases	7	11
Staff Consults	143	147
Total	1994	1910

The office opened case files to assist 950 students. There were 36 students with issues continuing on from the previous reporting year. Some matters are not quickly resolved, or are often complex and require a significant amount of time to resolve. Other matters only come to light near the end of the reporting year. These factors result in the need to carry forward some cases into the following reporting year.

There were 858 students who contacted either the front desk or an advocate with a question, and were given general information or advice which did not necessitate opening a case file. This statistic, substantially higher than the previ-

ous year, also includes students who made an appointment to meet with an advocate but subsequently cancelled or chose not to attend. In May 2008, we began offering an online chat service for students. Of the 858 students who contacted, 31 of these came via online chat (see the 'Notable Accomplishments' section of this report). We anticipate this number to increase as more students became aware of this option for receiving assistance.

There were 7 group cases or issues (involving thirteen students) that were brought forward to the office.

In addition to assisting students, we also provide advice and consultation services to faculty and staff on campus. Faculty and staff may contact us for assistance with how to handle a particular student matter or for information about policy and procedures. In 2007-08, we received a total of 143 staff/faculty contacts. This is comparable to the previous year.

Demographics

These demographics are based on the number of students who had a case file opened in the 2007-08 year. Of these 950 individual students, 45% were male, and 55% were female. This ratio is comparable to our data from the previous year.

In this reporting year, we began gathering data on the number of international students we assisted. This data collection was based on student self-identification at the time of intake. A total of 251 students (26%) identified themselves as international students. It is important to note that it was optional for students to self-identify and steps were not taken by the office to verify whether a student was admitted as an international student. International students made up approximately 9% of the student population during the 2007-08 year (Office of Institutional Analysis 2007-2008 IS Book).

We also recorded data on students' faculty of registration (at the time of intake with our office). Most students were enrolled in U1 (23%), followed by Science (18%), Arts (17%) and Graduate Studies (9%). This is consistent with our data from previous reporting years, as well as reflective of the number of students overall who are registered across these faculties. The remaining 33% of cases were spread across the other faculties.

Student Issues

In 2007-08, there were a total of 1173 issues that the advocates assisted students with. Note that this statistic is different than the total number of individual cases (950);

as some students present more than one issue per case. The number of issues, although slightly lower, is comparable to the previous year (1186 issues in 2006-07).

Although the number of students and issues has slightly decreased, the amount of time the advocates spend on individual cases has increased. Unfortunately, this is not necessarily conveyed through our statistics. For example, an advocate may have fewer numbers of active student cases at any given time, but the nature of the issues may require significantly more hours of work on the part of the advocate. Typically a student advocate's work with a student involves any or all of the following: meeting with the student in person or over the phone; corresponding with the student via email; researching policies and procedures relevant to student's cases; making contacts with other staff and faculty on the student's behalf; preparing for and attending meetings and/or hearings with the student; and helping to follow up with the student depending on the outcome of his/her issue. As has been stated in past annual reports, there are increasing numbers of cases that due to their complexity take up a disproportionate amount of the advocates' time. Sometimes it's the nature of the student's program or the serious impact of the decision (e.g. graduate studies or professional programs). Other times it may involve working with a student whose disruptive behaviour involves several university offices.

One of the initiatives that the office worked on this year was the 'streamlining' of some first-contact issues. These strategies were originally put in place to provide students with information while waiting during peak periods to meet with an advocate. The material is also beneficial to provide general information for students who visit our website and might not need to meet with an advocate.

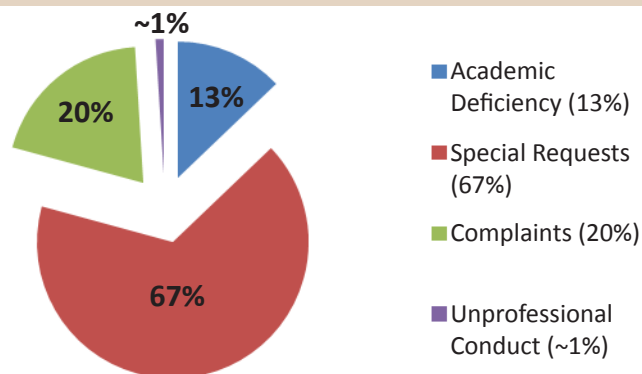
Student issues have been categorized as "academic" (69%), followed by "administrative" (15%), "discipline" (12%), "admission" (2%) and "equity" (2%). This distribution is consistent with the data on issues from our previous reporting year.

Academic

Within this category we further divide the issues into sub-categories. Figure 1 shows how the sub-categories comprise the academic issues.

The first and largest sub-category of academic issues is **special requests** (67%). These are issues in which a student wishes to make a special request for an academic concession, or a waiver to an existing rule or regulation. Examples of such requests are: authorized withdrawals or retroactive voluntary withdrawals from courses; deferred tests or

Figure 1: Academic Issues: Sub-Categories



examinations; extensions on coursework or other time-sensitive program requirements; or leaves of absence from an academic program. These types of requests are normally based on extenuating circumstances such as medical, personal, procedural, or compassionate grounds. Requests made on such grounds almost always require some formal supporting documentation submitted by the student. The majority of special requests in 2007-08 were authorized withdrawals, which is comparable to the previous year's data.

The next sub-category of academic issues is **complaints** (20%). These are issues where the student is bringing forward a concern, complaint, or where they are seeking clarification about a policy or rule. This may include a concern about a grade, course syllabus, or a conflict with an advisor or professor. As with the previous year, the majority of issues under this sub-category were grade appeals.

The third sub-category of academic issues is **academic deficiency** (13%) and is based on students not meeting minimum academic performance requirements in their programs. This includes situations where students are seeking advice or submitting appeals regarding academic probation or suspension, requirement to withdraw, or starting a program afresh. There were slightly more of these types of issues in 2007-08 compared to the previous year (9% of academic issues in 2006-07)

The final sub-category of academic issues is **unprofessional conduct** (less than 1%). This is not the same as behavior that is investigated as a discipline matter but rather behavior that occurs in the context of an academic program handled under academic policies. This includes practicum or field placement issues, unsafe practice and professional unsuitability. This sub-category applies mainly to students in professional programs.

Administrative

The issues in this category represent areas that are handled by an administrative office (e.g. Registrar), such as fee appeals, or transcript notation removal. It can also include administrative issues related to graduation, or matters normally outside the jurisdiction of the University, such as student visas or student loans.

Discipline Issues

Academic discipline matters pertain to a range of behaviours that are academically dishonest (see Table 2). Inappropriate collaboration, false admissions information, false documentation, and academic fraud are up only slightly from the previous year. For the category “cheating” the number appears lower, however we created a separate category for students accused of bringing unauthorized materials into an exam, a category which is used within the University Discipline Committee Annual report. When “unauthorized materials” and “cheating” are combined, the number is comparable to the previous year. Plagiarism cases seen by our office slightly decreased from the previous year. It was also noted in the University Discipline Committee Annual Report for 2007-08 that there was a decrease from 2006-07 in the (University-wide) number of plagiarism cases reported.

Table 2: Academic Discipline

	2007 -	2006 -
	2008	2007
Academic Fraud	3	2
False Documentation (e.g. falsified medical notes)	3	2
False Admissions Information	4	2
Inappropriate Collaboration	16	14
Unauthorized Materials	22	n/a
Cheating	28	40
Plagiarism	52	60
Total	128	120

A second type of student discipline can be categorized as non-academic. This kind of discipline pertains to student behavior outside of academic issues. As can be seen in Table 3, there was an overall decrease in number of non-academic discipline issues seen by our office compared to the previous year specifically due to the decrease in the number of residence discipline cases.

In addition, Brandy Usick, as Director, consulted with UofM staff or faculty about five inappropriate/disruptive student issues. These issues may or not have involved students working with a student advocate.

Table 3: Non-Academic Discipline

	2007 -	2006 -
	2008	2007
Inappropriate or disruptive behaviour	7	4
Inappropriate computer use	1	2
Residence discipline	1	9
Other	4	6
Total	13	21

Admission Issues

Admission issues comprised the same percentage of overall issues as the previous year, 2% of our total caseload. These mainly involved situations where students were appealing an admissions decision from a prospective faculty or program.

Equity Issues

During the 2007-08 reporting year, 22 cases (or 2% of all issues) fell under the ‘equity’ category. Such cases involved a spectrum of concerns including human rights complaints, personal harassment (bullying), and sexual harassment.

The majority of the 22 cases were brought forward by students who had complaints about another student or a faculty or staff member on campus. Of those student complaints, the majority were related to personal harassment. Still other students approached our office to find assistance regarding complaints that had been brought against them.

The student advocates provided information and advice to students regarding their rights and responsibilities under policies such as the Respectful Work and Learning Environment (RWLE). In addition, most students who received our assistance were referred to Equity Services for further support. Students who went on to work with Equity Services sometimes continued to use our office in tandem as they resolved their concerns.

Student complaints have a variety of possible resolutions (formal or informal), and may involve or fall under more than one policy (for example, RWLE, Inappropriate and Disruptive Student Behavior Student Discipline Bylaw). The time-to-resolution for complaints sometimes depends on whether or not a formal approach was taken. For this reporting year, at least one third of the equity issues were pending resolution.

Resolution of Issues

The goal of the Student Advocacy office is to resolve matters at the lowest level possible (i.e., seek informal resolution involving those closest to the issue). Table 4 provides the details of our issue resolution patterns which are comparable to the previous year.

In 2007-08, 60% of issues (n = 702) were resolved informally. Of those, 80% (n = 566) of students were given advice and information. The advocates made requests on behalf of students, or mediated a concern in 18% (n = 129) of the cases. Students were referred to other services in approximately 1% (n = 7) of the issues.

Formally resolved issues comprised 40% (n = 464) of issues seen in 2007-08. This is similar to the previous year. Most of the formal resolutions resulted in the students' requests or appeals being granted 59% (n = 274). Some resulted in denials (22%, n=102), and others (9%, n = 40) resulted in modified resolutions. We consider a resolution to be 'modified' when a compromise or alternative was reached between what the student was asking for, and what the faculty granted the student to receive. An example of this would be where a student was requesting a selective Authorized Withdrawal (i.e., only from some courses, but not all, taken during a given academic term), and where the faculty granted full Authorized Withdrawals from all courses taken during the given academic term. In 9% (n = 39) of the issues, the final decision was pending at the end of the reporting year. Finally, in a small number of cases (<1%, n = 9), the issues did not have a formal decision, nor were they left pending. These issues concluded in various ways, such as appeals that were refused a hearing by the respective committee.

The remaining few formal issues (less than 1%) concluded (as far as our office's support goes) as follows: student withdrew their formal appeal or request (5); student retained a lawyer (1); or the advocate withdrew service (1).

Table 4: Resolution of Issues

	2007-2008	2006-2007
Informal	60%	63%
Formal	40%	36%
Granted	59%	63%
Modified	9%	7%
Denied	22%	21%
Decision Pending	9%	9%
Other Resolution	<1%	1%

Meetings & Hearings

In 2007-08, advocates attended a total of 127 meetings. This includes both academic and discipline meetings. This represents an increase in the total number of meetings attended in the previous year (118 meetings in 2006-07). We define a meeting as being typical at a lower level within a given process and less formal in terms of procedures and number of decision makers involved.

The advocates attended a total of 120 hearings. This includes both academic and discipline hearings that usually involved a committee and formalized procedures. The number of hearings represents a decrease from the previous year (156 hearings in 2006-07).

Figure 2 displays the trends for academic meetings and hearings in 2007-08. The number of academic hearings tended to peak in August, September, January, and June, coinciding with the beginning and end of academic sessions. These hearings may include students appealing decisions pertaining to academic status (i.e., suspensions, required to withdraw), or requesting authorized withdrawals following an unsuccessful term or year.

Academic meetings, although less common, tend to occur more regularly during the mid-term period. For example, these may take place if students are asked to meet with a professor or their advisor about academic concerns pertaining to courses, program progress, or graduate work.

Figure 2: Academic Meetings and Hearings for 2007-08

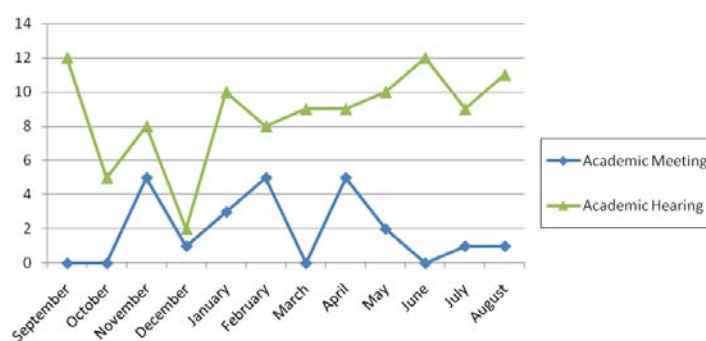
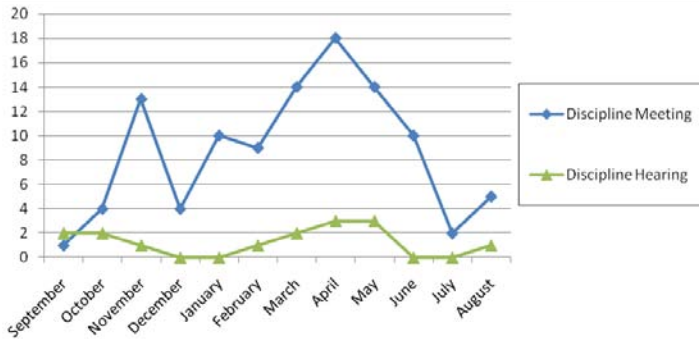


Figure 3 displays the trends for discipline meetings and hearings for 2007-08. There were significantly more discipline meetings than hearings in 2007-08 a possible indication that more matters are being resolved at lower levels. A discipline meeting would normally include the first level of an investigation of a discipline matter. A discipline hearing would take place if a student appealed a discipline decision rendered by a previous level. Discipline meetings peaked in mid-term (i.e., November and March), typically resulting from issues following assignment submission or writing of

a mid-term test. There was also a peak in discipline meetings following the end of terms (i.e., January, April, May) arising from final term papers or final exams. Discipline hearings were consistently low throughout the year, with the most taking place in April and May (n=6).

Figure 3: Discipline Meetings and Hearings for 2007-08



In general, and as seen in our data from previous reporting years, the numbers of meetings and hearings for both discipline and academic matters tend to follow the ‘cycles’ within the University. Institutional activities and timetables such as application, registration, holidays, examination, assessment and admissions all strongly correlate with the trends in our office’s attendance and involvement at meetings and hearings.

Referrals

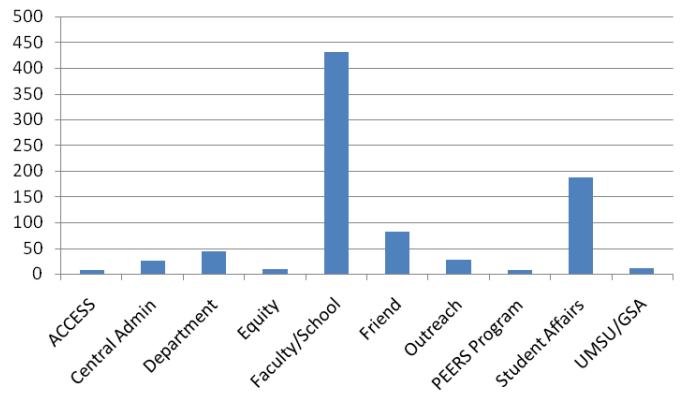
Approximately 67% of the students who contacted our office, and who had a case file opened, were referred to us from another on-campus staff or office (see Figure 4). This is comparable to the previous year. The main referral source was from the student’s faculty (52%), followed by referrals from other Student Affairs offices (23%). The next three most common referrals came from friends and family (10%), academic departments (5%), and from our own outreach efforts (3%). Our outreach includes workshops and orientations, and our website.

Several students came to our office from referrals by a friend or family member. Sometimes we hear from students that they knew someone who received help from us and who had a positive experience with the help they received. This ‘word of mouth’ advertising is one way students come to know and contact our service.

Educational Initiatives

The staff prepared and presented a total of 60 workshops and orientations to several different audiences including U of M students, staff, and faculty. This overall number is slightly lower than the previous year. However, the compo-

Figure 4: Referral Sources for 2007-08



sition of types of workshops/orientations is similar. Table 5 provides a breakdown of the types of educational outreach that was done in 2007-08.

Table 5: Orientations and Workshops

Student Rights & Responsibilities	35
Orientations	26
General Student Advocacy services	7
Faculty/Staff	2
Academic Integrity	20
General	10
Plagiarism/writing and citing	9
Faculty/Staff	1
Faculty & Administrators	5
General Policy & Procedures	3
Handling Incivility	1
Conflict resolution/resources	1
Total	60

In 2007-08, we observed the increased use of technology (such as email, blogging, online courses and social networking sites) among students. We also saw the potential for inappropriate student behavior in the increased use of these emerging and established communication technologies. Therefore, our student orientations and general workshops were updated to include information about this. In addition, workshops for staff and faculty on responding to student behavior were updated to include how to handle inappropriate behavior through electronic communication.

Academic Integrity Week: Integrity 11

The main focus of Academic Integrity Week for the 2007-08 year was on international students. Staff approached several faculties to assess what the needs may be for international students in their programs. Although most faculties felt the educational initiatives would be helpful for all students, there were a number of workshops provided to students through the English Language Centre, as well as the International Centre for Students. Table 6 provides a detailed description of the events held for Integrity 11.

Table 6: Academic Integrity 11 Events

September

- » Presentation for Human Ecology course
- » Panel discussion on the topic of Personal and Academic Integrity for students in the Faculty of Education

October

- » Acting with Integrity: Know your University's Expectations. Skills for Success session presented for International Centre for Students and University 1.
- » Integrity 11 Information Booths
- » Writing an A+ Paper: Tips for using electronic sources wisely and appropriately. Hands-on workshop for International and/or English as Another Language Students.

November

- » Writing an A+ Paper: Tips for using electronic sources wisely and appropriately.
- » Plagiarism workshop for students enrolled in the Academic English Program for University and College Entrance, English Language Centre.
- » Workshop for English Language Centre instructors on Responding to Academic Dishonesty.
- » Academic Integrity workshop for students enrolled in the Intensive Academic English program, English Language Centre.

Notable Accomplishments

Peers: Students Helping Students (SHS)

Peers: SHS is a program funded jointly between Student Affairs and the University of Manitoba Students' Union. Heather Morris continued as Program Administrator and Chair of the Steering Committee. Angela Kennedy was hired for the student position of Program Coordinator working in the Peer office and coordinating the student volunteers.

This student volunteer program had another successful year in 2007-08. The main accomplishment for Peers this year was the celebration of its 20th anniversary in provid-

ing an excellent student-to-student service on campus. A commemorative tree was planted on campus during a well-attended ceremony. In addition, former staff and volunteers with the program were invited to a reunion barbeque. Heather Morris and Ali Wood were on the 20th Anniversary Planning Committee.

Academic Integrity in High Schools

Student Advocacy staff received modest funding through the U of M's Major Outreach program. During this reporting year, staff made contact with stakeholders within the secondary school system in Winnipeg. Plans for this project include surveying high schools for curriculum on academic integrity, determining ways our offices' could assist in developing academic integrity materials, and facilitating sessions on this topic.

Student Advocacy Website

Brian Barth worked at improving the navigability of our website, to ensure that important information was easy for students to find and access. The layout and organization of our webpage was improved, as well, content was added to provide students with helpful, step-by-step information to assist them in understanding processes involved with certain matters such as final grade appeals and authorized withdrawals. As mentioned earlier in this report, this is part of our attempt to 'streamline' student issues, so students can access the information they need in advance of a meeting with an advocate. As well, if it turns out this information helps them to navigate the processes on their own, then it has served the purpose of assisting them through the university procedures.

Our office also worked with Information Services and Technology (IST) to include an online chat feature on our website. Brian worked with IST to feature the chat via our website. The chat went 'live' and was monitored by Student Advocacy staff beginning in May 2008.

Heather Morris worked with Maggie Duncan from Equity Services on creating information regarding harassment and discrimination, as well as an easy-to-follow summary of the steps involved in complaints under the Respectful Work and Learning Environment Policy. Although this will be housed through Equity Services, it will be linked to the Student Advocacy website as well.

Office Materials

Staff created a new brochure on Student Conduct to supplement the existing brochures on academic misconduct (i.e., academic integrity). The purpose of this document is to coordinate all of the existing 'conduct policies' (i.e., inappropriate or disruptive student behaviour, respectful work and learning environment, etc.) into a publication that will help students understand what to expect generally, if they

are being investigated under one of these policies. This material was ready for circulation in 2008-09.

Strategic Program Development Fund

Brandy Usick, with Miriam Unruh of Learning Assistance Centre, submitted a proposal entitled Multimedia Project: Creating Web Resources for Students. Rather than hiring an individual to assist with the creation of multimedia modules and learning objects, it was decided to purchase software that will allow both offices to create their own materials. The funds were used in the following year to purchase Articulate software, laptops, and hardware.

Other Projects

Staff worked on materials regarding student safety on campus and online.

Nathan Kessler, a graduate student in engineering, worked on the Graduate Community Section of the Virtual Learning Commons.

Staff began preliminary drafts of a document on the Learning Objectives for Student Advocacy.

Research and Scholarly Activities

- » Brandy Usick and Heather Morris revised content for online course offered by CHERD entitled The Role of the Student and Student Needs, which was offered in the Fall 2008.
- » Heather Morris worked with Marlene Pomrenke of the Student Counselling & Career Centre on a research project entitled, "Social workers in student affairs: An examination of motivation, training, and career opportunities". In the 2007-08 year a focus group was held and the results were used to develop a web survey to collect additional data from social workers across Canada.
- » Brandy Usick was interviewed by Julie Horbal, Winnipeg Sun on the issue of plagiarism at the University of Manitoba

Conference Presentations

- » Smith, L.M. & Usick, B.L. (2008, June 24). Procedural Fairness: Responding to contemporary challenges. CACUSS conference, Memorial University, St. John's, Nfld.
- » Hackett, C. & Usick, B.L. (2008, June 23) Supporting graduate students in the disciplinary process, CACUSS conference, Memorial University, St. John's, Nfld.

Staff

Ali Wood was hired as a full time Student Advocate in summer 2008. Ali worked with our office previously as a student during her academic program. She completed her BA in May 2008.

Valentina Ly was hired as our Student Advocacy summer student in 2008 working mainly at the front desk and helping out with various office projects.

Ravi Jayas was a volunteer with Peers, and completed his Peer placement in the Student Advocacy office.

Committee Work

Student Advocacy staff are committed to playing an active role in Student Services, Student Affairs and University committees. Staff participation is summarized below:

Brandy Usick was involved with Council of Student Affairs (COSA), Faculty of Graduate Studies Guidelines and Policy Committee, Student Advocacy and Resource Services Coordinators meeting (Chair), Student Leadership Task Force and Program Design Subcommittee, VLC Working Group, and Emergency Social Services Meeting. Heather Morris was involved with ATTPAC (Academic Advising Toolkit and Training Project Advisory Committee). Heather Morris chaired and Ali Wood was member of the Peers: Students Helping Students 20th Anniversary Planning Committee. Angel Therrien attended the Peers: Students Helping Students Placement Coordinators meeting.

Staff were also involved with selection committees including: Student Affairs Communications Specialist (Brandy), Student Life and Welcome Family Coordinator (Brandy), Leaders of Tomorrow Scholarship Selection Committee (Heather), ACCESS (Brian) and Disability Services Test Centre Administrator (Angel).

Professional Development

Student Advocacy staff are committed to participating in educational opportunities that lead to the development or enhancement of skills or provides reflection of our services. The following are highlights:

- » Brian Barth attend CISAS (Canadian Institute on Student Affairs and Services) held in Sidney, BC (April 2008).
- » Heather Morris and Brandy Usick attended CACUSS at Memorial University, St. John's Nfld. (June 2008).
- » Heather Morris audited the Administrative Law course taught by Karen Busby, Faculty of Law (Winter 2008).
- » Heather Morris completed the course Faculty of Social Work Field Instructor, offered by the Faculty of Social Work.

- » Staff attended suicide intervention training presented by Klinik.
- » Brandy Usick attended a series of webinars about risk assessment.
- » Brandy Usick attended Disruptive Student Behaviour Webinar presented by Dr. Gerald Amada.
- » Heather Morris attended Manitoba Advising Professionals presentation on Facebook at RRC.
- » Brandy Usick, Ali Wood and Brian Barth attended Legal Issues for Academic Administrators in the University, presented by Sheila Devine (August 2008).
- » Staff from Student Advocacy and Resource Services attended the annual Retreat held at the St. Norbert Arts Centre (May 2008).

Staff also attended sessions offered by various units on campus including Student Affairs, University Teaching Services, Learning Development Services and Information Services and Technology. Staff have also participated in the American Sign Language courses offered by Disability Services.

Staff Outreach

Brandy Usick continued her work on the Alumni Association Board of Directors. Brian Barth remained a member of the Joint-Research Ethics Board. Angel Therrien and Ali Wood coordinated the United Way Rainbow Auction. Staff participated in University wide events including Evening of Excellence, Info Days, Parents Program, Campus Beautification day and Sneaker Day.

Future Plans

There are several initiatives we will be working on into the next academic year. We will be continuing research for the Major Outreach project “Academic Integrity in Manitoba high schools”. We also plan to expand on the materials available on our website, and update existing material using multi-media software such as “Articulate”. These programs will allow for users to have a more interactive experience when reviewing policy and procedure information on our website. In addition, we plan to upload some of our existing presentations, and modify the format to be more accessible and user-friendly to those who would like the information but are unable to attend a scheduled workshop.

Recommendations

Our office lent support to a professor who made a recommendation to the Faculty of Science regarding the Faculty’s practice of not allowing students to have access to final exams before the final grade appeal deadline (according to the examination regulation policy). The recommendation

also included allowing professors to provide students with their final exam marks (numerical grades) and to disclose the letter grade thresholds (numerical equivalents for letter grades). As a result, the Faculty of Science implemented a pilot project to allow students to receive useful feedback regarding their performance in a course.

We feel this was a successful new practice, as evidenced by substantially fewer students from that Faculty contacting us after the next academic session regarding grade appeal concerns. We would recommend that all faculties consider their practices when it comes to providing students with ways to review their exam performance, and understand how their final grade breaks down numerically. Again, not only does this provide valuable instructional feedback to students, but it also may reduce the number of formal grade appeals submitted at the end of each term.

Acknowledgements

We appreciate the support we receive from the U of M community each year. It is also helpful for student issues, as well as time effective, when we can work together with various offices and staff to assist in the resolution of issues or to complete projects. For the 2007-08 year in particular, we would like to acknowledge Maggie Duncan and Equity Services for their efforts to work collaboratively with us on projects and with student cases.

Glossary of Terms

Contacts - students and staff who contact the Student Advocacy office with questions or to arrange an appointment with an advocate.

Issue - matter in which a student is seeking assistance (e.g., concern, complaint, appeal, etc.). An “issue case” applies when there is an overall issue affecting a large number of students.

Cases - case file is opened for a student to follow a particular issue/request/appeal.

Group Case - a group of students contacts the office with the same issue.

Category - the way in which issues are classified or grouped.



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**STUDENT
AFFAIRS**

Student Services
