



Pick Your Path

PROGRAM GUIDELINES



BRANCHES



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Program Description

Overview

The Branches Team mission is to develop transformative mentorship opportunities and networks of support for Indigenous learners to pick their educational paths. In the context of our mission, we have developed mentorship programs that provide the opportunity for Indigenous students to feel empowered about their decision-making process regarding their educational paths. Furthermore, the programs give students access to McGill's resources, information about McGill's programs, and presents the networks of support Indigenous students have access to when attending McGill.

Due to the COVID-19 outbreak, the Branches Team had to re-structure the Indigenous Mentorship and Paid Research Experience for Summer Students (IMPRESS) Program, which was set to be a pilot during Summer 2020. We developed a new program called Pick Your Path!, to be facilitated using only online resources, therefore making necessary changes to the program's structure to adapt to this new reality.

Goals/Objectives

Even though the structure of the programs differs, Pick Your Path! has the same mission of IMPRESS, which is to pique the interest of Indigenous students in education by offering an opportunity that gives exposure to various areas of study.

The program had two main goals: to provide students with the opportunity to have a paid professional development and education experience from a distance; and for every PYP participant, at the end of this 4-week period, to feel comfortable and empowered to make decisions about their post-secondary path.

Audience/Participants

PYP is an online learning experience for Indigenous summer students between the ages of 16-25 years old, who are currently enrolled in an educational program or will be enrolled in the immediate next semester.

Mentors to PYP participants are Indigenous students or alumni from McGill. Mentors are chosen based mainly on chosen PYP participants, as it is important for mentor and mentee to have a similar age and area of study or interests.



Program Components

PYP has two main components: online workshops and seminars and a final project.

Regarding the online workshops and seminars, they are led by Indigenous and non-Indigenous McGill professors and graduate students. These workshops are meant to equip students with the tools needed to make informed and empowered decisions about their education – and to pick their path!

Furthermore, throughout the program, participants work in their final project, which sought to answer the question “What are my next steps in my path of education?”. To support them with their final project, PYP participants are paired with a mentor, an Indigenous McGill post-secondary student; the mentor-mentee relationship involved not only working on the final project, but also sharing experiences regarding post-secondary education and studying at McGill.



Program Delivery

The following information is based on our experience preparing, delivering and evaluation PYP's first cycle during Summer 2020. Therefore, it includes information on what was done and what could be done differently based on feedback provided by Participants, Mentors and Partners.

If you would like to read PYP's Summer 2020 final report, you can do so in the Branches website.

Roles and Responsibilities

Facilitating Pick Your Path! requires at least two employees, a full-time PYP Coordinator and a part-time Project Assistant. Both should work in conjunction to develop PYP's program components, goals/objectives, and application and selection process for Mentors and Participants.

The PYP Coordinator responsibilities are, among others: liaise with McGill faculties and departments in order to contact professors and workshop facilitators to take part in the program; review and send funding proposals; be in constant communication with Finance regarding payment of monetary awards for Mentors and Participants; attend PYP sessions.

The PYP Project Assistant responsibilities are mainly logistics and administrative support, including: draft funding and budget proposals for the review of PYP Coordinator; create application forms and evaluation forms for Mentors and Participants; schedule interviews; send reminders to Participants regarding the sessions; attend PYP sessions.



Preparing for Pick Your Path!

Below you will find a list of action items that should be followed in preparation for the program:

1. Schedule

It is important to determine the schedule of the program (i.e. what month will the program happen), figure out deadlines and give tasks to each person involved in the program. Before contacting funders, partners, and professors, it is important to determine how many workshops to have per week and which areas of study or programs to prioritize, in order to give Participants a good idea of the different programs that exist. Furthermore, Participants should have enough time to work on their final project throughout the program, so having one day dedicated to both working on the final project and meeting with their Mentor is suggested.

Find the PYP Summer 2020 schedule in page 4 of the PYP Orientation Package in Appendix A.

2. Prepare a PYP Program Description

It is important to have a document detailing a brief overview of the program, objectives, targeted audience and program components before contacting funders, partners and professors.

Moreover, it is also important to have a budget detailing the planned expenses. Said budget should be sent to HR and Finance. As PYP Participants and Mentors are receiving a monetary award, it is extremely important to meet in advance with HR and Finance in order to plan how are they will be paid, what forms must be filled, and how long will it take for them to receive their payment

It is relevant to note that the program description and budget can and will most likely change after consulting with funders, partners and professors. It is therefore important to keep the program description up to date as to reflect new changes.

3. Contact funders and partners

It is especially important to contact funders and partners in order to assess: the interest in the program; the possibility of obtaining funding; and feedback on the program. Researching and selecting funders and partners should be done at least 6 months in advance, preferably 8.



This will allow for communication, feedback and revisions to be made, as well as finalize any funding agreements and funding proposals to be approved. As soon as funding is confirmed, a budget should be drafted and sent for the approval of HR and Finance as for all departments involved in the program to be in the loop regarding the processes.

4. Contact professors to take part in the program

As PYP aims to pique students' interest on different areas of study, it is important to contact professors from different faculties, departments and units, who have diverse research experience and lived paths. Furthermore, we aimed at having at least half of the spots filled by Indigenous professors.

Professors should know the objective of the program, the total of Participants, and details about what type of workshop they are expected to deliver. It is best to request an online session of 1 hour to 1 hour and a half maximum including Q&A time, with interactive components such as discussions or exercises. The delivery or specific content can be left to each professor, but it is advised that their workshop includes a presentation of themselves and the path they took to get to where they are at in their career, as well as an explanation and/or demonstration of their area of study and research field. Professors should have the opportunity to involve their graduate students if they consider it relevant. Additionally, professors who are non-Indigenous should be asked to participate in a Cultural Sensitivity training.

Primarily, contact with professors could be through email though online meetings can be arranged with them in order to talk about the program or clarify guidelines.

Although having strived to have a diverse array of professors, it might be that Participants are interested in one area that was not included in the schedule; therefore, it is important to be flexible and have in mind professors that might be interested and available in a short notice for either a workshop or a casual conversation with the Participant.

5. Contact workshop facilitators

Besides contacting professors, deciding what other workshops to include is important. As PYP also aims to empower Participants to continue their educational path, including professional development workshops (e.g. how to write a C.V. and cover letter, how to prepare for an interview, how to network) could be relevant to achieve the program's objectives. Additionally,



although interest in workshop topics is confirmed after the application process, it could be important to include workshops that concern Participants' well-being, such as Mental Health and Nutrition. Workshops should not exceed one hour and a half and should follow the same recommendations or guidelines given to professors. Additionally, workshop facilitators who are non-Indigenous should be asked to participate in a Cultural Sensitivity training.

As noted with the Professors, contact with workshop facilitators could be through email though online meetings can be arranged with them in order to talk about the program or clarify guidelines. Moreover, it is important to be flexible with which workshops to include as to provide the Participants with information or contacts for the doubts they might have.

6. Contact Indigenous Education Advisor

During this step of the process, contacting the Indigenous Education Advisor as to plan the Cultural Sensitivity training for the professors is advised. Although aiming for only one training sessions is recommended, it might be necessary to hold two training sessions, which the Indigenous Education Advisor should know.

7. Confirm participation of professors and workshop facilitators

To confirm the participation of professors and workshop facilitators, it is important to follow-up with them via email as to receive their written confirmation. Along with asking for confirmation, information regarding the workshop details, date and time, and link to join the session through an online platform should be provided. Also, confirmation of the date and time for the training session with the Indigenous Education Advisor could be included if known by that time; if not, it is important to send it as soon as it is confirmed.

8. Hold a training session for non-Indigenous facilitators with Indigenous Education Advisor

It is relevant to plan this training session ahead of time, as soon as professors and workshop facilitators are confirmed, as it is possible that the Indigenous Education Advisor has a tight schedule, as well as professors. Therefore, although this is step 5, it can be moved around but not later than one month before the program.

It is advised that both or either the PYP Coordinator or the PYP Project Assistant attend the training sessions with professors.



9. Write up a job description and send to HR; confirm payment method process

It is necessary to draft and send a "job" or position description to HR for their approval, as both Participants and Mentors will be paid. During this step, confirming the payment method for Participants and Mentors should be done.

As with step 5, this step can be moved around. It is better to have everything settled regarding Finance as early as possible. It is advised to not send the information of the program to any partner to begin recruiting before "job" descriptions and payment method is approved.

10. Create application process for both Participants & Mentors

The application process should include two components for both Participants and Mentors: filling an application form and attending a 15 to 30 minutes interview. In order to create a successful application process, an evaluation of the applications based on a point system should be decided by the PYP Coordinator and PYP Project Assistant; the selection criteria will depend on priorities. As an example, PYP Summer 2020 prioritized CEGEP and University students over High school students.

Once the point system is agreed upon, a Google or Microsoft Forms can be created with demographics, availability, and interest questions; additionally, an interview template should be drafted, and performance evaluation based on a point system should be decided.

Find the application form questions and our evaluation of applications point system for both Participants and Mentors in Appendix B to E.

11. Send PYP Program and "Job" Description to partners

For the program to be known, it is important to send the Participants application form and PYP program description to all partners involved or that work with Indigenous students in the age range agreed previously. This can include, guidance counsellors in high school and CEGEPs; youth community organizations; and Indigenous School Boards.

For the Mentors, reaching out to partners within Student Services who work directly with Indigenous students is key.

Find the PYP program description document that was sent for Summer 2020 in Appendix F.



12. Continue with application and selection process

In this step, after compiling the applications sent before the deadline of both Participants and Mentors, the PYP Coordinator and Project Assistant should evaluate the applications based on the point system created previously. Then, schedule interviews with the Participants and Mentors. It is advised that both are present in the interview, as to remain objective throughout the selection process.

It is also important to consider that the selection of Mentors depends on the selection of Participants; therefore, selecting the latter first is better. Selection of the Mentors should be made not only considering their previous mentorship experience, but also if they have common interests with any Participant as to create a successful mentor-mentee match.

Find the interview questions and performance criterion for both Participants and Mentors in Appendix G to J.

13. Make final selection

After the interviews with both Participants and Mentors, the PYP Coordinator and Project Assistant should meet to talk about the performance of each applicant. They should add the points each applicant gained through their application and their performance in the interview, as to select the top scorers.

14. Creation of PYP documents

This step can happen at any moment, but it is advised to at the latest, do it at the same time as the application and selection process is being done, as to have all documentation ready before Participants and Mentors are contacted. The PYP documents include: a PYP Registration Package and PYP Orientation Package, for both Participants and Mentors.

Find the PYP Orientation Package in Appendix A and the PYP Registration Package for Participants and Mentors in Appendix K and L, respectively.

15. Contact Participant and Mentors with final decisions

After the interviews, Participants and Mentors should be contacted with the decision within the scheduled time. Both should receive an email congratulating them for being selected, as well as a deadline to confirm their participation in the program. After having confirmed, Participants



and Mentors should be sent the necessary documentation such as forms that need to be filled for their payment, registration form, code of conduct, and whichever other documents are pertinent (e.g. approval from parents for underage Participants).

It is important to have the deadline to receive the documentation set before the start of the program, such as a week before the start or more time in advance.

In this step, as final Participants are selected, which workshops have been included can be revised as to add or change a workshop, or to contact a professor who would be interested in talking with the Participant.

16. Prepare Orientation sessions

During or after all Participants and Mentors have confirmed their participation, an Orientation session must be prepared for each group. It is advised that the orientation sessions are less than an hour, and that they include: a presentation of PYP Coordinator and Project Assistant, as well as their roles within PYP; a presentation of each Participant and Mentor; a project overview; a revision of the schedule and the code of conduct; an explanation of the mentor-mentee relationship and final project; and a Q&A. Other topics can be included, such as a brief training on how to use the online platform of choice (e.g. Zoom, Google Hangouts, Microsoft Teams). For Mentors, it is important to include advice and/or suggestions on how to develop a mentorship relationship online.

17. Meeting before PYP begins

Though not included in the steps, the communication and teamwork of the PYP Coordinator and Project Assistant is key for the success of the program. Either communicating by email, Microsoft Team chat or meeting using an online platform, being on top of the deadlines and tasks is very important. Therefore, having a final meeting before the start of the program is relevant as to make sure that everything has been done and confirmed.

18. Send a Match email to Mentors and Participants

After having received confirmation and signed paperwork from Mentors and Participants, PYP Coordinator needs to send an email introducing mentor and mentee



During Pick Your Path!

Below you will find a list of action items that should be followed during the program:

1. Hold orientation sessions

It is suggested that the orientation sessions happen the first day of the program for both Participants and Mentors. The orientation session should be attended by the PYP Coordinator, PYP Project Assistant and all Participants and Mentors.

For more information on what to include in an orientation session, please see step 13 of the last section.

2. Send daily reminders to Participants with the workshop time, link, and speaker

The PYP Project Assistant can send daily reminders with the workshop information to the Participants. It is important to note that this is optional; however, it is strongly suggested as it was considered positive by the PYP! Summer 2020 Participants.

3. Attend online workshops

For the online workshops, it is suggested that either or both the PYP Coordinator and Project Assistant attend them. It is best if one of the PYP staff hosts the meeting in the online platform, as it gives professors and workshop facilitators the liberty of not worrying about security concerns, muting, etc. Therefore, as noted in step 7 of the last section, they should receive the link in advance.

During the online workshops, it is suggested that the PYP Coordinator introduces the facilitator for the session. Meanwhile, the PYP Project Assistant should take screenshots as evidence of the session, with permission of all the attendees, as well as notes of each session. They should also track the attendance of the Participants.

4. Follow-up weekly with Participants

The PYP Coordinator should check-in with Participants at the end of each week, as to evaluate how their experience is going regarding the workshops, the mentor-mentee meetings and the final project. It is important for Participants to feel there is an open communication channel with the PYP Coordinator and Project Assistant as to share any concerns or doubts they might have.



5. Follow-up weekly with Mentors

Similarly to what was suggested in step 4, the PYP Coordinator should check-in with Mentors at the end of each week, as to confirm they have met with their mentees and to double-check if they need any support from PYP staff. The PYP Project Assistant should track the meetings of the Mentors with the Participants.

6. Weekly social meetings with Participants

To foster a cohort feeling and sense of belonging, an optional online social meeting can be included during PYP. This online social meeting can take place over the same platform used for workshops and can be facilitated by the PYP Coordinator or the Project Assistant. Participants can be encouraged to talk about their final project or their personal interests with each other. It is important that this remains optional for Participants, as they might have other responsibilities.

7. Weekly Mentor meetings

Weekly meetings with Mentors can also be helpful, as having a time to share their experiences and suggestions for how to improve or better their mentor-mentee relationship can be very useful for all. This meeting can be facilitated by the PYP Coordinator or the Project Assistant. It is strongly suggested these meetings to be mandatory and the assistance to the meetings should be tracked by the Project Assistant.

8. Contact HR and Finance to confirm payments

As it was mentioned in step 2 and 9 of the last section, confirming that HR and Finance have all necessary documentation from Participants and Mentors to be paid is strongly advised. This can be done halfway through the program or before, as to be sure that the date of deposit given to the Participants and Mentors is still feasible.

9. Prepare for evaluation process

The evaluation process needs to involve the Participants and Mentors, with the option to also include professors and workshop facilitators. The evaluation of the program can be done by either holding a focus group or by creating and sending an online evaluation form to be filled anonymously by the Participants and Mentors.



It is suggested to discuss which option is better for the cohort of Participants and Mentors. If it is an evaluation session, the PYP Staff have to prepare a list of questions to discuss that will answer pre-selected categories or information needed; if it is an evaluation form, it needs to be drafted and approved by both the PYP Coordinator and Project Assistant.

Find the evaluation session questions and evaluation form questions for Participants and Mentors in Appendix M to O.

10. Collect final projects/Present final projects

Participants are given one week after the end of the program to submit their final project. As they can take any shape or form, it is advised that several ways of sending the final project are available such as email, uploading to Google Drive, OneDrive or Dropbox, etc.

As an option, a final meeting where Participants and Mentors meet can be arranged, for the Participants to share their final projects with each other and the Mentors. It is advised to check with Participants if they would feel comfortable doing so and arrange the meeting in advance to guarantee everyone can attend.



After Pick Your Path!

11. Hold an evaluation session/Send online evaluation form

This step depends on the preference of the Participants and Mentors. If it is an evaluation session, it would be important to keep the evaluation session under one hour and 30 minutes; if it is an evaluation form, it should take respondents under 20 minutes to answer it.

It is advised that both the evaluation session or evaluation form to be hosted or sent within a week after the final project is submitted.

12. Confirm with students they have received payments

After the payment deadline shared by HR and Finance, it is important to reach out to Participants and Mentors to double-check if they received the payments. If not, follow-up with HR and Finance as needed.

13. Compile evaluation notes and create report

Based on the information gathered from the evaluation sessions or evaluation forms, the PYP Project Assistant can draft a final report that includes the delivery of the program and its evaluation. This draft must be approved by the PYP Coordinator.

14. Share final report with key stakeholders

After the final report is completed, it is important to share it with everyone that was involved, including professors, funders, workshop facilitators, Participants and Mentors.



Acknowledgments

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Thank you and credit to Kaia'tanó:ron Dumoulin Bush, the artist who created the artwork you can find in this guideline, from the cover and back page, to the banner.



Appendix B

Application Form Questions for Participants

The following application form was created in Google Forms. If you would like access to the original application form, please email us at outreach.sede@mcgill.ca

Section 1.

Please answer the following questions before continuing with your application:

- Are you between 16 and 25 years old? (Yes/No)
- Are you currently enrolled (full-time or part-time) in school or planning to go back to school? (Yes/No)
- Are you able to commit to ~10-12 hours per week Monday to Thursday) for a 4-week period from June 1 – June 25th, 2020? (Yes/No)

Section 2. Personal Information

- Legal First & Last Name
- Preferred Name
- Birth date
- Preferred Pronoun
- Email
- Phone number
- Are you First Nations, Inuit, or Métis?
- Name of your community
- Are you currently enrolled in high school or CEGEP? (Yes/No)
- Are you currently enrolled at school full-time or part-time? (Yes/No)
- Name of your school
- Do you have any accessibility needs that you would like to disclose?

Section 3. Education & Experience

- Please describe your educational path, including formal schooling, training courses, and workshops:
- Please describe your work experience, if any:
- Please describe your volunteer experience, if any:



Section 4. Interests

- Which areas of study are you interested in?
- What workshop topics would you be interested in?

Section 5. Personal statement

We are interested in getting to know a little bit about who you are and to know your answer or reflection about the following questions:

- What are some of your personal, academic, and/or career goals?
- Why would you like to participate in the Pick Your Path! program? What do you hope to gain?



Appendix C

Application Form Questions for Mentors

The following application form was created in Google Forms. If you would like access to the original application form, please email us at outreach.sede@mcgill.ca

Section 1.

Please answer the following questions before continuing with your application:

- Are you a current McGill Indigenous student or an alumnus? (Yes/No)
- Are you able to commit to ~2 hours per week on Thursdays for a 4-week period from June 1 – June 25th, 2020? (Yes/No)

Section 2. Personal Information

- Legal First & Last Name
- Preferred Name
- Birth date
- Preferred Pronoun
- Email
- Phone number
- Are you First Nations, Inuit, or Métis?
- Name of your community
- Are you a current McGill student or an alumnus?
- What is your year and degree? If you have already graduated, what was your degree in?
- Do you have any accessibility needs that you would like to disclose? (i.e. mobility restrictions, etc.)

Section 3. Education & Experience

- Please describe your academic experience at McGill
- Please describe your work experience, if any
- Please describe your volunteer experience, if any
- Have you had any academic, work or volunteer experience that has had an impact on you? If yes, please describe why and how it remains relevant in your life.



Appendix D

Evaluation of Applications (Point System) for Participants

The PYP Project Coordinator and Project Assistant each awarded applicants points in their application. The points system went as follows:

- Current McGill student or Alumnus = /2
- Educational path and Work experience = /3
- Volunteer experience = /3
- Personal Statement = /5

Total of application points before interview were /13 per scorer, /26 in total.



Appendix E

Evaluation of Applications (Point System) for Mentors

The PYP Project Coordinator and Project Assistant each awarded applicants points in their application. The points system went as follows:

- Educational level (high school, CEGEP, University) = /2
- Educational path and Work experience = /3
- Volunteer experience = /3
- Personal Statement = /5

Total of application points before interview were /13 per scorer, /26 in total.



Appendix F

PYP Program Description

Due to the COVID-19 outbreak, the Branches Team has had to re-structure the Indigenous Mentorship and Paid Research Experience for Summer Students (IMPRESS) Program. We will be delivering the programming using online resources and have made changes to the program's structure to adapt to this new reality.

Despite this, we are still very excited about this program! We will now be able to offer the program to students from the comfort & safety of their home & community. In order to avoid confusion, we will be giving this online program a new name, Pick Your Path!

Pick Your Path! has the same mission of IMPRESS, which is to pique the interest of Indigenous students in education by offering an opportunity that gives exposure to various areas of study.

Pick Your Path! (PYP) is an online learning experience for Indigenous summer students between the ages of 16-25, We will be providing students the opportunity to have a **paid** professional development and education experience from a distance. PYP students will meet weekly with an Indigenous post-secondary student mentor, with the program coordinator, and in a group setting. **Additionally, students will attend online workshops and seminars led by Indigenous and non-Indigenous professionals and professors.**

Workshops will be interactive experiences that give students exposure to research & academia in post-secondary! **Students will hear from a range of professors and students in various faculties over the course of the 4-weeks to get an in depth, personalized, and unique view into post-secondary.** PYP coordinators will also facilitate a one-on-one discussion for the professor and student to chat more about the field the student is interested in, if desired.

The goal is for every PYP student, at the end of this 4-week period, to feel comfortable and empowered to make decisions about their post-secondary path – when the time should come!

At the end of the 4-week period, students submit their individual project. This project and its format are entirely up to the discretion of the students! Students will have access to their mentors and the program coordinator to bounce ideas off and for help in developing this final



product. The final project will be a culmination of things learned over the 4 weeks, and will be an answer to the guiding question, **“What are my next steps in my path of education?”**

Details:

There are **5 spots** available for the 2020 session of Pick Your Path!

Students are expected to commit ~10-12 hours per week for 4 weeks to this program. The 4-week period is from June 1 – June 25th, from Monday – Thursday.

Students are expected to attend the following weekly activities:

- Complete weekly reading (~1 hour)
- Check in with program coordinator, discuss reading (~1 hour)
- Check in with Indigenous Student Mentor (~1 hour)
- Individual Project Work (~3 hours)
- 2 online Workshops/Seminars (~4-5 hours; 2 – 2.5 hours each)

Students will be given an award of \$1000 for the program; payable in two instalments, \$500 mid-way through the program, and \$500 upon completion of the final project.

Students will be assigned an Indigenous student mentor – this will be either a current McGill student or an Indigenous McGill alumnus.

All seminars, workshops, and meetings will take place on Zoom.

Each week will focus on a specific academic discipline and will have an Indigenous professional in the relative field be the week lead.

How to apply:

- Complete online application form by **5PM (EST) Friday May 15th, 2020.**
- Participate in an interview with PYP coordinators via Zoom.



Appendix G

Interview Questions for Participants

The interviews took place through Zoom, and they were facilitated by the PYP Coordinator and Project Assistant.

Section 1.

- Are you available Monday-Thursday from 10am-12pm EST? As most of the sessions are taking place during that time frame.
- Are you in the EST time zone?
- Where did you heard about PYP?

Section 2.

- Why do you want to participate in Pick Your Path?
- What do you hope to gain from Pick Your Path in terms of tools, knowledge, etc.?
- We will be matching students up with a mentor – what are you looking for in a mentor?

Section 3.

- What are some interests/hobbies you have?
- Do you have any questions for us?



Appendix H

Interview Questions for Mentors

The interviews took place through Zoom, and they were facilitated by the PYP Coordinator and Project Assistant.

Section 1.

- Do you have time during time during the week to meet with a student? The time commitment is about 1-3hrs/week?
- Do you feel comfortable supporting them in their final project?
- Are you free Monday June 1st for an Orientation – during the afternoon? What time would work best for you?

Section 2.

- What is your education background?
- Why do you want to participate in PYP as a mentor?
- Have you ever had/Do you have a mentor – and how did that relationship impact you?

Section 3.

- What are some interests or hobbies you have?
- Do you have any questions for us?



Appendix I

Interview Performance Evaluation (Point System) for Participants

The PYP Project Coordinator and Project Assistant each awarded applicants points in their interview performance. The points system went as follows:

- Attitude = /3
- Communication Skills = /2
- Technical Skills = /2

Total of application points after interview were /7 per scorer, /14 in total.



Appendix J

Interview Performance Evaluation (Point System) for Mentors

The PYP Project Coordinator and Project Assistant each awarded applicants points in their interview performance. The points system went as follows:

- Attitude = /4
- Reasons to mentor = /4
- Previous experience = /3
- Communication Skills = /3
- Technical Skills = /2

Total of application points after interview were /16 per scorer, /32 in total.



Appendix M

Evaluation Session Questions for Participants

Section 1. Logistics

- How was the application process for you?
- How was the selection process for you?
- How was the orientation session for you?
- How were PYP! Sessions for you?

Section 2. Content

- How was each of the sessions for you?
- Which was your favorite session, least favorite
- What topic would you have liked to hear from?
- Are there any workshops that you would have wanted to have? If yes, which ones?
- Would you change anything about PYP! Sessions (overall)?

Section 3. Communication

- How was communication with staff? *In each step of the PYP process (application, selection, throughout the program)*
- How was communication with professors?
- How was communication with mentors?

Section 4. Feedback

- Mentors
 - o Was the time you spent interacting with your mentor enough for you?
 - o Would you change anything about the mentor-mentee matching process? *We chose your mentor based on their profile and common interests.*
 - o Would you change anything about the mentor's role in the program? *Your mentor's main role was to provide support for your final project.*
- Final project



- Do you think/feel that working on your final project allowed you to reflect on your next steps? *PYP!'s final project sought to answer the guiding question "What are my next steps in my path of education?"*.
- Is there anything we could change about the final project to make it more meaningful?
- Overall
 - Do you feel more comfortable and empowered to make decisions about your educational or career path? *The main goal of Pick Your Path! is "for every PYP student, at the end of this 4-week period, to feel comfortable and empowered to make decisions about their post-secondary path."*
 - Is there anything we could add to the program to better achieve this goal?
 - What was one important thing you learned/experienced by being a part of Pick Your Path?
 - What was one thing you wish you had learned/experienced?
 - Do you have any other suggestions for improving Pick Your Path!?
 - Can we share your final projects with mentors, newsletter, webpage, final report, SPF (social media)?



Appendix N

Evaluation Form Questions for Participants

The following evaluation form was created in Microsoft Forms. If you would like access to the original application form, please email us at outreach.sede@mcgill.ca

This evaluation form was intended to be short, as to obtain more quantitative data and give the Participants to give their opinion anonymously, as opposed to the evaluation session, which focused on qualitative data.

Some of the questions had to be answered in 5-point Likert scale.

Section 1. Overall evaluation

- Overall, how would you rate the Pick Your Path! program?
- How would you rate the application process? *This includes: filling the application form and interview*
- How would you rate the orientation session?
- Overall, how would you rate PYP! sessions?
- How satisfied are you with the communication from Larissa/Mayela throughout the program?
- How satisfied are you with your mentorship experience?
- How likely are you to recommend a friend or family member to apply to the PYP! program?

Section 2. PYP! Sessions

In this section, we ask you to please rate how satisfied are you with each one of the PYP! Sessions (including content, facilitation by the professors and graduate students, answering your doubts/questions).

We use a scale from 1 to 5, with 1 being Not at all satisfied and 5 being Completely satisfied.

Section 3. Suggestions

- Do you have any suggestions for improving Pick Your Path!?



Appendix O

Evaluation Form Questions for Mentors

The following evaluation form was created in Microsoft Forms. If you would like access to the original application form, please email us at outreach.sede@mcgill.ca

Some of the questions had to be answered in 5-point Likert scale.

Section 1. PYP! Overall Evaluation

- Overall, how would you rate your PYP! experience?
 - o Please expand on the reasons behind that score
- How would you rate the application process?
 - o Please expand on the reasons behind that score
- How would you rate the orientation session?
 - o Please expand on the reasons behind that score

Section 2. PYP! Staff Evaluation

- PYP! staff provided sufficient information about my role and responsibilities as a PYP! mentor.
- PYP! staff provided sufficient orientation about PYP! guidelines and schedule.
- PYP! staff were supportive of me throughout the program.
- PYP! staff answered my questions/emails in a timely manner.
- Additional comments about the PYP! staff?

Section 3. Mentor-Mentee

- My mentee and I were a good match.
- Did you meet or chat with your mentee at least once each week throughout the program?
- In average, how much time did you spend with your mentee each week? *We want to know what the real time commitment looks like!*
- How was it for you to build a mentor-mentee relationship online? *Was it easy? Difficult?*
- Did you encounter any challenges building a relationship with your mentee?
 - o If yes, please expand on that



- Please comment on some of the questions/doubts your mentee had throughout the program
- Please comment on the support your mentee required/you provided for their final project

Section 4. Reflection

- Do you think/feel your mentee feels more comfortable and empowered to make decisions about their educational or career path? *The main goal of Pick Your Path! is "for every PYP student, at the end of this 4-week period, to feel comfortable and empowered to make decisions about their post-secondary path."*
 - o Please expand on your answer
- Based on your experience as a mentor, is there anything we could add to the program to better achieve this goal?
- Do you think/feel that working on the final project allowed your mentee to reflect on their next steps? *PYP!'s final project sought to answer the guiding question "What are my next steps in my path of education?"*
 - o Please expand on your answer
- Based on your experience as a mentor, is there anything we could change about the final project to make it more meaningful?
- What was one important thing you learned/experienced by being a mentor for Pick Your Path?
- What was one thing you wish you had learned/experienced by being a mentor for Pick Your Path?

Section 5. Suggestions

- Do you have any suggestions for improving Pick Your Path!/? *Please include any suggestions you might to improve the program for both mentors and mentees.*

