

UNIVERSITY OF ALBERTA

**PROPOSAL TO ESTABLISH A
HIGHER EDUCATION ACADEMIC
MENTORING PROGRAM**

FOR

**RACIALIZED MINORITIES AND INDIGENOUS PEOPLE
(MENTORING PROGRAM)**

**WORKING DRAFT
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PROPOSAL FOR ACADEMIC MENTORING PROGRAM

EXECUTIVE SUMMARY

I. Introduction

This Proposal for a Higher Education Mentoring Program for Racialized Minorities and Indigenous People at the University of Alberta was initiated in the winter 2006 by students, both undergraduate and graduate, as well as Canadian and international students, and supported by faculty. Three kinds of mentoring relationships are envisioned: (i) faculty mentoring of undergraduate and graduate students, and postdoctoral fellows; (ii) peer mentoring between junior and senior faculty; and (iii) peer mentoring amongst students. Over the past year, the proposal has been reviewed and feedback collected from stakeholders at various levels of the institution and across University constituencies. This revised proposal constitutes the basis for continuing this conversation and the way forward to implementing a University-wide mentoring program, that is sensitive to the needs of self-identified racialized minorities and Indigenous peoples.

II. Mentoring Makes Sense

Research and our comprehensive environmental scans suggest there already is some recognition that teaching and research *Mentoring Makes Sense*, and that excellence in mentoring will enhance the scholarly endeavour. Mentoring can make a significant difference in a scholar's career, both in terms of how quickly they progress and the kinds of success they are able to achieve. Although mentoring is recognized as important across campus, this recognition is uneven. Encouragingly, the University of Alberta's *Dare to Discover* recognizes that one of the cornerstones of a great university is the engagement of "students through mentorship and peer-based activities". Promoting and recognizing excellence in mentoring makes sense because it helps people to succeed; it promotes a sense of belonging to a community of scholars; and it builds citizenship within departments, faculties, the University and beyond.

III. Environmental Scans

This proposal is built on several environmental scans. First, it draws on a scan of already existing mentoring and mentoring-like (e.g. apprentice, coaching, peer) programs at the University of Alberta. Appendix 2 discusses these existing programs in relation to this proposal. Second, an initial scan was conducted in 2006 of some 45 Canadian Universities, which showed different kinds of mentoring programs. A subsequent scan in 2007 has revealed a number of new initiatives on race, 'race relations' and racialization in higher education. In the sub-section on "Leading the way in Canada", we highlight several examples, including from Queen's University, which has instituted a Mentoring Program for Self-Identified Racialized Minorities; the University of Toronto/OISE and the University of British Columbia, which illustrate how mentoring has been promoted within a human rights and equity framework; and Carleton University and the University of Windsor, which have developed extensive educational resources on mentoring, 'race', 'race relations' and racialization. These developments support our idea of *mentoring excellence with equity* and that is attentive to the needs of self-identified racialized minorities and Indigenous peoples. Research on international scholars and postdoctoral fellows also illustrates that mentoring can be a way of attracting scholars and distinguishing universities, as it draws attention to an institutional commitment to a culture of inclusion and a welcoming intellectual environment. As well, our preliminary consultations highlighted the importance of mentoring for Chairs, Deans, and APOs. The latter complements our proposed mentoring program and suggests mentoring makes sense for an institutional culture shaped by a commitment to lifelong learning. Finally, with the assistance of the Office of Human Rights, a scan was conducted of the

continuing faculty workforce data with the aim of determining a potential pool of mentors among members of the two targeted constituencies. The data show that since 1993 the University of Alberta has made notable progress with respect to gender equity and in the recruitment of visible minorities in some faculties, but overall there has been a decline in the representation of Aboriginal scholars, visible minorities and persons with disabilities. Central to mentoring excellence with equity at the University is attracting diverse scholars, and creating a culture of respect and belonging, particularly for those equity groups that are historically under-represented.

IV. Focus for the Future – Recognizing and Celebrating Mentoring

As the University continues to find ways to recognize and celebrate its success in teaching, research and service, including through the Research Profile Project which collects stories and profiles of outstanding researchers, it makes sense that we also celebrate excellence in mentoring. Consistent with the vision of the University of Alberta's President in *Dare to Deliver*; the Vice-Presidents report on *Integrating Teaching and Research*, and *Celebrating the Undergraduate Research Experience*, it makes sense to invest in and celebrate mentoring excellence. One of the initiatives of the Office of Mentoring Excellence would be to generate profiles of outstanding mentors and mentees. A second aim would be to promote the recognition of excellence in mentoring, such as through identifying the benefits of mentoring, and by rewarding mentoring excellence. Already existing best practice examples include the Killam Award for Mentoring Excellence, and the Office of Postdoctoral Fellows promotion of mentoring as key to successfully launching the careers of new scholars.

V. Resources

The current proposal has been prepared and funded through personal resources, with the voluntary research support of students and faculty. The initial distribution of the revised report in the summer 2006 received seed funding from the Faculty of Arts. It is anticipated that the Office of Mentoring Excellence and its work will be funded through normal University budgetary processes. The proposal suggests the University of Alberta must dedicate adequate resources necessary for recognizing and rewarding mentoring excellence as central to scholarly success across all levels of the University, and among its diverse constituencies. The overall experience and success of the mentoring program will depend on building a partnership across the University community, including programs, departments, Faculties, as well as student bodies such as the Student Union and Graduate Students Association, and Professors Emeriti and Alumni.

VI. Governance and Administration

The proposed Governance and Administrative structure recognizes the overall importance of mentoring to a great University. Thus, it proposes that a new Office of Mentoring Excellence (OME) be created and located either in the Office of the President or the Office of the Provost, and liaise with the Office of Human Rights, Human Resources and the University Teaching Services to ensure institutional recognition for a program that simultaneously promotes academic and research and teaching excellence and equity. The OME minimally will include a Director, administrator and Management Board comprised of University-wide stakeholders.

VII. Way Forward – Next Steps

Promoting and recognizing mentoring excellence makes sense for a great institution such as the University of Alberta. This proposal suggests mentoring will make a difference across all levels of the University and for members of its diverse constituencies. It is designed to be phased in over a three-year period, beginning in Year 1 with a pilot project involving faculty and students from across the University, followed in Year 2 by a full launch of an Office of Mentoring Excellence. The pilot project, with a mechanism for feedback and evaluation, will enable a broader needs assessment; flesh out the relationship amongst already existing mentoring-type programs and how

to create synergy; establish the mandate and governance structure; and allow further consultation with stakeholders.

PREFACE

This document includes the revised *University of Alberta Higher Education Mentoring Program proposal*. The initial proposal was developed by Drs. Malinda S. Smith and Rita Dhamoon, at the request of students in the Campus Alberta-wide Anti-Racism and Decolonization Network (ARDN). In 2006 it received preliminary feedback from the Network's undergraduate and graduate students, who are Canadian and international, and from Network faculty members who are from across the University campus and among whom are members of the two designated equity constituencies. Throughout the summer 2006, the proposal subsequently was forwarded for feedback to various University stakeholders, in University and Faculty administration, departments, and student associations. Many individual meetings were held by Drs. Smith and Dhamoon with stakeholders throughout the summer and by Dr. Smith in the Fall 2006. The consultations led to a considerable number of letters of support for the initiative. The revised draft by Dr. Smith incorporates important insights acquired from various levels of the University community, updated research on mentoring programs across Canada. It provides the basis for continuing the conversation in support of an Office of Mentoring Excellence and, more generally, on why mentoring makes sense for racialized minorities, Indigenous peoples, and immigrant faculty and student.

This document includes four appendices: brief background on the ARDN; our Environmental Scan of current mentoring or mentoring-type programs at the University of Alberta; Office of Human Rights data on University of Alberta Workforce by Faculty and Four Employment Equity Groups (Full-Time Continuing Faculty, 1993-2005); and a preliminary budget, and governance and administrative structure. It also contains a number of **supporting documents**:

1. Proposed program administration forms
 - Mentoring Program for Racialized Minorities and Indigenous Peoples: Frequently Asked Questions (FAQ)
 - Faculty Mentor Application Form
 - Mentee Application Form
 - Peer Mentoring Program Application Form
 - Feedback Form: On-going Assessment
 - Feedback Form: Concluding Assessment
2. Alison Taylor and Harvey Krahn, "Aiming High: Educational Aspirations of Visible Minority Immigrant Youth," *Canadian Social Trends* (Winter 2005): 8-12
3. Jodie Sinnema, "Education Key for Visible Minorities, Study Says", *Edmonton Journal*, April 5, 2006

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UNIVERSITY OF ALBERTA
**MENTORING PROGRAM FOR RACIALIZED MINORITIES
& INDIGENOUS PEOPLES**

“Nurturing the human spirit” – University of Alberta, Dare to Discover
“It takes a village to raise a child” - African Proverb

Overview

Mentoring is important to academic and research success, instils a sense of belonging, connects diverse and interdisciplinary communities, fosters collegiality and builds citizenship across the University community. Consistent with the *Dare to Discover* vision to “inspire the human spirit through outstanding achievements in learning, discovery and citizenship in a creative community”, the University of Alberta’s Higher Education Mentoring Program is designed to enhance the educational experience for racialized minorities and Indigenous peoples, by ensuring that participants achieve maximum academic success in their respective departments and faculties.¹ The program’s main emphasis is intended to be academic. However, the program also emphasizes a well-rounded experience that enables a smooth transition between the University, community connections, workforce participation and overall success in the mentor’s and mentee’s lives. The Mentoring Program is designed to operate on a voluntary basis amongst faculty, as well as between faculty, students and student-activists. It will facilitate three kinds of one-on-one academic mentoring relations across faculties and disciplines: (i) peer mentoring between junior and senior faculty; (ii) peer mentoring amongst students; and (iii) faculty mentoring of undergraduate and graduate students, as well as postdoctoral fellows. The program aims to promote mentoring (apprentice, coaching) relationships as important aspects of academic success over the course of a student, postdoctoral fellow or faculty member’s career.

The primary targeted constituencies include racialized minorities and Indigenous students who are citizens, permanent residents, as well as international students. Although there may be different academic mentoring needs for these constituencies, there are some shared core concern with retention and achieving academic success. The program’s concern is, above all else, with the scholarly success (e.g. education, teaching, research, scholarships) of the relevant constituencies at the University of Alberta.

The program is aimed at two minority student populations on campus, which are encompassed under the equity or diversity umbrella of the Canadian government – Indigenous people (Aboriginal peoples)² and racialized minorities (visible minorities).³

¹ See: *Dare to Discover: A Vision for a Great University*’ (University of Alberta: Office of the President): It is available online at <<http://www.president.ualberta.ca/daretodiscover.cfm>>.

² The University of Alberta’s Employment Equity Census Questionnaire defines “Aboriginal Peoples” as follows: “Aboriginal peoples are persons in Canada who identify themselves to be Status Indian, Non-Status Indian, Inuit or Métis.”

Of the four equity designated groups, the University collects data on three: women, Indigenous students and students with disabilities. While there is no accurate data collected on the number of students who are identified as “visible minorities” (racialized minorities) it is expected that of the 27,000 students who are not international students there is a large percentage who fit into this category.⁴ Further, data from Statistics Canada, the 2001 Census on visible minority population by province and metropolitan area, as well as research by University of Alberta Professors Harvey Krahn (Sociology) and Allison Taylor (Education) indicate advance education success is a higher aim for visible minority immigrant population group (than other groups).⁵ Despite the resilience and aims of such students and families, many face various challenges which we hope this program will help to alleviate.

The data from the Office of the Registrar suggest international students come from some 121 countries, and a significant percentage of them are visible minorities. The 2005-2006 Summary of Statistics data provided by the Registrar’s Office show, for example, that at least half of the 3,100 international students are from China, South-East and South Asia.⁶ As well, the majority of international students are graduate students, falling under the purview of the Faculty of Graduate Studies and Research. Thus teaching and research mentoring are important to influencing the speed and ease with which international students integrate into the University community and how quickly they are able to achieve scholarly success. Promoting excellence in mentoring international students may be a way to distinguish the University and attract and retain more students from abroad.

The proposed Mentoring Program is, thus, envisioned in the context of a commitment to academic and research excellence as well as the University’s commitment to a comprehensive human rights and equity framework. The University’s student body, like the rest of Canadian society, is becoming increasingly more diverse. In collaboration with the Office of Human Rights at the University, we conducted an inventory of Employment Equity data over the past twelve years. The full review and assessment of the information on full-time, continuing University Teachers (continuing faculty) is included in Appendix

³ The University’s Employment Equity Census Questionnaire, “Persons from Visible Minority Groups: Members of visible minorities are persons who are non-Caucasian in race or non-white in colour. Examples of visible minority groups are: Black, Asian, Middle Eastern, etc. (Aboriginal persons are not included as members of visible minorities.)”

⁴ Dr. Bill Connor, Vice-Provost and Dean of Students noted during discussions with us that the category of international student is a changing one, where some, primarily graduate students, become permanent residents over the course of their studies at the University. Thanks are owed to Dr. Connor for his helpful feedback. A recent study by the Institute for Research on Public Policy argued that foreign students are desirable immigrants; it recommended Canada encourage foreign students to stay. See, Janice Tibbetts, “Canada urged to encourage foreign students to stay: Educated people most desirable immigrants,” *Edmonton Journal*, Thursday, 8 November 2007: A8.

⁵ See supporting documents for article by Alison Taylor and Harvey Krahn, “Aiming High: Educational Aspirations of Visible Minority Immigrant Youth,” *Canadian Social Trends* (Winter 2005): 8-12; and Alison Taylor and Harvey Krahn, “Resilient Teenagers: Explaining the Higher Educational Aspirations of Visible Minority Youth in Canada,” *Journal of International Migration and Immigration*, vol. 6, Issue 3 (November 2005).

⁶ University of Alberta, “Summary of Statistics 2005-2006” (Office of the Registrar, February 2005): 1-206, at <http://www.registrar.ualberta.ca/sosfiles/2005-2006/SOS_2005_06.pdf>.

III. Overall the data is mixed, showing progress in increasing representation and less success in others. Briefly, the data shows there are some 92 continuing faculty who self-identify as visible minorities, mostly located in the Sciences and Business. There are a smaller number of Aboriginal faculty members, located primarily in the Faculties of Native Studies and Education. Although we have not conducted this assessment, we expect that there will be fewer senior faculty members available to mentor junior faculty from the intended constituencies.⁷ Thus it is important that stakeholders are conceived broadly in terms of commitment to academic success of diverse constituencies on campus. The program anticipates drawing on faculty who are committed to the University's vision of academic excellence and a comprehensive human rights and equity environment, that is, to excellence with equity.⁸

Why Academic and Research Mentoring Make Sense

Academic and research mentoring makes sense. Mentoring is a fundamental aspect of educational institutions.⁹ It can make an enormous difference in a person's career, both in terms of how quickly they progress and the kinds of success they are able to achieve. A systematic and University-wide program would draw on existing mentoring practices and structures, which are currently uneven across the campus. Mentoring already is recognized as important to the scholarly endeavour as noted in the vision statement of *Dare to Discover*, which states that one of the cornerstones of a great university is anchored in the engagement of "students through mentorship and peer-based activities".¹⁰ Excellence in mentoring makes sense because it helps people to succeed; it promotes a sense of belonging to a community of scholars, and it builds citizenship within departments, faculties, the University and beyond.

Further, there is an existing commitment to mentoring by some units of the University of Alberta community. The Research Services Office now offers, "Consultation and Mentorship Sessions" on applying for SSHRC Standard Research Grants so that applicants can benefit from the knowledge gained by experienced scholars. The Postdoctoral Fellow's Office emphasizes mentoring with regards to career skills, publications, and grant writing so as to develop confidence, professional visibility, and build a network of contacts.¹¹ As well, a commitment to mentoring, and to recognizing

⁷ See 'Report of the Mandatory Retirement Task Force' submitted to the University of Alberta and the Association of Academic Staff (University of Alberta). Available at: http://uofaweb.ualberta.ca/aasua/pdf/Mandatory_Retirement_Task_Force_Report.pdf.

⁸ A good example of this is the Faculty of Medicine and Dentistry's Aboriginal Health Care Committee coordinated by Dr. Michael King, and the kind of case he makes for "Training Aboriginal Health Care Professionals in Canada" as part of the ACADRE Network for Aboriginal Health Care Research Training. See: <<http://www.med.ualberta.ca/education/ugme/aboriginal/index.cfm>>

⁹ Beyond academic and research mentoring, various units on campus have developed mentoring programs. While the Mentoring Program for Administrative Professional Officers (APOs) has not been sustained, it is a case in point.

¹⁰ See the 'Dare to Discover: A Vision for a Great University', University's Office of the President (section on Learning, Discovery and Citizenship): <<http://www.president.ualberta.ca/daretodiscover.cfm>> .

¹¹ For more information, see, Postdoctoral Fellows Office, "Postdoc/Mentor Relationships", <<http://gradfile.fgsro.ualberta.ca/postdoctoral/applyappoint/mentoring.htm>>.

outstanding mentors, is evident in its Killam Award for Excellence in Mentoring. This award is given annually to one member of the academic staff in recognition of outstanding performance in mentoring the research of undergraduate and graduate students, postdoctoral fellows, and visiting scholars. All continuing faculty at the University of Alberta are eligible to be nominated by their home department. The recipient receives a prize of \$5,000 and a commemorative certificate at the Annual Killam Dinner.¹² The Office of Research in the Faculty of Medicine and Dentistry also offers an annual Mentoring Award to faculty for the outstanding mentoring of graduate students and postdoctoral fellows. The award consists of a cash award of \$1,000 and a commemorative certificate.¹³ The Vargo Teaching Chair, which recognizes teaching excellence, also calls for leadership of the chair-holder, within the department and Faculty, including in the area of mentoring new staff.¹⁴

In a few Faculties, particularly the sciences, mentoring is an important aspect of evaluating performance. Likewise, in the Faculty of Arts recently has added student mentoring to the faculty annual report. Under Teaching, the report allows faculty to report on mentoring graduate students, new instructors, as well as on supervision of Teaching Assistant (TA) and Research Assistant (RA) training, supervision of graduate student training, mentoring students with regards to publications, and out-of-class mentoring.¹⁵ As well, in 2005, Augustana Campus developed a Mentoring document which discusses mentoring in terms of both the annual Faculty Evaluation Committee (FEC), as well as a form of institutional support that offers a set of “good practices” for encouraging academic success.¹⁶ The School of Library and Information Services explicitly advocates mentoring of sessional instructors by a full-time faculty member.¹⁷

In a research project undertaken by colleagues in the Faculty of Education, mentoring relationships are recognized as contributing to students’ self-esteem, social and emotional growth, as well as the overall educational experience. This project was a tri-partite collaborative three-year venture involving the Faculties of Education from the Universities of Alberta, Calgary and Lethbridge. It found that volunteer mentoring programs in educational institutions are significant to the personal and career

¹² More information on the Killam Award for Excellence in Mentoring can be found at <<http://www.killamtrusts.ca/uofAlberta.asp>>.

¹³ See the Office of Research, Faculty of Medicine Annual Award for Excellence in Mentoring Graduate Students and Postdoctoral Fellow: <<http://www.med.ualberta.ca/research/mentoringaward.cfm>>.

¹⁴ Vargo Teaching Chair, the University of Alberta Policy and Procedures, <https://www.conman.ualberta.ca/stellent/groups/public/@academic/documents/procedure/pp_cmp_05902_5.hcsp>

¹⁵ See Instructions for Completion of the Annual Report of a Faculty Member, Teaching–Other Responsibilities: <http://www.uofaweb.ualberta.ca/arts/pdfs/Instructionsforcompletion_May05.pdf> and Faculty of Arts, FEC, *Criteria for the Evaluation of Academic Staff Assessed for Tenure, Promotion and Incrementation*, <[http://www.uofaweb.ualberta.ca/arts/pdfs/CriteriaBooklet2005\(pdf\).pdf](http://www.uofaweb.ualberta.ca/arts/pdfs/CriteriaBooklet2005(pdf).pdf)> .

¹⁶ See, Augustana Faculty, “Mentoring – Augustana Faculty” (John Hoddinott, Associate Dean (Teaching and Research)). Thanks to Augustana faculty Dr. Sandra Rein for drawing this to our attention.

¹⁷ SLIS, 2006 Accreditation Review/ Draft Program Presentation, Standards III: Faculty, at <<http://www.education.ualberta.ca/slis/faculty.htm>>

development of students.¹⁸ This is particularly relevant in light of the study by University of Alberta professors Krahn and Taylor which highlights a great demand for higher education and achieving academic success among visible minority immigrants and Canadian-born visible minorities.¹⁹ The study suggested there was a desire to succeed academically despite barriers faced by the students and/or those faced by their parents. As well, it is important in light of the 2007 report by the Institute for Research on Public Policy recommending that the Canadian government encourage foreign students to stay in Canada, as among the most desirable immigrants.²⁰

For students, the proposed University of Alberta Mentoring Program is an effective way to facilitate transition, create positive academic outcomes, and promote learning and research excellence at the University. We are encouraged by the University's recent effort to celebrate undergraduate research through various honours, certificates and monetary rewards, as noted in 'Celebrating the Undergraduate Research Experience'.²¹ While undergraduate and graduate students, as well as postdoctoral fellows will have differing mentoring needs, all will benefit from academic guidance on how to navigate the institutional environment; academic services that will help deepen experiences of belonging in the University; research and career advice (e.g. on summer research opportunities, exchange programs, graduate programs); integration into collaborative research projects; effective ways to disseminate research at workshops/conferences or through publications; opportunities for scholarships, fellowships and other awards for which s/he may be eligible; and support on ways to network both at the University and beyond. Students will benefit from different kinds of mentoring through this proposed program because it offers both peer mentoring and faculty-student mentoring. Overall, mentoring enhances the student experience by promoting academic excellence and creating a sense of belonging.

The targeted mentoring of faculty by other faculty is also critical in building community. Furthermore, such mentoring fosters faculty retention and raises the profile of outstanding teachers. As the CFHSS report 'The Academy as Community' illustrates, mentoring contributes to creating and sustaining an active, stimulating, collegial and equitable community in which there is intellectual, professional, and emotional support.²² The potential pool of mentors includes middle-rank and senior faculty, Professor Emeriti,

¹⁸ The project specifically attends to mentoring in elementary and junior schools. More information can be found at <<http://www.mentorship.ualberta.ca>>.

¹⁹ A. Taylor and H. Krahn, "Resilient Teenagers: Explaining the Higher Educational Aspirations of Visible Minority Youth in Canada," *Journal of International Migration and Immigration*, 6, Issue 3 (Nov. 2005)

²⁰ Janice Tibbetts, "Canada urged to encourage foreign students to stay: Educated people most desirable immigrants," *Edmonton Journal*, Thursday, 8 November, 2007: A8. <<http://www.irpp.org/>>. See also IRPP report by Jeffrey G. Reitz and Rapa Banerjee, "Racial Inequality, Social Cohesion and Policy Issues in Canada," IIRPP, January 2007): 1-57. <<http://www.irpp.org/indexe.htm>>

²¹ 'Celebrating the Undergraduate Research Experience' is produced by the Office of the Vice-President (Research) at the University of Alberta. See, also, Working Group on Teaching and Research, Final Report on Integrating Teaching and Research: *Creating a Foundation for an Inquiry Based Life*," at <<http://www.uofaweb.ualberta.ca/researchandstudents/pdfs/FinalReportWorkingGroup.pdf>>

²² The Canadian Federation for the Humanities and Social Sciences, "The Academy as Community" examines best practices for meeting the needs of new scholars at: <<http://www.fedcan.ca/>>. Thanks to our Chair, Dr. Linda Trimble for drawing this to our attention.

and Alumni (within and beyond one's own department and faculty). Mentoring expands across considerations related to research, teaching, administration, development, and the institutional culture, and it is important across different institutional levels (i.e. department, faculty, University).²³ Mentoring guidance, advice and support is especially important for clarifying institutional expectations and demands, understanding the tenure track expectations, and internal and external grants and funding opportunities. Often the mentee is not aware of what questions to ask or uncertain about asking. Thus, institutionalizing mentoring offers tremendous benefits to the University. .

Mentoring is beneficial to new colleagues and junior faculty as well as the mentor and, therefore, is beneficial to the department, Faculties and University as a whole. The mentor may be formally nominated for a University award, which is both professionally and personally satisfying. As well, during a mentoring relationship, new possibilities for collaboration for both the mentor and mentee may open up, where research papers or grant applications could be co-authored; courses may be developed through active input between mentor and mentee, or knowledge exchanged by reading each others work. Further, networking opportunities will be expanded for all participants because new, junior and senior faculty often bring forward various institutional connections.

Overall, this Mentoring Program connects communities, builds citizenship, and creates a sense of belonging. This is consistent with one of the goals of *Dare to Discover*, which identifies the importance of enhancing the “intercultural climate at the university by celebrating and drawing upon the diversity within it”.²⁴

Complementing and Expanding Existing Programs

A preliminary research scan conducted for this proposal, which showed a number of important findings. The findings of this scan are summarized below and laid out in more detail in Appendix II on ‘Environmental Scan’ for mentoring/peer programs or mentoring-related programs on campus. Briefly, this scan includes programs offered by Aboriginal Student Services, the University of Alberta International, the Augustana campus, the Student Union, the Centre for Student Development and Student Services, and various faculties in Science, and Computer Science.

The University of Alberta currently offers a wide range of excellent initiatives to support students in various ways. Our scan reveals that there are different kinds of mentoring programs on campus, but few if any with a long term academic focus, no formal mentoring program in the Faculty of Arts, and no program across the University which specifically focuses on academic mentoring as we propose. That said, we think a

²³ These aspects are covered by a talk given by Dr. Bill McBlain, Senior Associate Vice-President (Research), who presented a talk on ‘How to Develop a Mentoring Environment’ (2005). We have benefited from our conversations with him, and would like to thank him for making his PowerPoint presentation available to us, and his feedback on this proposal.

²⁴ See the *Dare to Discover: A Vision for a Great University* (University of Alberta, Office of the President, p. 2. <<http://www.president.ualberta.ca/daretodiscover.cfm>>

University of Alberta Higher Education Mentoring Program will complement already existing programs, located (primarily) either among student groups or between junior-senior faculty. Most of these are in the Sciences, Engineering and Medicine.

The Faculty of Science and Faculty of Medicine offer mentoring programs but, with the exception of the Aboriginal Health Care Careers Program, these are aimed primarily at building relations between junior and senior faculty. The Aboriginal program does demonstrate a commitment to academic excellence within an equity framework. The proposed University of Alberta Mentoring Program will extend this kind of initiative to student peer mentoring and mentoring between faculty and students. The Peer to Peer – Women in Scholarship, Engineering, Science and Technology (WISEST) program is targeted towards one specific equity-designated group, namely women. In our case, mentoring is directed towards two different equity-designated groups, namely visible minorities and Aboriginals, and it extends beyond one discipline to reach a broad range of campus members.

One complementary program is the Mentoring Aboriginal Peers Program offered through the Aboriginal Student Services Centre. Another is the International Student Services (ISS) Peer Program. Neither of these programs specifies student-faculty, or faculty-faculty mentoring relationships. The Mentoring Aboriginal Peers Program is probably the closest to the proposed Higher Education Mentoring Program and, indeed, there are lessons to be drawn from their experiences. This is especially true in terms of mentoring relations between junior and senior students. While the ISS program offers initial contact and emphasizes social peer relationships, it does not provide an ongoing *academic* context for faculty or peer mentoring. The ISS program is also directed specifically at international students and not all people of colour or Indigenous people across campus.

There are other initiatives on campus that share a philosophy with the proposed Mentoring Program to support personal and academic development. It is important to note that we support such initiatives and view the Mentoring Program as filling a lacuna by offering long term academic mentoring for people of colour and Indigenous peoples. The University of Alberta International does an excellent job in providing academic advice and offering writing and learning workshops. These services, while crucial, are directed to only one of the identified constituencies (i.e. international students) and, more importantly, are not based on long-term academic mentoring. International Student Services also offers orientation events as an opportunity to meet new and continuing students, but is a yearly event and not built on sustained academic mentoring for all people of colour and Indigenous people on campus.

The Centre for Student Development (Student Union) in conjunction with Student Services offers the First Year Initiative, Orientation, and My Undergraduate Groups (MUGs). The First Year Initiative is directed at prospective students rather than current students. Although there is potential for some overlap, MUGs generally offers a service to a different constituency than that of the Mentoring Program. As well, the services proposed by the Mentoring Program place a heavier emphasis on academic achievement. Moreover, the various Orientation events are short-term/one-time events for new and

incoming students and not directed to all students. The MUGs program is an important contribution designed to ease the transition for first year students. It provides an opportunity for students to gain social and academic support from other students over the year. It is not aimed at building academic mentoring between students and faculty.

Overall, the scan highlights how the proposed Mentoring Program differs from and complements already existing programs. Specifically, it shows that the proposed University of Alberta Mentoring Program is unique in that it: (a) offers long term academic mentoring that focuses on achieving scholarly success in areas of education, research, scholarship; (b) recognizes the growing link between our students and those who come from colleges or who take classes by distance - where possible we will link with the wider Campus Alberta, across faculties and disciplines; (c) provides mentoring opportunities for both students and faculty; and (d) is available to Canadian, permanent residents and international students at the University.

University of Alberta: Leading the Way in Canada

By instituting, developing and supporting a Mentoring Program for students and faculty who are identified as Indigenous and racialized minorities, the University of Alberta would be among institutions leading the way in Canada.

A preliminary research scan of existing mentorship programs at Canadian universities reveals disparate peer orientation and mentoring programs, with the most systematic presence tending to be in Faculties of Engineering and Medicine. University of Alberta graduate student and ARDN volunteer researcher, Monica Das, conducted a preliminary survey of some 45 Canadian Universities, and some colleges, in 10 provinces and one Territory (Yukon). This research was updated in the summer and Fall 2007. It shows that many Universities minimally have some form of peer mentoring programs, and various forms of one-off orientation programs. These programs are offered through student unions, Women Studies programs; Human Rights Offices, Equity Offices, and Anti-racism offices. The most extensive mentoring programs with an equity-focused are in Ontario (e.g. Queen's University and University of Guelph) and British Columbia (e.g. University of British Columbia and University of Victoria). At Queen's University, there is a *Faculty-Student Mentorship Program for Self-Identified Racialized Minorities*, located in the Centre for Teaching and Learning.²⁵ At the University of British Columbia, for example, the Equity Office administers a mentoring program which targets designated groups.²⁶ At the University of Victoria, it is the Office of the Women's Advisor that coordinates a University Mentoring Initiative that promotes equity. In Ontario, Queen's University has an Anti-racism coordinator within the Office of Human Rights.

²⁵ See , <<http://www.queensu.ca/ctl/programs/programworkshops/qcred/index.htm#selfidentified>>. The President approved two high-level reviews of racism and discrimination: *Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University: Report on the 2003 Study*, and "Understanding the Experiences of Visible Minority and Aboriginal Faculty Members at Queen's University" ("Henry Report"), <http://www.queensu.ca/secretariat/senate/Mar30_06/SEEHenryRpt.pdf>

²⁶ See the UBC's, Equity Office, <<http://equity.ubc.ca>> and the UBC Women's Studies Office (WSO) which offers a Mentoring Program for women of colour (visible minority women).

At the University of Windsor, “A Report to the President on Matters of Racism and Discrimination at the University of Windsor,” call for an enhanced “Buddy Program” between Canadian-born and international students, and for diversity mentors for racialized students.²⁷ The University of Guelph has had various Presidential Task Forces on diversity, accommodation and accessibility at the University, including a Task Force on Anti-Racism and Race Relations,²⁸ which led to a University proposal for an integrative approach to human rights and equity, and for a mentoring program with a human rights and equity focus for undergraduate students. More recently, the Office of the President has had a Task Force on Accessibility, which included exploring access (and removing barriers to success) for minority communities.²⁹ The Ontario Institute for Studies in Education at the University of Toronto has created a new *Human Rights and Equity Mentor* position in the Office of Student Services.³⁰ OISE/U of Toronto also administers various Anti-Racism, Multiculturalism and Native Issues programs that aim to facilitate the transition and success of an increasingly diverse student body into the University community.

Institutional recognition and support of the Mentoring Program will contribute to distinguishing the University of Alberta as a superior educational environment.

Timelines

The goal is to fully launch the Higher Education Mentoring Program in 2009-2010. The program will be gradually phased in over a three year period. It is anticipated that the program will develop as follows:

Phase 1: Pilot: Faculty-Student Mentoring (2008/09)

Phase 2: Faculty-Faculty Mentoring (2009/10)

Phase 3: Student Peer Mentoring (2010/11).

It is expected that the proposal will be implemented over a three-year timeframe, beginning with a pilot project involving faculty and students from across the University community, followed by a full launch of an Office of Mentoring Excellence. Our research suggests there already is recognition that *Mentoring Makes Sense*, and excellence in mentoring will enhance the scholarly endeavour. The pilot project, with a mechanism for feedback and evaluation, will enable a broader need assessment; flesh out the relationship of the already different kinds of mentoring programs and how to provide

²⁷ U of Windsor, “A Report to the President on Matters of Racism and Discrimination at the University of Windsor” prepared by Campbell, Allens Consultant Inc (31 March 2007), <<http://www.uwindsor.ca/units/president/Pres.nsf/inToc/487A15E81AF3E0C4852572EC0059CEFF?OpenDocument>>

²⁸ Office of the President, University of Guelph, Task Force on Anti-Racism and Race Relations (Summer 1994), at <http://www.uoguelph.ca/hre/about/TFARR1994.shtml>

²⁹ Office of the President, University of Guelph, Presidential Task Force on Accessibility Final Report (November 2004), at: <http://www.uoguelph.ca/president/ptfa/report.shtml>

³⁰ On information on the newly created Equity and Human Rights Mentor Position in OISE/U of Toronto Student Services Office, see: <http://www.oise.utoronto.ca/equityanddiversity/practices.studentservices.php>

synergy; as well as to begin collecting profiles of already existing mentors in order to promote the initiative across the University of Alberta campus.

Budget, Governance and Administration

Various stakeholders and units across the University of Alberta will be approached, both for monetary and non-monetary support for the Mentoring Program. In fact, this process already has started with the Department of Political Science, the Faculty of Arts,³¹ the central Administration including the Office of the Vice-Provost and Dean of Students and the Research Services Office, as well as the Office of the Human Rights (e.g. the Employment Equity Discretionary Fund for non-operating costs).³² Over the next while we hope to systematically contact individuals departments, faculties, the Human Rights Office, and the university administration. As Appendix IV shows, budget items have been considered. We welcome feedback on these as well as other budget items. A finalized budget will be developed by the appropriate governing unit, and be available after consulting with stakeholders.

Appendix IV also includes further information regarding governance and administration. Overall, the Higher Education Mentoring Proposal is lodged within a human rights and equity framework. Thus we anticipate that in the constitution of the governing Board, efforts will be made to ensure representation from among members of the equity-designated groups. We envision the Office of Mentoring Excellence to be located at an institutional level that will give it prominence and where overall vision and policies for the University is shaped. Our feedback thus far suggests several possibilities, including locating the Mentoring initiative in the Office of the President or the Office of the Provost. The office minimally will be staffed by an academic Director, an administrator, and a student researcher. The program will run in accordance with University rules, regulations and codes of conduct governing faculty and students.

Summary

Consistent with President and Vice Chancellor Indira Samarasekera's Installation Address of September 2005, the proposed University of Alberta Mentoring Program will enrich learning, discovery and citizenship at our great University. It will provide an important service to students and faculty that is invaluable to the academic experience. By embracing a comprehensive human rights and equity framework this proposal hopes to enhance the academic experience for the University of Alberta's increasingly diverse and internationalized student body. In summary, this program will:

- a) offer academic mentoring over an extended period aimed at achieving educational success;

³¹ We would like to thank Acting Dean of the Faculty of Arts, Dr. Gurston Dacks (then Associate Dean), for his suggestions and for providing seed funding for the production and distribution of this proposal.

³² Employment Equity Discretionary Fund, Office of Human Rights Equity Services, at <http://www.ualberta.ca/~hurights/equity.htm>

- b) recognize the importance of academic, career and personal development as a fundamental feature of university life;
- c) extend across faculties and disciplines;
- d) provide mentoring opportunities for both students and faculty;
- e) make available a service to growing communities on campus that includes Canadian citizens, residents, and international students
- f) distinguish the University of Alberta as a leader in cultivating an equity-related supportive learning environment.

In conclusion, the proposal suggests mentoring makes sense for fostering academic excellence and producing outstanding scholars. Linking mentoring to a broad human rights and equity framework allows the University of Alberta to achieve excellence with equity. The Higher Education Mentoring Program aims to promote “a diverse, and inclusive, dynamic collegial community”, a commitment central to the University’s *Dare to Discover* vision. In doing so, this program housed in a broader Office of Mentoring Excellence will help to foster an exceptional academic experience for diverse communities of scholars at the University of Alberta.

Appendix I

A Brief Background Anti-Racism and Decolonization Network (ARDN)

The Mentoring Program was proposed to the University of Alberta by the ARDN but it is expected that if adopted by the University it will operate independently of the Network, with a coordinating body of University-wide stakeholders. The Mentoring Program was the brainchild of undergraduates, graduate students, postdoctoral fellows and faculty in the Network and initially co-developed by Dr. Malinda S. Smith and Dr. Rita Dhamoon co-founders and co-coordinators of the Network until September 2006. Subsequently it has been revised and coordinated by Dr. Smith in consultation with the Office of Human Rights and various other University stakeholders. Many of the members of the Network already have indicated that they are willing to serve as mentors and look forward to also being mentored. The faculty members are in the Faculties of Arts, Native Studies, and Education. The Network aims to bring together people of colour and Indigenous people to share knowledge about the struggle against racism and processes of decolonization. As a network, we aim to be attentive to the differences between and amongst various racialized minorities and Indigenous peoples, and especially of the challenges of nomenclature. The Network's primary mandate is to carve out spaces for people of colour and Indigenous peoples who are committed to human rights and equity, as well as to anti-racism and decolonization in our everyday lives, communities, workspaces, and practices. The Network was set up in October 2005, and currently consists of Indigenous peoples and racialized minorities as well as allies from various departments and faculties. It is a growing Network, and it is anticipated that it will continue to grow over time.

Mentoring has been identified as one of the key commitments of the Network. Other Network goals include critical anti-racism education (through a yearly speaker series, workshops, discussion groups, and a summer school program open to people from other institutions); the production and dissemination of knowledge; and networking and alliance-building with members of the University of Alberta, the wider community, and across Alberta and Canada.

Appendix II

Environmental Scan: Current Mentoring or Mentoring-type Programs at the University of Alberta

There are a number of important and successful initiatives on campus, which we suggest can be brought together in an Office on Mentoring Excellence. We support such programs, and aim to complement and expand the existing standards of mentoring excellence at the University which enhance the undergraduate, graduate and postdoctoral fellow experience. The following analysis highlights key features of these programs and how they compare to the proposed University of Alberta Higher Education Mentoring Program.

<i>CAMPUS-WIDE MENTORING OR PEER PROGRAMS</i>	<i>HOW PROPOSED MENTORING PROGRAM DIFFERS</i>
<p>Aboriginal Student Services Centre ASSC: “Mentoring Aboriginal Peers” Program</p> <ul style="list-style-type: none"> • Linking school students and university students • Linking new and senior students 	<p>While the ASSC program is probably the closest to the program we are proposing, it does not specify student-faculty as a mentoring relationship.</p> <p>There are lessons to be drawn from their experience (especially new and senior students) and this program would compliment theirs.</p>
<p>International Student Services ISS: Peer Program</p> <ul style="list-style-type: none"> • New international students can request to be matched with a Peer Leader, a fellow student who will provide information and assistance in finding accommodation, beginning studies and building friendships at the University of Alberta. Peer Leaders also organize a variety of <u>social events</u> and excursions for all international students throughout the year. 	<p>The ISS program is about initial and social peer relationships. It does not provide an on-going academic context with faculty or peer mentors. Our program would also compliment the ISS by expanding it beyond social relations.</p> <p>The ISS program is also directed at international students and not all racialized minority students on campus.</p>

<i>CAMPUS WIDE MENTORING-TYPE or SUPPORT PROGRAMS</i>	<i>HOW THE PROPOSED MENTORING PROGRAM DIFFERS</i>
<p>UoA International</p> <ul style="list-style-type: none"> • Academic advisors at each faculty office to provide assistance with planning academic schedules • Advisors at International Centre who can refer you to other campus services • Academic Support Centre offers 2 workshops: Effective Writing Resources and Learning Resources Workshop 	<p>UoA International does an excellent job in supporting students.</p> <p>Academic advice is not organized in mentoring relationship. The Advisors provide a referral service not a structured mentoring relationship. The workshops are a crucial resource for international students but not directed at mentoring.</p> <p>These services are specifically directed to international students and not all UoA racialized minorities and Indigenous students.</p> <p>Further, the long-term aspect of mentoring is not a prominent feature in these activities.</p>
<p>International Student Services</p> <p>Transitions International Student Orientation</p> <ul style="list-style-type: none"> • Opportunity to meet other new students and continuing students, have fun, and find out about: <p>Surviving & thriving in Canada; academic responsibilities and procedures; immigration regulations; registration procedures.</p>	<p>Orientations are one-off events and therefore not about long term academic mentoring.</p> <p>This orientation is not directed towards racialized minorities and Indigenous students but to international students who may be racialized minorities, as well.</p>
<p>Augustana Campus: International Student Advising</p> <p>Augustana is committed to furthering the mix of cultures and ideas that takes place when students from other countries contribute to the campus community. Because international students have some special needs and concerns, an advisor is available to give counsel and advice on concerns ranging from personal problems to difficulties with immigration.</p> <p>The international student advisor (ISA) is <u>Mark Chytrcek</u>, the Director of Student and Residence Services. The ISA handles general advising of foreign students regarding a large variety of concerns, including personal, financial and immigration problems. The ISA handles referrals, liaison and advocacy</p>	<p>This is an excellent resource directed at international students, advising, referrals and advocacy.</p> <p>It is not directed towards academic mentoring (between students, or students/faculty), or racialized minorities and Indigenous students more generally.</p>

<p>regarding international students. The ISA will make every effort to direct inquiring students to the appropriate resource.</p>	
<p>Augustana Faculty Mentoring</p> <p>This faculty offers a mentoring program for their staff. This program lays out the benefits of mentoring in terms of career development and building community.</p>	<p>This program emphasizes the importance of mentoring from senior faculty to junior/new faculty. It importantly identifies different kinds of mentoring considerations (e.g. formal vs informal, administration of program, identifying effective mentors). Many of these lessons could be drawn upon for developing the proposal at hand, and can be extended to mentoring between faculty-students and student peer mentoring.</p>
<p>Student Union: Centre for Student Development (some initiatives are in conjunction with Student Services)</p> <p>a) Academic Information services</p> <ul style="list-style-type: none"> • Information available on grading, admissions, fees etc. <p>b) First Year Initiative</p> <ul style="list-style-type: none"> • The First Year Initiative is the University of Alberta's exciting new student for a day program. This program was designed to allow prospective students in grades 11 and 12 to experience the University in a way that (up until now) has been reserved for first year students. Participants in the program will attend classes, have a tour, get advice on course/program selection, and have lunch on campus. • An FYI Mentor will accompany participants during their entire day on campus. These mentors are current U of A students that have been paired with the participants according to the participants' areas of interest. Mentors will share their knowledge of campus, student life, academics, and services with the participants in order to help ease the anxiety and fears that many prospective students have. • Please note that participants cannot be placed into professional programs. This 	<p>Very useful resource but not directed to long term academic mentoring or specific concerns of racialized students or Indigenous students.</p> <p>This is for prospective students rather than current students.</p> <p>It is good experience for mentors at the UoA. Training skills between the First Year Initiative and the proposed Mentoring Program could see some overlap.</p>

<p>includes Law, Medicine, Dentistry, Rehabilitation Medicine, and Pharmacy.</p> <p>c) Orientation</p> <ul style="list-style-type: none"> • Orientation is a free program run by students for students. • Its purpose is to ease the transition of new students on to campus and help to integrate them into the University community. • Separate Orientation programs for: Students coming from High School, Transfer and Mature Students, and a Parent Orientation • The Orientation program runs over two days (September 4 & 5) and includes numerous peer advice presentations, a campus tour and a chance for new students to meet and interact with close to 7,000 people. <p>d) MUGS (My Undergraduate Groups)</p> <ul style="list-style-type: none"> • The My Undergraduate Groups program is a new one at the University of Alberta, and is designed to help first year students adjust to campus life beyond the limited time frame of Orientation. Each MUG group includes first year students from the same faculty, as well as two MUG Leaders, who are prepared to assist their group with any questions or problems that may arise. • Throughout the year the MUG will meet for social events or as study groups and the MUG Leader can be used as a knowledgeable resource. The MUGs program also facilitates different workshops and seminars on many topics of interest to first year students. A MUGs participant can involve themselves as little or as much as they want, with the option to opt out of the program at any time. 	<p>This is a short term/one-off event rather than an on-going relationship, and it is directed to new and incoming students rather than all students.</p> <p>This is in the tradition of the proposed program which intends to build long term relationships. However, the MUGs program is not based on student-faculty relations and is not directed at the specific needs of Indigenous students and racialized minorities.</p>
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<i>SELECTED SCAN FOR MENTORING PROGRAM IN SCIENCE RELATED FACULTIES</i>	<i>HOW THE PROPOSED MENTORING PROGRAM DIFFERS</i>
<p>Faculty of Science Mentoring Program http://www.science.ualberta.ca/</p> <p>A mentoring program is recognized as a useful way of orientating and socializing new faculty members to the requirements of academia, and mentoring programs have been developed at many Universities throughout North America. The University of Alberta mentoring program has drawn extensively from the program at the University of Toronto. A mentoring program provides new faculty members with an experienced and well-respected mentor to guide and assist them through the early years of academia. All aspects of the program are for the assistance of the new faculty member, and the mentor's role is to provide advice and direction as requested; responsibility is still maintained by the new faculty member.</p>	<p>This program is directed at a specific faculty rather than the wider university community. It is an example of one aspect of the proposed program, namely mentoring between faculty members. The proposed program also extends to mentoring between faculty-students, and peer mentoring amongst students.</p> <p>Lessons could be drawn from this program for the Mentoring Program.</p>
<p>Peer to Peer - Women in Scholarship, Engineering, Science and Technology (WISEST) http://www.wisest.ualberta.ca/peer-to-peer.cfm http://www.wisest.ualberta.ca/</p> <p>There are many information sources available nowadays, but the first hand interactive relationship that a mentor can provide is very valuable. For example, a mentor is an excellent person to answer specific questions about their field. The ideal is to seek mentors in fields about which you know little. Often one mentor can refer you to people they know in other science or engineering fields. A female mentor is also a role model showing that there are women in the field she has chosen. This is helpful when the field is heavily male dominated.</p> <p>If looking to share information and experiences with women engaged in science, engineering and technology (SET) across the globe, mailing lists are an excellent communication tool. The following are just a handful of groups offering discussions and information on women in SET. Most target an audience of women (and men) and cover a variety of SET fields. Check back regularly as we profile</p>	<p>The Peer to Peer WISEST Program is a program targeted to one of the equity designated groups i.e. women. It aims to provide both in-person and virtual support for women in a field traditionally dominated by men.</p> <p>The proposed Mentoring Program aims to build on such initiatives by considering how long term academic and professional mentoring relations are developed and sustained with a targeted group (in our case Indigenous students and faculty as well as racialized minorities).</p>

³³ See: Phoebe Dey, ExpressNews Staff, “ High School Researchers to Hit Lab”, *ExpressNews* (19 August 2006), <<http://www.expressnews.ualberta.ca/article.cfm?id=130>>

<p>further SET focused listservs available on the web. It provides a resource for list-serves and web links specifically for women:</p> <p>Systems: http://www.systems.org/ Daphnet: http://www.wes.org.uk/daphnet.html Women in Global Science and Technology: http://www.wigsat.org/it.html</p> <p>WomenTech Talk: http://groups.yahoo.com/group/WomenTech/</p> <p>Linked to WISEST is the Heritage Youth Research Summer Program (HYRS).³³ HYRS is a program developed and funded by the Alberta Heritage Foundation for Medical Research (AHFMR). HYRS is modeled after the on-going WISEST Summer Research Program at the University of Alberta.</p>	
<p>Maternal-Fetal-Newborn Health Strategic Training Program</p> <p>http://www.ualberta.ca/MFN/about.html</p> <p>The Canadian Institutes of Health Research (CIHR) Strategic training Program in Maternal-Fetal-Newborn Health (MFN Health) is composed of an integrated and committed team of investigators/mentors located principally at the University of Alberta and three other western Canadian universities (University of British Columbia, University of Calgary, and University of Manitoba) and two international collaborative universities, (University of Adelaide in Australia and the University of Manchester in the United Kingdom), where well established training interactions exist.</p> <p>This Program provides a comprehensive, novel training approach that prepares graduates to face tomorrow's challenges. Each trainee will have a mentoring team representing different CIHR pillars, different disciplines or different universities to initiate the trans-disciplinary experience and will be expected to fully participate in our specialized curriculum.</p>	<p>This program is unique in that it is based on mentoring teams, rather than individual mentoring relationships.</p> <p>There may be some lessons in skills training that may be useful for the Mentoring Program.</p> <p>This program is not targeted to the specific needs of people of colour and Indigenous peoples.</p>
<p>Faculty of Medicine Mentorship Program</p> <p>http://www.departmentofmedicine.ualberta.ca/mentor/pdf/06-1.pdf</p>	<p>This program is directed at a specific faculty rather than the wider University community. It is an example of one aspect of the Mentoring Program, namely</p>

<p>The role of the faculty mentor is to guide and support the professional development of the new Faculty member.</p> <p>On a regular basis, at least every six months), the mentor and the Faculty member will meet to discuss matter of career development. These discussions are conducted in confidence; their content may only be discussed with the Divisional Director or Department Chair (or any other person) with the mutual consent of both the mentor and Faculty member. The mentor will be asked to confirm to the Department Chair by letter that discussions of professional development have taken place; the mentor will be invited to bring any concerns or suggestions to the Chairs’s attention but only with the agreement of the Faculty member.</p> <p>The Faculty mentor’s qualifications include a well-established track record in academic medicine. The mentor should not be the Director of the Division where the Faculty member holds his/her appointment.</p> <p>The Faculty mentor is to be chosen in consultation with the Divisional Director and Faculty member by the Chair of the Department of Medicine.</p> <p>The term of the mentor will be for one year and renewable. The faculty member will have an identified mentor until promotion to Associate Professor.</p>	<p>mentoring between faculty members. The ARDN program also extends to mentoring between faculty-students, and peer mentoring amongst students.</p> <p>Lessons could be drawn from this program for the Mentoring Program.</p>
<p>Aboriginal Health Careers Program – Faculty of Medicine and Dentistry</p> <p>The program has been in existence since 1988. It uses incentives and support programs to recruit, retain and support aboriginal students. As a consequence, the U of A has graduated 16 medical graduates in the last seven years. Two prestigious awards, the Darcy Tailfeathers Memorial Award in Medicine and the Tom Wegmann Memorial Award, have been presented to students at a graduation and awards ceremony.</p>	<p>The success of this program to address issues faced by an under-represented group is reflective of the value of targeted mentoring. The Mentoring Program aims to complement such programs, where the benefits can be enjoyed across the university.</p>

<i>MENTORING PROGRAMS IN COMPUTER SCIENCE</i>	<i>HOW THE PROPOSED MENTORING PROGRAM DIFFERS</i>
<p>A mentor is available to answer questions about how you should approach problems with courses, but not (necessarily) to help with homework. For example, if a student is having trouble with an assignment, a mentor might point them to applicable web sites or encourage them to speak with their TA. Mentors are also fantastic resources for the age old questions "Which profs rock?" and "What art electives would you recommend?" Basically a mentor is someone who's been through the headaches of first and second year computing and is there for guidance.</p> <p>Mentoring looks great on a resume or scholarship application, and is good leadership experience. It also gives you a chance to meet new people in the department. Mentoring requires a minimal time commitment but is of great help to a new student.</p>	<p>The philosophy behind the Mentoring Program in Computer Science is precisely what the Mentoring Program hopes to achieve. The main difference is that the Mentoring Program is directed to students and faculty members beyond one faculty/program/department and specifically at students and racialized minorities and Indigenous students and faculty.</p>

Appendix III

WORKFORCE DATA BY FACULTY AND FOUR EMPLOYMENT EQUITY GROUPS³⁴

FULL-TIME UNIVERSITY TEACHERS / CONTINUING FACULTY AT THE UNIVERSITY OF ALBERTA

Reporting Periods: 31 December 1993 - 31 December 2005

By

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³⁴ Tables adapted by Malinda S. Smith (Political Science) from data (December 1993 - December 2005) compiled by Catherine Anley, Employment Equity/Administrative Assistant, University of Alberta Office of Human Rights (June 2006); any errors are my own. See also, “Opening Doors: The University of Alberta’s Employment Equity Program in Action”, 2nd Compliance Review (June 1996), at <<http://www.ualberta.ca/~dpreston/fcp2.htm>>. This report focuses only on full-time or continuing University Teachers so is different from the University’s data, which combines academic and non-academic representation of the four Employment Equity-designated groups. See: Annual Report to General Faculties Council, “Opening Doors: A Plan for Employment Equity at the University of Alberta” (Office of Human Rights, Feb 2006) for the reporting periods January-December 2004 and Jan. to Dec, 2005: <<http://www.ualberta.ca/~hurights/2006docs/ARtoGFC2004and2005.pdf>>. Thanks are owed to Linda Janz and Catherine Anley in Office of Human Rights for working with us (former ARDN Co-Coordinators, Dr. Malinda Smith and Dr. Rita Dhamoon, Political Science Department) on collecting the data.

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OVERVIEW AND BRIEF SYNOPSIS
UNIVERSITY OF ALBERTA EMPLOYMENT EQUITY DATA
FULL-TIME/CONTINUING UNIVERSITY TEACHERS,³⁵ 1993-2005

A. OVERVIEW

The proposed University of Alberta Higher Education Mentoring Program for Racialized Minorities and Indigenous Peoples is envisioned in the context of a comprehensive human rights and equity framework at the University of Alberta. In this context, the purpose of this review is two-fold: first, to assess the diversity of University Teachers at the University, using the four employment equity-designated constituencies identified in the 1986 Federal Contractor's Program and the University's 1994 "Opening Doors: A Plan for Employment Equity".³⁶ Second, and related, it assesses the potential pool of persons who may be drawn upon as Mentors from two of these employment equity-constituencies – self-identified racialized minorities {visible minorities} and Indigenous Peoples (Aboriginal Peoples).

The review was sparked, in part, by our interest in developing a Higher Education Mentoring Program which is framed in the context of both the University's commitment to academic excellence and its human rights and equity commitments.³⁷ The program aims to draw on continuing faculty who self-identify as racialized/visible minorities and Indigenous/Aboriginal Peoples, as well as more broadly on faculty with a commitment to mentoring students from these two constituencies to ensure outstanding scholarly success. The data obtained from the Office of Human Rights was collected in order to provide a benchmark for (a) assessing the available pool of potential mentors who self-identify as racialized minorities and Indigenous Peoples, and (b) the representation of these constituencies in the context of all the employment equity-designated groups. This Overview examines the current situation (as of 31 December 2005) in relation to the University's experience with representation of the two groups over the past 12 years (1993-2005).

The data was collected for six of the largest Faculties at the University of Alberta: (1) Agriculture, Forestry & Home Economics; (2) Arts; (3) Business; (4) Education; (5) Engineering; and (6) Science. The data for the six faculties was analyzed from 602 respondents, from a total occupational pool of 894 full-time University teachers. The response rate in December 2005 was 69.75%.³⁸

³⁵ In 1986 the Government of Canada established the Federal Contractor's Program (FCP), which aimed to ensure all organizations doing business with the government had a representative workforce. It 'designated' four groups that were systemically marginalized and hence under-represented – women, Aboriginal (Indigenous) Peoples, visible (racialized) minorities and Persons with Disabilities. We use the FCP's language of "full-time University Teachers", which is synonymous with "full-time continuing faculty".

³⁶ See Annual Report to General Faculties Council, "Opening Doors: A Plan for Employment Equity at the University of Alberta" (Office of Human Rights, Feb 2006) for the reporting periods January-December 2004 and Jan. to Dec, 2005: <<http://www.ualberta.ca/~hurights/2006docs/ARtoGFC2004and2005.pdf>>

³⁷ See relevant proposal and supporting documents submitted to Arts Dean Daniel Woolf and Associate Deans Gurston Dacks and Sheree Kwong-See, and to Vice-Provost and Dean of Students Dr. Bill Connor, and forwarded by Dr. Connor to the Provost and Vice-President (Academic), Dr. Carl G. Amrhein.

³⁸ See Annual Report to GFC (February 2006) and comparison with that of August 2004: <<http://www.ualberta.ca/~hurights/2006docs/ARtoGFC2004and2005.pdf>>.

B. A BRIEF SYNOPSIS OF THE DATA

B.1. *Visible [Racialized] Minorities*

The University's Employment Equity Census Questionnaire defines persons from visible minority groups as follows: "Members of visible minorities are persons who are non-Caucasian in race or non-white in color. Examples of visible minority groups are: Black, Asian, Middle Eastern, etc. (Aboriginal persons are not included as members of visible minorities.)"

The numbers of individuals who have self-identified as visible minorities as a percentage of full-time University teachers has varied across time and Faculty. There has been a positive increase in representation of visible minorities in some Faculties, other Faculties show little to no change, and others still show a negative trend in which there is a decline since December 1993.

In the Faculty of Arts there has been a gradual decline in the percentage of visible minorities among faculty members (see Table II). This negative trend is especially notable over the past eight years where, with one exception, numbers have declined steadily from a peak in December 1998 of 28 (11.1%), to 23 (10.5%) in 2002, 19 (9.5%) in 2004, to its current level of 16 (8.5%) in 2005. Perhaps the biggest surprise is that the percentage of visible minorities in the Arts is lower today (16/ 8.5%) than it was in December 1993 (26/ 9.4%) or at any point since the data collection began.

In other Faculties (e.g. Business, Engineering and Sciences) there has been a noted increase in the number of visible minorities hired as continuing faculty (see Tables IV, VI, VII) over the past 12 years. As of December 2005, the largest percentage of visible minority faculty was located in Engineering – 29 (34.9%), followed by Business with 10 (26.3%) and Science with 29 (17.0%). In Business, the number of visible minorities has remained at 10, although the percentage has increased from 20.4% in 1993 to 26.3%. Similarly in Science, the numbers have increased modestly from 31 (15.4%) in 1993 to 29 (17%) in 2005. Notably, in Engineering, the percentage of visible minorities has increased over 12 years from 13 (18.3%) in 1993 to 29 (34.9%) in 2005.

The lowest percentage of visible minority faculty is in Education with 4 (3.3%). This represents a decline from 1993 when there were 6 (5.9%) and 1995 when there were 5 (5.6%) self-identified visible minority faculty members. Since 1993, Education figures have been suppressed³⁹ for visible minorities (see Table V). In the Faculty of Agriculture, Forestry & Home Economics there were a total of 4 (8.9%) visible minority faculty in 2005 (see Table III).

B.2. *Aboriginal [Indigenous] Persons*

The University's Employment Equity Census Questionnaire defines "Aboriginal Peoples" as follows: "Aboriginal peoples are persons in Canada who identify themselves to be Status Indian, Non-Status Indian, Inuit or Métis."

The reported numbers suggests there has been little to no progress made in hiring Aboriginal faculty or that members have not self-identified. It is not possible to ascertain from the data the total pool of Aboriginal Persons who might become mentors. The number of respondents in all

³⁹ The numbers and percentages of population in this category has been suppressed for reasons of confidentiality.

six Faculties was either zero or so low that they had to be suppressed. Between 1993 and 2005 there has been no change in the percentage of Aboriginal Persons hired as full-time University Teachers (see Tables I-VII).

B.3 *Persons with Disabilities*

The University's Employment Equity Census Questionnaire defines "persons with disabilities" as follows: "Persons with disabilities are those individuals whose prospects of securing and keeping employment and advancing suitably in it may be substantially reduced as a result of a recognized physical or mental impairment. Disabilities may be related to coordination, dexterity, mobility (e.g. use of a wheel chair or scooter), speech, vision (excluding the use of glasses/contact lenses that correct vision), hearing. They may be an invisible physical condition such as epilepsy, haemophilia or they may be developmental/mental conditions or learning disabilities such as dyslexia."

The numbers in December 2005 were lower in all Faculties than in December 1993 when the data collection began. As of 31 December 2005, the data for Persons with Disabilities was suppressed for all six Faculties. The Faculty of Science has been the notable exception in hiring Persons with Disabilities at the University, and the numbers have ranged from 7 (3.5%) in 1993 to 4 (2.1%) in December 2004.

The numbers for the Faculty of Arts have been suppressed since December 2000. Between 1993 and 2000, there were between 4 (1.7%) and 7 (2.5) Persons with Disabilities. In the Faculty of Agriculture, Forestry & Home Economics, as well as Business, the numbers have been suppressed between 1993 and 2000. The Education Faculty had four (4) Persons with Disabilities, representing in 1993 (3.9%) and 1996 (5.0%). Since 1996 the numbers have been suppressed. There were also four (4) Persons with Disabilities in Engineering between 1996 and 2000; since then the numbers have been suppressed.

B.4 *Women*

In December 2005, women constituted 174 (28.89%), compared to 429 (71.14%) men who are continuing faculty at the University. The largest percentage of women within Faculties was located in Education (30/ 48.4%) and Arts (81/ 43.1%). The lowest percentages of women is in Science, which has 24 (14.0%), Engineering with 8 (9.6%), and Business with 9 (23.7%).

In all Faculties the percentage of women has increased since December 1993. In Arts the numbers have increased by about 11%, from 70 (25.3%) in 1993 to 94 (37.6%) in 2001 and 81 (43.1%) in 2005. In the Faculty of Agriculture, Forestry and Home Economics, the actual number of women has not increased significantly, although as a percentage of the total there has been an increase from 21 (25.9%) in 1993 to 22 (36.7%). Similarly, in Education, the representation of women has increased by about 15%, from 34 (33.3%) in 1993 to 30 (48.4%) in 2005. Although the overall number of women in Business has almost doubled since 1993 (6/ 12.2%), in 2005 it has one of the lowest percentages of women (9/ 23.7%). As well, although there has been a notable change in the representation of women in Engineering, the overall figures are very low. In 1993 there was only one (1.4%) woman in Engineering and 12 years later there are 8 (9.6%). Finally, the percentage of women in Science has increased from 19 (9.5%) in 1993 to 24 (14.1%).

C. SUMMARY AND CONCLUSION

The main objective of this review was to assess the pool of racialized/visible minority and Indigenous/Aboriginal persons who, potentially, could serve as Mentors. The data showed that as of 31 December 2005, the potential pool was approximately 92 visible minorities and, perhaps, a few (suppressed) Aboriginal faculty members.⁴⁰ There also is a good representation of women across all Faculties who already are or might be willing to serve as Mentors.

The review's shows the following.

- First, there are at least 92 visible minority faculty and an unspecified number of Aboriginal faculty members who might serve as Mentors;
- Second, there has been *no significant change* in the representation of Aboriginal People in any Faculty at the University over the past 12 years;
- Third, the representation of Persons with Disabilities *has declined* in all Faculties over the 1990s, such that in 2005 the figures were suppressed in all Faculties.
- Fourth, while the percentage of visible minority faculty is increasing in some Faculties (e.g. Engineering and Business), there has been a *steady decline* in visible minorities in other Faculties (e.g. Faculty of Arts and Education).
- Fifth, the Education Faculty historically has had low representations of faculty members who have self-identified as Aboriginal, visible minority and persons with disabilities.
- Finally and perhaps as might be expected given the dominant focus on gender equity within the academy, women are *the only EE-designated group for which there has been a steady increase* in all Faculties between 1993 and 2005.

⁴⁰ According to Catherine Anley in the Office of Human Rights, as of 27 July 2007, there were 36 self-identified Aboriginal employees at all levels of the University (email correspondence, July 2007). Faculty numbers, however, had to be suppressed because too low.

TABLE I
Workforce by Faculty and Four Employment Equity-Designated Groups
Full-Time Teachers/ Continuing Faculty (Respondents)
31 December 2005

	TOTAL RESPONDENTS		FEMALE		MALE		ABORIGINAL PEOPLE		PERSONS WITH DISABILITIES		MEMBERS OF VISIBLE MINORITIES	
	# Respondents	Total in Occupation Group	#	%	#	%	#	%	#	%	#	%
2001 CENSUS/PALS**			-	52.8	-	47.2	-	1.5	-	4.1	-	13.8
AGRICULTURE, FORESTRY & HOME ECONOMICS	60	82	22	36.7	38	63.3	*	*	*	*	4	8.9
ARTS	188	288	81	43.1	108	57.4	*	*	*	*	16	8.5
BUSINESS	38	61	9	23.7	29.0	76.3	*	*	*	*	10	26.3
EDUCATION	62	92	30	48.4	32	51.6	*	*	*	*	4	3.3
ENGINEERING	83	126	8	9.6	75	90.4	*	*	*	*	29	34.9
SCIENCE	171	245	24	14.0	147	86.0	*	*	*	*	29	17.0
TOTAL	602	894	174	28.89	429	71.14	*	*	*	*	92	15.25

* Proportion of population in this category has been suppressed for reasons of confidentiality; numbers suppressed if N = < 3.

** **External Workforce data** (Canada, Group 03 Professionals) – 2001 Canada Census for women, Aboriginal people, members of visible minorities; 2001 Participation and Activity Limitation Survey (PALS) for persons with disabilities. Source: U of Alberta Annual Report to General Faculties Council, “Opening Doors: A Plan for Employment Equity” (August 2004): <<http://www.ualberta.ca/~hurlights/2003%20ANNUAL%20REPORT%20TO%20GFC.%20August%202004.doc>>

TABLE II

**Faculty of Arts, 1993-2005
University Teachers – Full-Time (Respondents)**

	TOTAL RESPONDENTS		FEMALE		MALE		ABORIGINAL PEOPLE		PERSONS WITH DISABILITIES		MEMBERS OF VISIBLE MINORITIES	
	# Respondents	Total in Occupation Group	#	%	#	%	#	%	#	%	#	%
2001 Census/PALS**				52.8		47.2		1.5		4.1		13.8
31 Dec 05	188	288	81	43.1	108	57.4	*	*	*	*	16	8.5
31 Dec 04	199	299	82	41.2	117	58.8	*	*	*	*	19	9.5
31 Dec 03	211	297	82	38.9	195	62.4	*	*	*	*	21	10.0
31 Dec 02	220	258	82	37.3	138	62.7	*	*	*	*	23	10.5
31 Dec 01	250	290	94	37.6	156	62.4	*	*	*	*	22	8.8
31 Dec 00	233	302	81	34.8	152	65.2	*	*	4	1.7	25	10.7
31 Dec 99	239	301	80	33.5	159	66.5	*	*	4	1.7	26	10.9
31 Dec 98	252	305	86	34.1	166	65.9	*	*	4	1.6	28	11.1
31 Dec 97	241	295	77	32.0	164	68.0	*	*	4	1.7	24	10.0
31 Dec 96	248	304	76	30.6	172	69.4	*	*	5	2.0	25	10.1
31 Dec 95	265	326	73	27.5	192	72.5	*	*	6	2.3	24	9.1
31 Dec 93	277	355	70	25.3	207	74.7	*	*	7	2.5	26	9.4

* Proportion of population in this category has been suppressed for reasons of confidentiality; numbers suppressed if N = < 3.

** **External Workforce data** (Canada, Group 03 Professional) – 2001 Canada Census for women, Aboriginal people, members of visible minorities; 2001 Participation and Activity Limitation Survey (PALS) for persons with disabilities. Source: U of Alberta Annual Report to General Faculties Council, “Opening Doors: A Plan for Employment Equity” (August 2004): <<http://www.ualberta.ca/~hurights/2003%20ANNUAL%20REPORT%20TO%20GFC.%20August%202004.doc>>.

TABLE III

**Faculty of Agriculture, Forestry & Home Economics, 1993-2005
University Teachers – Full-Time (Respondents)**

	TOTAL RESPONDENTS		FEMALE		MALE		ABORIGINAL PEOPLE		PERSONS WITH DISABILITIES		MEMBERS OF VISIBLE MINORITIES	
	# Respondents	Total in Occupation Group	#	%	#	%	#	%	#	%	#	%
2001 Census/PALS**			-	52.8	-	47.2	-	1.5	-	4.1	-	13.8
31 Dec 05	60	82	22	36.7	38	63.3	*	*	*	*	8	13.3
31 Dec 04	59	79	21	35.6	38	64.4	*	*	*	*	10	16.9
31 Dec 03	66	81	23	34.8	43	65.2	*	*	*	*	12	18.2
31 Dec 02	65	72	24	36.9	41	63.1	*	*	*	*	11	16.9
31 Dec 01	76	83	27	35.5	49	64.5	*	*	*	*	10	13.2
31 Dec 00	67	80	23	34.3	44	65.7	*	*	*	*	9	13.4
31 Dec 99	62	72	23	37.1	39	62.9	*	*	*	*	8	12.9
31 Dec 98	24	70	23	35.9	41	64.1	*	*	*	*	9	14.1
31 Dec 97	68	76	21	30.9	47	69.1	*	*	*	*	10	14.7
31 Dec 96	67	74	22	32.8	45	67.2	*	*	*	*	10	14.9
31 Dec 95	68	76	21	30.9	47	69.1	*	*	*	*	10	14.7
31 Dec 93	81	90	21	25.9	60	74.1	*	*	*	*	11	13.6

* Proportion of population in this category has been suppressed for reasons of confidentiality; numbers suppressed if N = < 3..

** **External Workforce data** (all categories) – 2001 Canada Census for women, Aboriginal people, members of visible minorities; 2001 Participation and Activity Limitation Survey (PALS) for persons with disabilities. Source: U of Alberta Annual Report to General Faculties Council, “Opening Doors: A Plan for Employment Equity” (August 2004):

<http://www.ualberta.ca/~hurights/2003%20ANNUAL%20REPORT%20TO%20GFC.%20August%202004.doc>

TABLE IV
BUSINESS, 1993-2005
University Teachers – Full-Time (Respondents)

	TOTAL RESPONDENTS		FEMALE		MALE		ABORIGINAL PEOPLE		PERSONS WITH DISABILITIES		MEMBERS OF VISIBLE MINORITIES	
	# Respondents	Total in Occupation Group	#	%	#	%	#	%	#	%	#	%
2001 Census/PALS**	-	-	-	52.8	-	47.2	-	1.5	-	4.1	-	13.8
31 Dec 05	38	61	9	23.7	29	76.3	*	*	*	*	10	26.3
31 Dec 04	38	61	7	18.4	31	81.6	*	*	*	*	9	23.7
31 Dec 03	40	58	7	17.5	33	82.5	*	*	*	*	9	22.5
31 Dec 02	43	49	6	14.0	37	86.0	*	*	*	*	7	16.3
31 Dec 01	54	62	8	14.8	46	85.2	*	*	*	*	9	16.7
31 Dec 00	43	59	7	16.3	36	83.7	*	*	*	*	6	14.0
31 Dec 99	40	53	6	15.0	34	85.0	*	*	*	*	7	17.5
31 Dec 98	44	52	5	11.4	39	88.6	*	*	*	*	9	20.5
31 Dec 97	43	53	4	9.3	39	90.7	*	*	*	*	8	18.6
31 Dec 96	47	57	5	10.6	42	89.4	*	*	*	*	8	17.0
31 Dec 95	47	57	5	10.6	42	89.4	*	*	*	*	7	14.9
31 Dec 93	49	61	6	12.2	43	87.8	*	*	*	*	10	20.4

* Proportion of population in this category has been suppressed for reasons of confidentiality; numbers suppressed if N = < 3.

** **External Workforce data** (Canada, Group 03 Professionals) – 2001 Canada Census for women, Aboriginal people, members of visible minorities; 2001 Participation and Activity Limitation Survey (PALS) for persons with disabilities. Source: U of Alberta Annual Report to General Faculties Council, “Opening Doors: A Plan for Employment Equity” (August 2004): <<http://www.ualberta.ca/~hurights/2003%20ANNUAL%20REPORT%20TO%20GFC.%20August%202004.doc>>

TABLE V
EDUCATION, 1993-2005
University Teachers – Full-Time (Respondents)

	TOTAL RESPONDENTS		FEMALE		MALE		ABORIGINAL PEOPLE		PERSONS WITH DISABILITIES		MEMBERS OF VISIBLE MINORITIES	
	# Respondents	Total in Occupation Group	#	%	#	%	#	%	#	%	#	%
2001 Census/PALS**			-	52.8	-	47.2	-	1.5	-	4.1	-	13.8
31 Dec 05	62	92	30	48.4	32	51.6	*	*	*	*	*	*
31 Dec 04	65	92	30	46.2	35	53.8	*	*	*	*	*	*
31 Dec 03	76	99	37	48.7	39	51.3	*	*	*	*	*	*
31 Dec 02	82	91	45	54.9	37	45.1	*	*	*	*	*	*
31 Dec 01	99	110	48	48.5	56	56.6	*	*	*	*	*	*
31 Dec 00	81	96	41	50.6	40	49.4	*	*	*	*	*	*
31 Dec 99	76	90	39	51.3	37	48.7	*	*	*	*	*	*
31 Dec 98	77	89	40	51.9	37	48.1	*	*	*	*	*	*
31 Dec 97	77	92	37	48.1	40	51.9	*	*	*	*	*	*
31 Dec 96	80	99	36	45.0	44	55.0	*	*	4	5.0	*	*
31 Dec 95	89	111	34	38.2	55	61.8	*	*	4	4.5	5	5.6
31 Dec 93	102	129	34	33.3	68	66.7	*	*	4	3.9	6	5.9

* Proportion of population in this category has been suppressed for reasons of confidentiality; numbers suppressed if N = < 3..

** **External Workforce data** (Canada, Group 03 Professionals) – 2001 Canada Census for women, Aboriginal people, members of visible minorities; 2001 Participation and Activity Limitation Survey (PALS) for persons with disabilities. Source: U of Alberta Annual Report to General Faculties Council, “Opening Doors: A Plan for Employment Equity” (August 2004): <<http://www.ualberta.ca/~hurights/2003%20ANNUAL%20REPORT%20TO%20GFC.%20August%202004.doc>>

TABLE VI
ENGINEERING, 1993-2005
University Teachers – Full-Time (Respondents)

	TOTAL RESPONDENTS		FEMALE		MALE		ABORIGINAL PEOPLE		PERSONS WITH DISABILITIES		MEMBERS OF VISIBLE MINORITIES	
	# Respondents	Total in Occupation Group	#	%	#	%	#	%	#	%	#	%
2001 Census/PALS			-	43.9	-	56.1	-	3.6	-	4.0	-	11.8
31 Dec 05	83	126	8	9.6	75	90.4	*	*	*	*	29	34.9
31 Dec 04	88	127	8	9.1	80	90.9	*	*	*	*	30	34.1
31 Dec 03	93	131	8	8.6	85	91.4	*	*	*	*	33	35.5
31 Dec 02	95	116	9	9.5	86	90.5	*	*	*	*	32	33.7
31 Dec 01	105	129	9	8.6	96	91.4	*	*	*	*	35	33.3
31 Dec 00	92	116	8	8.7	84	91.3	*	*	4	4.3	33	35.9
31 Dec 99	85	110	7	8.2	78	91.8	*	*	4	4.7	33	38.8
31 Dec 98	80	103	7	8.8	73	91.3	*	*	4	5.0	29	36.3
31 Dec 97	80	106	5	6.3	75	93.8	*	*	*	*	26	32.5
31 Dec 96	63	90	4	6.3	59	93.7	*	*	4	6.3	17	27.0
31 Dec 95	69	98	4	5.8	65	94.2	*	*	*	*	15	21.7
31 Dec 93	71	105	1	1.4	70	98.6	*	*	*	*	13	18.3

* Proportion of population in this category has been suppressed for reasons of confidentiality; numbers suppressed if N = < 3.

** **External Workforce data** (Canada, Group 03 Professionals) – 2001 Canada Census for women, Aboriginal people, members of visible minorities; 2001 Participation and Activity Limitation Survey (PALS) for persons with disabilities. Source: U of Alberta Annual Report to General Faculties Council, “Opening Doors: A Plan for Employment Equity” (August 2004): <<http://www.ualberta.ca/~hurights/2003%20ANNUAL%20REPORT%20TO%20GFC.%20August%202004.doc>>

TABLE VII
SCIENCE, 1993-2005
University Teachers – Full-Time (Respondents)

	TOTAL RESPONDENTS		FEMALE		MALE		ABORIGINAL PEOPLE		PERSONS WITH DISABILITIES		MEMBERS OF VISIBLE MINORITIES	
	# Respondents	Total in Occupation Group	#	%	#	%	#	%	#	%	#	%
2001 Census/PALS			-	43.9	-	56.1	-	3.6	-	4.0	-	11.8
31 Dec 05	171	245	24	14.0	147	86.0	*	*	*	*	29	17.0
31 Dec 04	188	260	28	14.9	160	85.1	*	*	4	2.1	32	17.0
31 Dec 03	202	271	27	13.4	175	86.6	*	*	4	2.0	33	16.3
31 Dec 02	199	229	26	13.1	173	86.9	*	*	*	*	31	15.6
31 Dec 01	229	260	29	12.7	200	87.3	*	*	5	2.2	35	15.3
31 Dec 00	200	244	27	13.5	173	86.5	*	*	4	2.0	32	16.0
31 Dec 99	195	241	28	14.4	167	85.6	*	*	*	*	27	13.8
31 Dec 98	192	226	27	14.1	165	85.9	*	*	4	2.1	26	13.5
31 Dec 97	196	229	24	12.2	172	87.8	*	*	4	2.0	27	13.8
31 Dec 96	184	220	20	10.9	164	89.1	*	*	4	2.2	28	15.2
31 Dec 95	198	240	19	9.6	179	90.4	*	*	4	2.0	28	14.1
31 Dec 93	201	252	19	9.5	182	90.5	*	*	7	3.5	31	15.4

*. Proportion of population in this category has been suppressed for reasons of confidentiality; numbers suppressed if N = < 3.

** **External Workforce data** (Canada, Group 03 Professional) – 2001 Canada Census for women, Aboriginal people, members of visible minorities; 2001 Participation and Activity Limitation Survey (PALS) for persons with disabilities. Source: U of Alberta Annual Report to General Faculties Council, “Opening Doors: A Plan for Employment Equity” (August 2004): <<http://www.ualberta.ca/~hurights/2003%20ANNUAL%20REPORT%20TO%20GFC.%20August%202004.doc>>

Appendix IV

UNIVERSITY OF ALBERTA ANTI-RACISM AND DECOLONIZATION NETWORK (ARDN)

HIGHER EDUCATION MENTORING PROGRAM PROPOSAL: BUDGET, GOVERNANCE AND ADMINISTRATION

The Higher Education Mentoring Program will require monetary, non-monetary, and in-kind support from departments, Faculties and the central administration in order to implement the program and achieve broad success. It is anticipated that the program will be phased in over a three-year period, with a pilot program, followed by the full launch of an Office for Mentoring Excellence scheduled to coincide with the 100th anniversary of the University of Alberta.

This Appendix contains three things: first, the draft Budget, which itemizes anticipated costs; second, a Governance and Administrative structure; and, third, draft job descriptions for the office personnel.

A. DRAFT BUDGET

Non-Monetary Support

- University recognition of the ARDN Higher Education Mentoring Program for People of Colour and Indigenous People.
- Permanent space for program, Director and staff (e.g. administrator)
- Space for Orientation and Training events

Monetary Support

- This is a projected annual budget (based on three year forecast).

ARDN Mentoring Program Draft Budget			
	2006/07	2007/08	2008/09
Advertisement for Part-Time Administrator and Research Assistant		-	-
PERSONNEL			
<i>Governance and Administration</i>			
• <i>Director (Academic)</i>			
• Management Board (University stakeholders)			

<p><i>Part-time Administrative Officer</i></p> <ul style="list-style-type: none"> • Salary (35 hours/19% Pro-rated Benefits) <p>Skills</p> <ul style="list-style-type: none"> • coordinate program • building database of mentors • Production of annual report, • set up initial meetings for mentors/mentees • advertising program • organizing training sessions for mentors • implementing monitoring mechanisms and evaluations forms • providing annual report • organizing and chairing meetings of coordinating body • completing projects as directed by coordinating body <p><i>Research Assistant</i></p> <ul style="list-style-type: none"> • Visible Minority, Aboriginal, International 			
<p>SPACE/ FACILITY * Office space</p>			
<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Hosting Annual Orientation Event (start of each academic year) – faculty, students, and community • Training 			

Workshops for New Mentors - 2 facilitators			
EQUIPMENT <ul style="list-style-type: none"> • 2 computers • Printer • Photocopier • Fax/Phone • LCD Projector 			
OFFICE SUPPLIES <ul style="list-style-type: none"> • Furniture • supplies 			
COMMUNICATIONS <ul style="list-style-type: none"> • Design and development of marketing/branding materials • Design and production of University stationary and envelopes • Web site space, R & D, design, & maintenance • Phone • Fax • Long distance • Postage • Printing 			
HOSTING <ul style="list-style-type: none"> • Travel (mileage, air) • Catering 			
PROGRAM PROMOTION <ul style="list-style-type: none"> • Travel • Conference • Membership • Other 			
Miscellaneous			
TOTAL			

B. GOVERNANCE AND ADMINISTRATION STRUCTURE

The ARDN Higher Education Mentoring Proposal is lodged both within the University's commitment to academic and research excellence, and a human rights and equity framework. Thus we anticipate that in the constitution of the Management Board, efforts will be made to ensure representation from among members of the equity-designated groups.

We envision the Office of Mentoring to be located at an institutional level that will give it prominence and where overall vision and policies for the University are shaped. Our feedback thus far suggests several possibilities, including locating the Mentoring initiative in the Office of the President or the Office of the Provost. The office minimally will be staffed by an academic Director, an administrator, and a student researcher. The Office will be tasked with implementing the policies established by the Mentoring Program Management Board, advertising the importance, types and sources of mentoring; administering mentoring relations; collecting profiles of outstanding mentors; branding the initiative and obtaining across University buy-in; running workshops; and liaising with departments, Faculties and the University to link with relevant scholarly initiatives.

Drawing on already existing examples of Board Governance within the University, such as the WISEST (2006) and Centre for Constitutional Studies Boards, we think the Mentoring Program Management Board should be comprised of the following representatives.

Proposed Mentoring Program Management Board:

Office of the Provost representative (1)
Office of the Vice President Research representative (1)
Associate Provost and Dean of Students representative (1)
Office of Human Rights representative (1)
Academic/Faculty representatives (2) (chosen through Faculty processes)
Small Faculties representative (1)
Postdoctoral representative (1) (Office of Postdoctoral Fellow)
Graduate Student representative (1) (Graduate Student Association)
Undergraduate Student representative (1) (Student Union)
International Student representative (1) (University of Alberta International)
Aboriginal faculty and student representatives (1 each)
Visible minority faculty and student representatives (1 each)

Total: 15

C. DRAFT JOB DESCRIPTIONS FOR OFFICE PERSONNEL

DIRECTOR

Main duties

The Director will perform some or all of the following duties:

- Oversee and co-ordinate the Mentoring Program
- Establish work priorities for the Office of Mentoring
- Delegate work to office administrator and support staff
- Prepare annual budgets, and maintain inventory and budgetary controls
- Prepare the annual report
- Report to the appropriate University unit
- Chair meetings of the Management Board.

Additional Duties may include:

The Director may also be required to perform some or all of the following duties

- Coordinate welcome sessions and orientations
- Liaise with relevant University units (e.g. Office of Provost, Office of Human Rights)
- Identify ways to recognize outstanding mentors (e.g. awards, ceremonies etc.)

Employment requirements

- Ph.D. required
- Outstanding research and networking skills
- Commitment and experience in mentoring

1221 ADMINISTRATIVE OFFICER

National Occupational Classification⁴¹

Administrative officers oversee and implement administrative procedures, establish work priorities and co-ordinate the acquisition of administrative services such as office space, supplies and security services. They are employed throughout the private and public sectors.

Example Titles

administrative officer
administrative services co-ordinator
co-ordinator, office services
office administrator
office manager

⁴¹ This job description is taken from the Human Resources and Skills Development Canada, <<http://www23.hrdc-drhc.gc.ca/2001/e/groups/1221.shtml>> and Human Resources Services, University of Alberta, <<http://www.hrs.ualberta.ca/index.aspx?Page=335>>

Main duties

Administrative officers perform some or all of the following duties:

- Oversee and co-ordinate office administrative procedures and review, evaluate and implement new procedures
- Establish work priorities, delegate work to office support staff, and ensure deadlines are met and procedures are followed
- Carry out administrative activities associated with admissions to post-secondary educational institutions
- Administer policies and procedures related to the release of records in processing requests under government access to information and privacy legislation
- Co-ordinate and plan for office services, such as accommodation, relocations, equipment, supplies, forms, disposal of assets, parking, maintenance and security services
- Prepare agenda for Management Board meetings as well as record and distribute minutes
- Assist in preparation of operating budget and maintain inventory and budgetary controls
- Assemble data and prepare periodic and special reports, manuals and correspondence.

Additional Duties may include:

The ARDN Administrative officer also may be required to perform some or all of the following duties

- Organizing mentorship training workshops,
- Annual Mentorship Orientations
- Building database etc.

Employment requirements

- Completion of secondary school is required.
- A university degree or college diploma in business or public administration may be required.
- Experience in a senior clerical or executive secretarial position related to office administration is usually required.

RESEARCH ASSISTANT

The part-time (6 hours per week) Graduate Research Assistant is expected to have the following skills set. It is expected the GRA will be selected from among one of the designated mentoring communities. They will bring skills as well as be mentored in research skills.

Skill sets

- Familiarity with computer
- Some experience in organizational matters
- ability to conduct Internet research
- Ability to conduct library research
- Familiarity with various computer programs (e.g. excel)
- Effective communication and presentation skills