Understanding Your Rights as a Graduate Student

Presented by:
Office of Human Rights and Conflict Management and Student Advocacy and Case Management
Steps
Grad
FROM CAMPUS
TO CAREER
University of Manitoba
Session Outline

• Key messages for new grad students
• Key policies and resources
• Case Examples
  • Refer to handouts
• Questions
  • Generic examples, not specific concerns
  • Confidentiality
Student Advocacy

Student Advocacy is a safe place for students. We help you navigate university processes and advocate for your rights as a student at UM.

We're here to help

If anything in your personal or academic life is affecting your studies, contact our confidential intake assistant. Everything you tell us is kept completely confidential.

Confidential intake assistant
204-474-7423
stady@umanitoba.ca

Authorized Withdrawal
Working with a student advocate
Case Management
The Libraries

umanitoba.ca/student/advocacy/
Office of Human Rights and Conflict Management

- A safe and confidential environment to get support with matters related to human rights, discrimination, harassment, and sexual violence.
- Administers and advises on key policies that guide behaviour at the University.
- Educates on human rights, respectful conduct, and conflict management.
- Offers informal conflict resolution services including:
  - Conflict coaching
  - Conciliation
  - Mediation
  - Facilitated dialogue
Keep in Mind…

• Many student concerns involve more than one issue.

• Some problems may not contravene student rights:
  • Academic failure
  • Competitions for awards
  • Personality differences
  • Disagreements, misunderstandings
  • Advisor- student conflict

However, help is still available!
Keep in mind…

• U of M has a network of supports and services for students.
• The many policies and documents can be difficult to navigate.
• Reach out to someone if you are struggling!
Policies and Documents

- Understanding Fairness at the U of M
- Respectful Work and Learning Environment
- Sexual Violence Policy
- Violent and Threatening Behavior
- Sexual Violence Education and Support
- Student Discipline By-Law
- Academic Integrity
- Responsibilities of Academic Staff with Regard to Students
- FGS Academic Guide
- Department Supplemental Regulations
- Advisor/Student Guidelines
- Roles and Responsibilities
- Conflict of Interest
- Responsible Conduct of Research
- Intellectual Property
Services and Supports

- University Health Service
- Office of Human Rights and Conflict Management
- Student Support Case Management
- Student Advocacy
- Faculty of Graduate Studies
- Vice President - Research
- GSA, HSGSA
- Security Services
- Winnipeg Police
- Student Affairs
- Active Living Centre
- Academic Learning Centre
- Student Accessibility Services
- Sexual Violence Resource Centre
- English Language Centre
- Student Counseling Centre
- Career Services
- Centre for the Advancement of Teaching and Learning
Case Study Exercise

In the chat, consider sharing your thoughts on:

- What policy/policies may apply?
- What resources or supports could the student access?
- What could their next steps be?
Karen begins her MSc. program, and is excited to be part of a tight-knit team. Gary, her supervisor, often drinks and socializes at the campus bar with the students from his lab.

As the term progresses, Gary begins to allude to his attraction for Karen, and then finally in year two, he expresses his desire to have a relationship. Karen isn’t interested, but is not sure how to reject Gary. After all she thinks, the academic relationship is going great.

Finally, in a meeting in Gary’s office, Karen goes to leave, and is blocked by Gary at the door as he leans in to kiss her. She rushes away, and in the ensuing weeks sees a change in their working relationship. She is disappointed and even distressed (loss of sleep and appetite) at Gary’s new detachment and harsh criticisms of her work.
Options for Resolution

• Direct communication
  • i.e. difficult conversations

• Informal resolution options

• Formal Complaint procedures

• Support units- can work ‘behind the scenes’ or actively participate
Case Study Two

Xiaoming is a Ph.D. student who feels she has been ostracized by two other students in the department who also share her carrel space.

Both students (Mark and Shirin), at different times, have belittled Xiaoming’s comments in seminars. They’ve also “misplaced” her possessions within the carrel space, and not passed along important messages.

The situation has become quite distressing. Xiaoming does not know who to approach as her advisor also supervises Mark. Xiaoming starts to alter her schedule to ensure she is not in the carrel or the lunch room at same time as the Mark and Shirin. She worries this tension is becoming obvious to others and she does not want to appear unprofessional, yet she feels she cannot allow things to continue.
Case Study Three

Kevin, a PhD student, tells you that his advisor, Dr. Beck, was using part of his research without his permission.

Data from Kevin’s doctoral study has been given to a Master's student to begin her study in Dr. Beck’s lab.

As well, Kevin’s preliminary results were presented by Dr. Beck at a recent conference (with no mention of Kevin). No permission was given, nor was this presentation discussed beforehand.

Kevin was informed after the presentation by other attendees. He took no action because he did not know who to discuss the matter with, other than Dr. Beck, and he is reluctant to speak to her because he fears retribution.
Questions?

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