QUEEN'S UNDERGRADUATE INTERNSHIP PROGRAM

QUIP Internships On-Campus – Employer Manual

2021 - 2022

Contents

**Special Note to Employers About COVID-19 2
Welcome to QUIP! 3
Internship Parameters 4
Participating Academic Programs 5
Creating a QUIP Internship in Your Department 6
Interviews and Job Offers 9
Onboarding and Supervising a QUIP Intern 10
Best Practices for Equity, Diversity, Inclusion, and Indigenization (EDII) in Student Recruiting 11
Appendix A – Job Description Template 12
Appendix B – Sample On-Campus Job Description 13
Appendix C – MyCareer Internship Posting Procedure 15
Appendix D – Employer Agreement 22
Appendix E – Supervising Remotely Checklist 23
1. Before First Day of Work 24
2. During First Day of Work 25
3. During First Two Weeks 26
4. On an Ongoing Basis 27
5. During the Final Month 28

**Special Note to Employers About COVID-19

Last Updated: June 15, 2021

Thank you for supporting the experiential learning of Queen's students. During this time of **COVID-19**, we appreciate you continuing to see the value of working with students. the health and safety of Queen's student staff and volunteers is paramount.

Extra considerations, conversations, and actions are required by departments to ensure all students feel safe at work during this period. Departments must apply the same considerations to student staff health and safety as you would to other staff.

As the Federal and Provincial Government begin to lift COVID-19 restrictions, in-person internships may become achievable again. Wherever possible, we encourage internships to begin remotely and transition slowly back to in-person.

In addition, Queen's University is not currently supporting international travel. Therefore, any international internships should remain remote until government travel restrictions are lifted and written into the student's internship offer.

Also, thank you for understanding that the **COVID-19** situation may create circumstances (e.g., the need for a health-related accommodation) that may require adjustments to the intern's work location, schedules, etc. We encourage interns to collaborate with their managers or supervisors on solutions.

Our team is available for any questions or assistance. Please do not hesitate to reach out to us at quip@queensu.ca

---

COVID-19 related information and resources are available on the university's COVID Information webpage and the COVID-19 Campus Operation Group webpage. If you have any questions about health and safety for student staff, please contact the Department of Environmental Health & Safety at safety@queensu.ca or ext. 32999.

Welcome to QUIP!

QUIP Internships give students the opportunity to develop skills and knowledge through a structured experiential learning program. Students acquire hands-on experience in professional settings, build contacts, learn about workplace expectations, explore career options, bridge theory and practice, and develop skills. Interns graduate with expanded credentials and networks, as the internship is a component of their academic program.

Increasing the number of experiential learning opportunities for students is a priority for the university, and departments on campus can participate by providing QUIP internships for students. Queen's students have a broad range of skills and experiences that they can bring to their internship positions and can make significant contributions during their internships.

The Experiential Learning Cycle

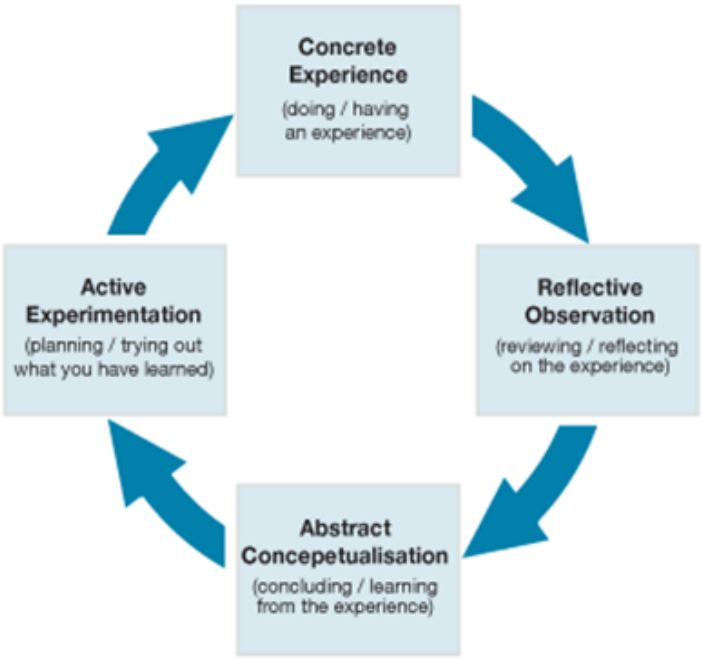


Figure 1. Kolb. D. A. and Fry, R. (1984). Experiential Learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.

The QUIP program is coordinated through a partnership between Faculties/Schools (the academic components) and Career Services (the job search, employer support, and administrative components). As a department, you can create an internship that will give a student the opportunity to engage in significant projects, experience work in a professional setting, and receive regular coaching and performance evaluations to help them build skills and confidence.

PROGRAM OVERVIEW

STARTS in May, September, or January

POSITIONS are paid and full-time

WORK TERMS are 12-16 months long

Internship Parameters

Length of appointment	12-16 months. No renewal permitted after 16 months, and no further notice is required at the end of the contract.
Timing	Most internships start in May or September. It is sometimes possible for a January start date, but this tends to be more complicated for students and less desirable.
Hours of work	35 hours/week. Exact schedule of daily start and end times to be determined by department.
Benefits	Not pension or benefits eligible.
Salary	Determined by department. See page 5 for suggested salary ranges. Students are paid monthly.
Vacation	10 days for any 12-month contract period. All vacation days should be used within the contract period.
Sick leave	Up to 9 paid incidental sick days. Should there be questions related to the payment of sick leave, management of longer-term absences, and/or medical accommodation at the University, please consult with the Return to Work & Accommodation Office within HR.
Intellectual property	If you want to address intellectual property concerns in your offer letter, please speak with the HR Advisor preparing the letter.
Canadian Police Information Centre (CPIC) Check	Departments can choose to require a CPIC or not; if you do, ensure that this requirement is included in the job qualifications in your job posting.
Termination	In the rare event of a termination, ESA regulations will apply. Should you have concerns about the performance of an intern, please be in contact with the QUIP office as soon as possible to discuss process and options.
Nature of work	There is a range of what work can form a strong internship learning experience for students. See page 5 for details about typical positions. Internship roles are not teaching or research roles, or roles working in a technical capacity in a teaching or research laboratory or related area.

QUIP Interns will be entitled to all items governed by the Employment Standards Act and most general Queen's policies apply.

Participating Academic Programs

QUIP is open to domestic and international undergraduate students in the Faculty of Engineering and Applied Science, Faculty of Arts and Science, the School of Computing, and the Faculty of Health Sciences. Students from the following disciplines can participate in QUIP:

COMPUTING
Biomedical Computing
Cognitive Science
Computer Science
Computing
Computing & Mathematics
Computing & the Creative Arts
Software Design

CREATIVE ARTS
Computing & the Creative Arts
Drama
Film & Media
Media & Performance Production
Music

ENGINEERING
Chemical Engineering
Civil Engineering
Computer Engineering
Electrical and Computer Engineering Innovation
Electrical Engineering
Engineering Chemistry
Engineering Physics
Geological Engineering
Mathematics & Engineering
Mechanical Engineering
Mechatronics and Robotics Engineering
Mining Engineering

HUMANITIES
Art History
Classical Studies
Classics
English Language & Literature
History
Indigenous Studies
Languages, Literatures, & Cultures
Philosophy
Religious Studies

LANGUAGES
French Studies
German Studies
Hispanic Studies
Linguistics

SOCIAL SCIENCES
Applied Economics
Economics
Environmental Studies
Gender Studies
Geography
Global Development Studies
Health Studies
Political Studies
Politics, Philosophy and Economics
Psychology
Sociology

LIFE & PHYSICAL SCIENCES
Astrophysics
Biochemistry
Biology
Biology & Mathematics
Biology & Psychology
Biotechnology
Chemistry
Earth System Science
Environmental Biology
Environmental Chemistry
Environmental Geology
Environmental Life Science
Environmental Science
Environmental Toxicology
Geography
Geology
Health Sciences
Kinesiology
Life Sciences
Mathematical Physics
Mathematics
Physics
Psychology
Statistics

Creating a QUIP Internship in Your Department

1. *Review the QUIP On-Campus Manual in full.*

2. *Review the On-Campus Employer Resources section of the QUIP webpage.*

3. *Create a job description.*

Determine the nature of the position and its activities and write a job description. Please see Appendix A for a job description template, and Appendix B for a same job description. Consider an internship within one of the follow categories:

Category	Description of category	Example job titles
Project and administration coordination	Coordinates one or more projects and/or activities for a department.	Project Intern, Project Coordinator, Office Coordination Intern
Information and technical systems	Provides service and/or technical support to the university's information technology infrastructure.	Solutions Intern, Programming Intern
Communications	Contributes to and/or coordinates activities such as communications, public relations, publications, website and/or social media.	Communications Intern, PR Intern, Publications Intern
Student service/support	Contributes to and provides direct services to students, such as advising. Promotes the well-being of individuals and creating a positive and equitable environment.	Advising Intern
Finance and accounting	Contributes to financial and accounting activities.	Accounting Intern, Budget Intern

Notes: Contact quip@queensu.ca to discuss any internships that you are considering that do not fit into one of these categories. Internship positions supported by research funds should not include work in a technical capacity in a teaching or research laboratory or related area and require consultation with HR before being approved as QUIP internships; please contact your HR Advisor for advice on such cases.

> "Hiring an intern has been a real benefit to our department. He has brought fresh perspective to a strategic development project and is able to add additional and valuable depth to many of our initiatives. He is keen to take on tasks to help the whole office, and we know we can rely on the quality of his work."
>
> ***Claire O'Brien***
> *Teaching and Learning Coordinator*
> *Office of the Provost and Vice Principal (Academic)*

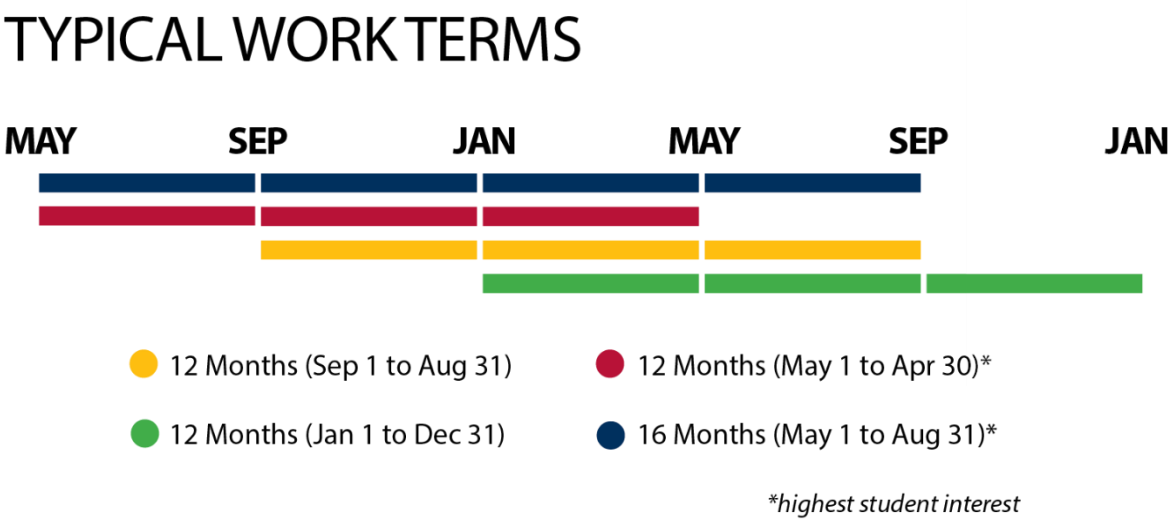
4. Determine the salary.

Departments determine the salary for internship positions. The following salary chart provides suggested ranges and was created based on a review of salaries of internships in other organizations.

*If the nature of the work of the internship position is most closely related to that at **Grade 5,** Step 1 – 3.*	Recommended annual salary range is **$32,469 – $34,362**
*If the nature of the work of the internship position is most closely related to that at **Grade 6,** Step 1 – 3.*	Recommended annual salary range is **$36,818 – $38,966**
*If the nature of the work of the internship position is most closely related to that at **Grade 7,** Step 1 – 3.*	Recommended annual salary range is **$41,753 – $44,187**

When determining salary, consider this role with respect to your normally graded positions in your department. The ranges presented here are **75%** of the starting rates for staff positions performing work similar in nature. For budgeting purposes, we recommend you use an estimate of 10% on top of salary for employer-paid premiums (CPP, EI, EHT, and WSIB) based on current rates. For assistance in determining a comparable grade, please contact your HR Advisor.

5. Determine start and end dates.



6. Confirm Approval for the Position

Complete HR-FRM-057 Approval to Create a QUIP Internship.

The HR form needs to be completed and signed with **two** approval signatures to confirm departmental funding is available for the internship.

Please email this form and the job description to quip@queensu.ca when complete. The QUIP office will send you a confirmation and you can move forward to Step 7.

7. Post the Position.

RECOMMENDED RECRUITMENT PERIODS

Internship Start Date	Peak Time to Post Jobs	Recommended Period for Interviews	Recommended Period for Job Offers
January or May*	Mid-September to October*	October*	October-November*
May or September	January-February	February	February-March
September	May-June	June-July	June-July

***Note:** Most common recruitment period*

Follow the step-by-step MyCareer instructions found in Appendix C.

Once your position is posted, the QUIP team at Career Services will work to get the word out to students. If you know of students through your own networks who may be interested, please direct them to contact quip@queensu.ca.

Interviews and Job Offers

1. When the Posting Closes

The QUIP office will screen and bundle all student applications into one file. We will send the job bundle to you within 1-business day following the posting closing. Candidate applications within the bundle have confirmed eligibility to proceed with the interview process.

2. Interview and Review Candidates

a) Review the applicants in the bundle that the QUIP team sent to your office.

b) Decide which candidates you would like to interview and email quip@queensu.ca to arrange interviews on your behalf.
   - Alternatively, you may connect with candidates directly. However, we do ask that you cc quip@queensu.ca on all correspondence so we can best support the student.

c) Complete your interview and assessment process. You will determine your interview process. There are no set questions required.

3. Make a Job Offer

a) Confirm candidate availability. During peak recruitment periods, students may receive multiple job offers. We therefore ask that all offers are extended through the QUIP Office. Email quip@queensu.ca with the name of your chosen candidate and the following information:
   - Start and end dates
   - Salary
   - Work schedule
   - Any changes to the original job description

b) Students will have 2 business days to reply to the job offer. The QUIP Office will contact you with the student's decision. If the student has further questions about the offer, the QUIP Office will connect you and the student via email.
   - Alternatively, you may offer the role directly to the selected candidate(s). However, we do ask that you cc quip@queensu.ca on all correspondence so we can best support you and the student.

4. Hire the Successful Candidate

Once the student(s) has/have accepted, complete the second half of HR FRM 057 Approval to Create a QUIP Internship and send to your HR Advisor. They will complete the offer letter and review it with you.

Onboarding and Supervising a QUIP Intern

The onboarding for your QUIP intern will likely follow a similar process to when you orient other new team members. The HR Orientation Toolkit provides an easy-to-follow process, including checklists. Please also see Appendix E for a Remote Onboarding Checklist.

Because of the unique nature of these experiential learning positions, there are some additional considerations:

Intern Contact Information:

Interns will already have a Queen's NetID and email address in their role as students. However, for their work, please ask the intern to use their new employee NetID and email account (created automatically once their contract is in the system) rather than their student NetID and email account for all work-related activities. This allows you to give interns access to systems required for their position using the NetID associated with the internship, and then terminate this access at the end of the internship. For complete details about the use of the employee email account see the Fact Sheet from the Records Management and Privacy Office and work with your department's IT Admin Rep if you have any questions.

QUIP Program Information:

Interns will have attended a Pre-Departure Session with a QUIP Coordinator and will have received a copy of the QUIP Pre-Departure Manual. If your intern(s) has any questions about the QUIP program that you cannot answer, please ask them to contact quip@queensu.ca.

Check-Ins and Questions from the QUIP Coordinator:

You and the intern will receive an email check-in from QUIP within the first 2-3 weeks of the student's internship. This is a chance for you to let us know that things are going well, and to seek our assistance if you have any questions or if there is anything not going smoothly. Throughout the internship promptly inform the intern and the QUIP team should there be any current or impending issues that may materially affect the intern's employment status.

Performance and Learning:

The goal of the internship is a positive learning experience for the intern. Your role as employer includes providing meaningful work and on-going supervision and coaching. Specifically, you will

- Complete performance evaluations at 4, 8, and 12 months (and 16 if applicable). Every four months your intern will give you the appropriate performance evaluation form. After you complete your section, please meet with the intern, and discuss their goals and performance. The intern will then send the completed form to QUIP.
- Ensure the intern knows who to go to for questions and support with their work.
- Provide regular feedback and coaching.
- Possibly be asked to review a draft of the intern's final report that they will be submitting near the end of their internship.

Questions or Concerns?

The QUIP team is available throughout the internship should you or your intern(s) have any questions or concerns – send an email to quip@queensu.ca.

Best Practices for Equity, Diversity, Inclusion, and Indigenization (EDII) in Student Recruiting

Queen's University is committed to recruiting processes that support diversity, equity, and inclusion. These guidelines offer best practices to consider when recruiting at Queen's, helping to foster meaningful engagement with a variety of students and offer an inclusive recruiting process.

We have consulted with across Queen's University faculties, the human rights and equity office, and student services units to develop the following recommendations on supporting students from equity-deserving backgrounds and to contribute to your goals for improving equity and inclusion in your organization.

Queen's Principles for Campus Recruiting:

1. To ensure all organizations recruiting students and graduates through our career offices use recruiting practices that are open, accessible, and inclusive with respect to many aspects of diversity including ethnicity, gender, race, sexual orientation, ability, and socioeconomic status.

2. To provide supports for our employers about best practices for recruitment with an EDII lens, specific to student and new graduate populations, from engaging with students and posting jobs to interviews.

3. To communicate our policies and procedures when engaging with students (on-campus or virtually) and coordinating processes for receiving and responding to disclosures of inappropriate incidents involving discrimination, harassment, or sexual violence with recruiters.

Please read the following 3 documents on EDII and Student Recruitment:

- Employer Terms and Conditions
- EDII Best Practices through the Recruitment Cycle
- Experiential Learning: Investing in Student Skills and Experience Development

For more information, please visit our Equity, Diversity, Inclusion and Indigenization (EDII) webpage. Should you require additional support and assistance regarding EDII best practices for student internships recruitment, please contact quip@queensu.ca.

Appendix A – Job Description Template

Instructions: when creating your internship job description, please use the following categories. Consider copy and pasting the categories into a Word document.

Job title

Location

Number of positions

Salary

Job Description

Job Qualifications (include any requirements like CPIC if applicable)

Job Start/End Dates

Application Deadline (we recommend a posting stays up for 2-3 weeks; we also find because students are managing heavy course loads, they tend to apply close to the deadline)

Appendix B – Sample On-Campus Job Description

Company/Organization Name: ABC Department

Job Title: Community and Brand Coordinator

Number of Positions: 1

Salary: $33,000/year

Location of Work: Kingston, Ontario

Geographic Location of Employer: Eastern Ontario

Job Type: Internship

Commitment: 35 hrs/week, 12 – 16 months

Start Date: September 2021

Application Deadline: Monday, May 17th, 2021 at 11:59PM EST *(An application deadline of 2-3 weeks after the posting is live is recommended)*

Job Description:
ABC Department is searching for a student to lead our efforts to promote our services and resources to our university's diverse student population. Our goal is to ensure all students are aware of what we offer and how we can support them. To achieve this, we need talented and hardworking staff.

Your Position at Department ABC:
Your job as a Community and Brand Coordinator will be to coordinate ABC's outreach and engagement initiatives. You will be responsible for increasing ABC's presence on-campus and in the community, as well as building relationships with other organizations that support ABC's work.

As a Community and Brand Coordinator, you will also be responsible for the following duties:

- Develop and implement outreach strategies for active ABC campaigns.
- Coordinate the development and distribution of promotional campaign materials.
- Seek out student groups and organizations to explore potential partnership opportunities.
- Identify relevant community events and ensure ABC's participation in such events.
- Other duties as required.

You will be reporting to the Director of Communications. You will be part of a vibrant team with lots of opportunities to learn about the industry and grow your professional skills and network. We offer a competitive base salary, 3 weeks of vacation in your first year with the company and comprehensive health and dental benefits.

Required Qualifications:
Candidates must possess the following qualifications:

- Excellent oral and written communication skills.
- Works well independently and as part of a team.
- Project coordination experience (either in a work or co-curricular setting).
- Enrolled in an undergraduate degree program (2nd or 3rd year) and eligible for QUIP.

Preferred Qualifications:

- Excellent knowledge of Social Media platforms.
- Experience working with local community organizations.
- Experience managing a budget (could be in a workplace, for an event or a student/volunteer club/ organization).
- Familiarity with graphic design software.

How to Apply:
You must apply through MyCareer. Note that QUIP internships are required to be 12 to 16 months in length.

Required Application Documents:

- Resume
- Cover Letter

Employment Equity and Accessibility Statement
(This is the University statement – you can use this or a department-specific statement)

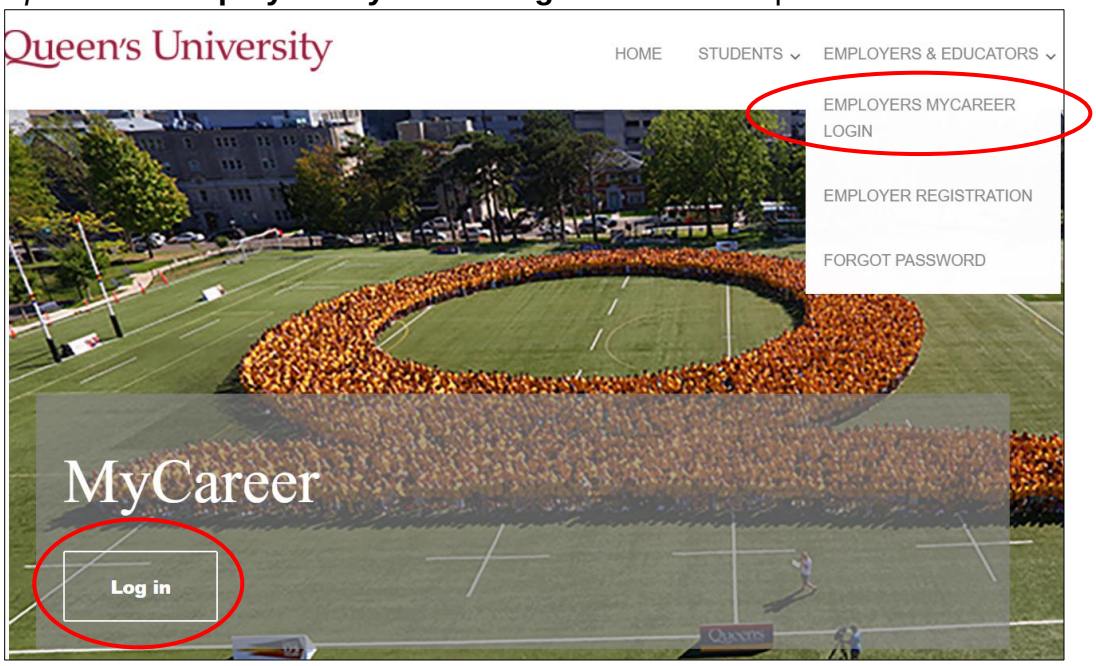
The University invites applications from all qualified individuals. Queen's is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, Aboriginal Peoples, persons with disabilities, and persons of any sexual orientation or gender identity.

The University provides support in its recruitment processes to applicants with disabilities, including accommodation that considers an applicant's accessibility needs. Candidates requiring accommodation during the recruitment process are asked to contact Human Resources at hradmin@queensu.ca.

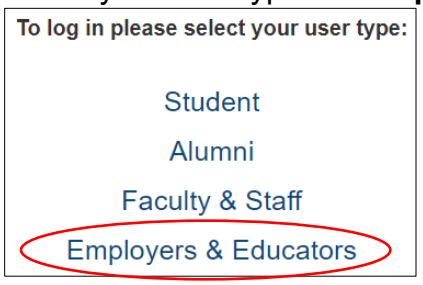
Appendix C – MyCareer Internship Posting Procedure

Please use the following step-by-step guide to support your MyCareer Internship posting.

1. Navigate to MyCareer's login access via:
   Option #1. "**Log in**" button
   - or -
   Option #2. "**Employers MyCareer Login**" from the drop-down menu.

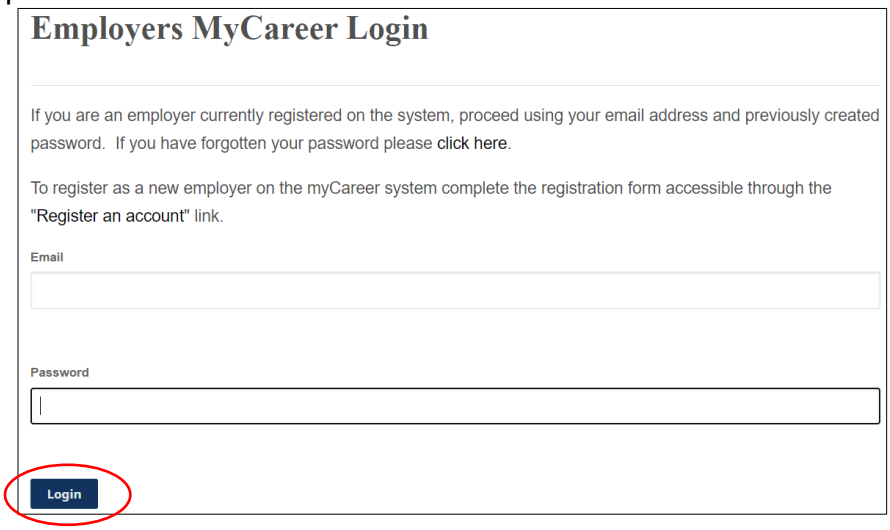


2. Select your user type as "**Employers & Educators**"

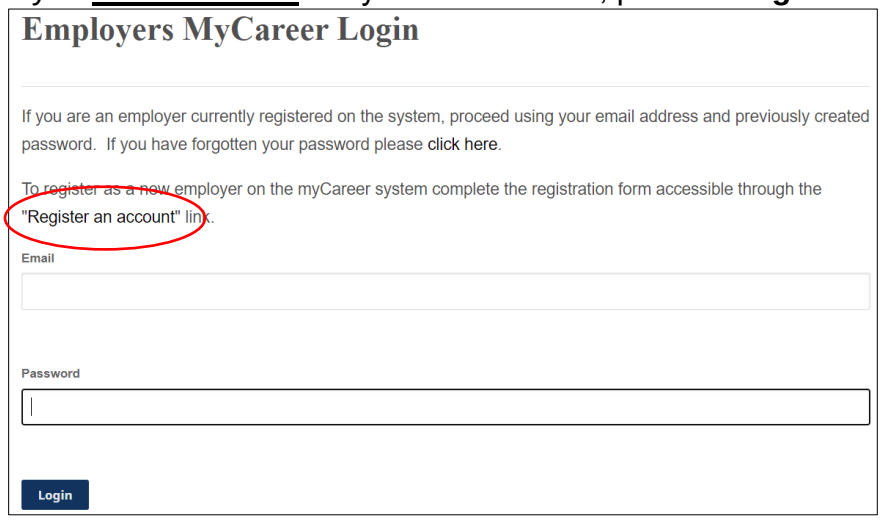


Note: Although you are faculty or staff at the University, for the purposes of hiring a student intern, you are the "Employer".

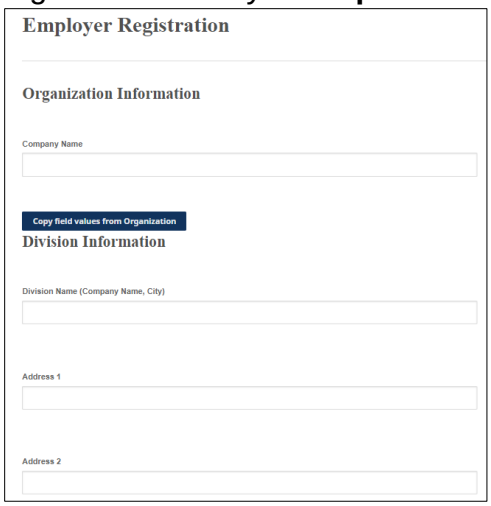
3. From the Employer MyCareer Login page:
   a. If you **have** a MyCareer Account, please login with your personal credentials and proceed to #4.



   b. If you **DO NOT have** a MyCareer Account, please "**Register an Account**"



c. Complete the Employer registration fields. Please use "**Queen's University**" as your organization and your **department** as the division.

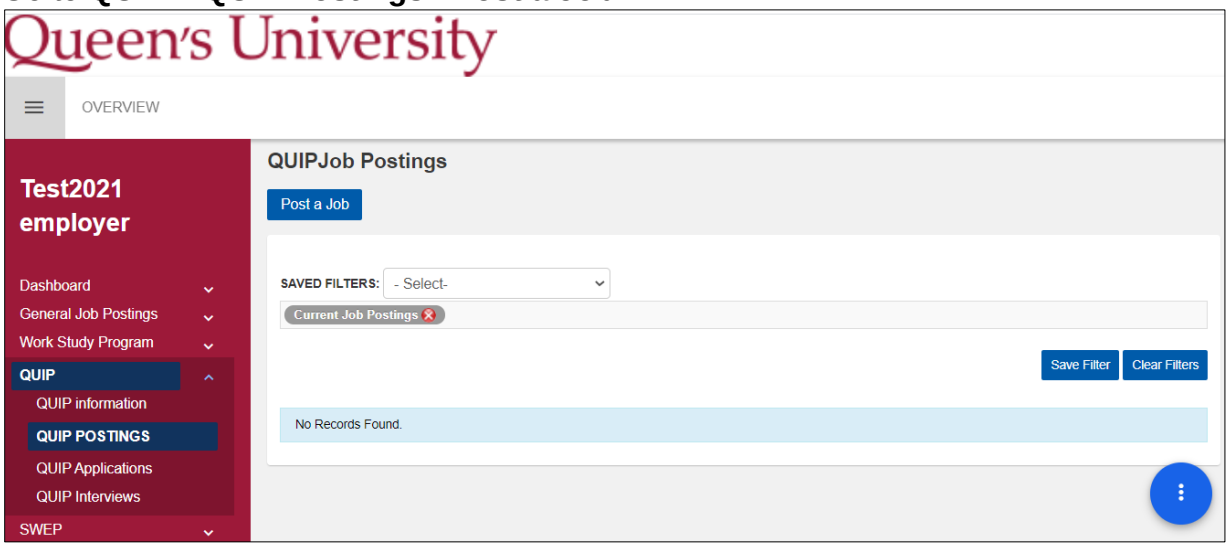


Ensure the "Internships" box is clicked.

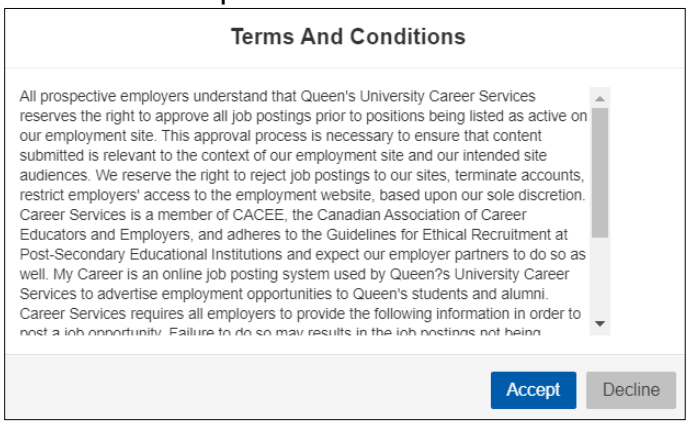
Important: Please email quip@queensu.ca after you create and register your MyCareer Account. The QUIP team will need to grant you permission and access to the QUIP Job Board. Only employers with QUIP permission can post on our QUIP job board.

The QUIP Team will inform you when access has been granted. Once you have the QUIP Job Board permission, login to your account and proceed with #4.

4. Go to **QUIP > QUIP Postings> Post a Job**



5. Read and Accept the Terms and Conditions:



6. Scroll down to "**Job Posting Information**" and complete required fields using the job description and any additional information provided by email.
   Example:

Job Posting Information

To be eligible as a Queen's University Internship Program posting, the duration of the job must be 12-16 months starting in January, May or September.

Job Type *:	12-16 Month Internship - May
Position Title *:	Projects Intern
Number of Positions *:	1
Salary :	
Location of Work *:	Kingston, Queen's University (on-ca
Geographic Location :	Eastern Ontario (Ottawa, King
Approximate Job Start (month) *:	September 2021
Is this internship paid? *:	(•) yes ( ) no
Is this internship full-time? *:	(•) Yes ( ) No
Job Length: 4, 8, 12, 16 months; permanent/continuing; other; unknown; (please include all that apply) *:	12-months

Please include a description of duties and responsibilities of the role. Background information about your company may also be helpful to prospective candidates.

Job Description *:

Source | Styles | Format | Font | Size

Help shape Career Services at Queen's!

Career Services helps undergraduate students, graduate students, and recent alumni from all disciplines. We offer a comprehensive range of accessible services to support and empower individuals in making informed decisions about their career, further education, and employment next steps.
Reporting to the Associate Director, the Projects Interns will support strategic employer relations projects in Career Services.

Tasks of the intern may include:

body

MAX CHARS: 10000 CHARS REMAINING: 8027

Qualifications *:

Source | Styles | Format | Font | Size

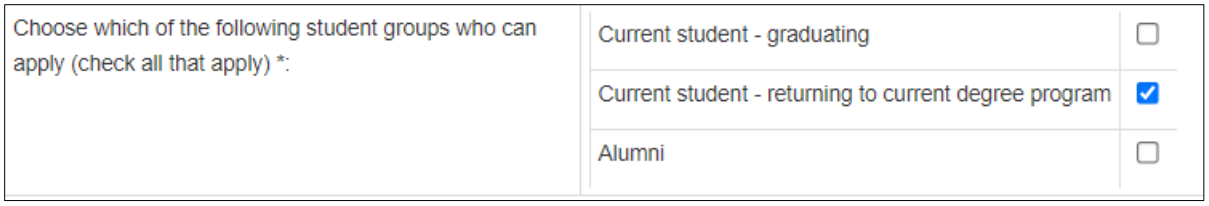
Required Qualifications:

- An upper-year student enrolled in Queen's Undergraduate Internship Program (QUIP) and in good academic standing.
- Project and time management skills (such as creating detailed work plans and spreadsheets) to set and manage timelines and goals so that projects are completed on time, event planning experience an asset.
- Interpersonal skills for collaborating with team members and communicating with contacts for collaboration and information sharing.

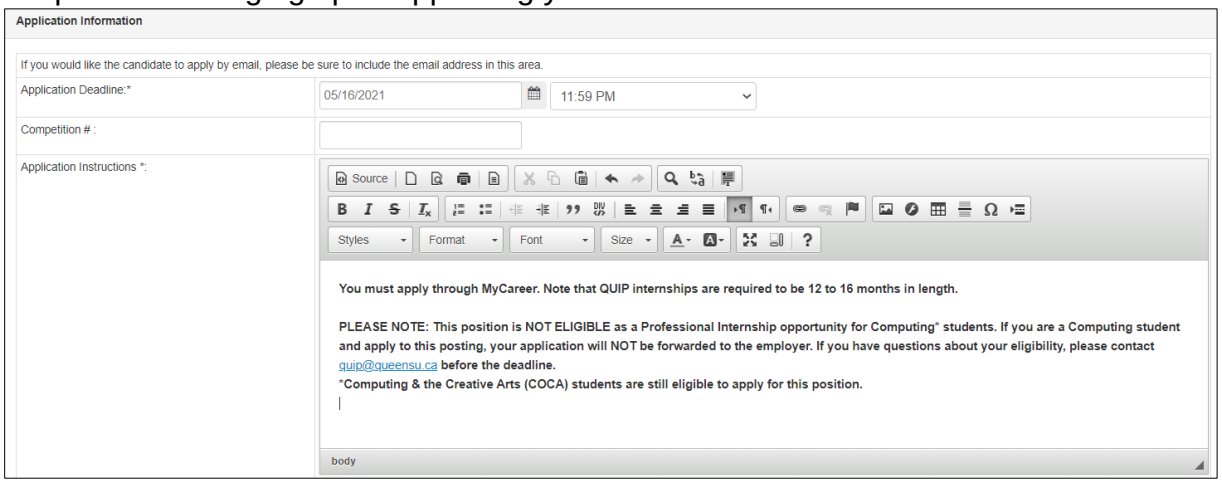
Preferred Qualifications:

MAX CHARS: 10000 CHARS REMAINING: 8862

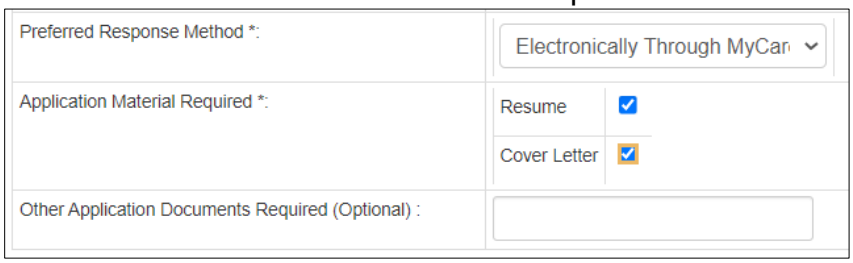
7. Select "**Current Student – Returning to current degree program**" to be eligible for QUIP:



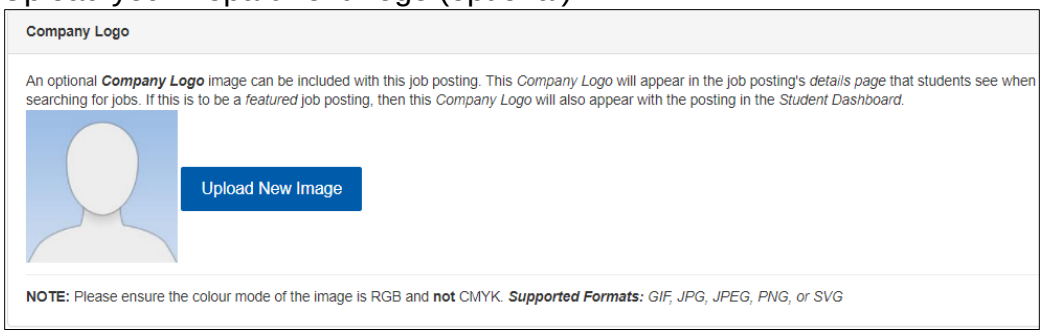
8. Under **Application Information**: Select an application deadline and enter any additional special instructions for the candidate to follow. Career Services will also add templated messaging upon approving your role.



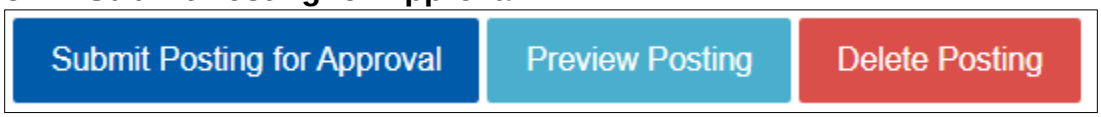
9. Select "**Electronically Through MyCareer**" as the Preferred Response Method. Enter the required application documents & any notes for additional requested documents. Note: Resume AND Cover Letter are required.



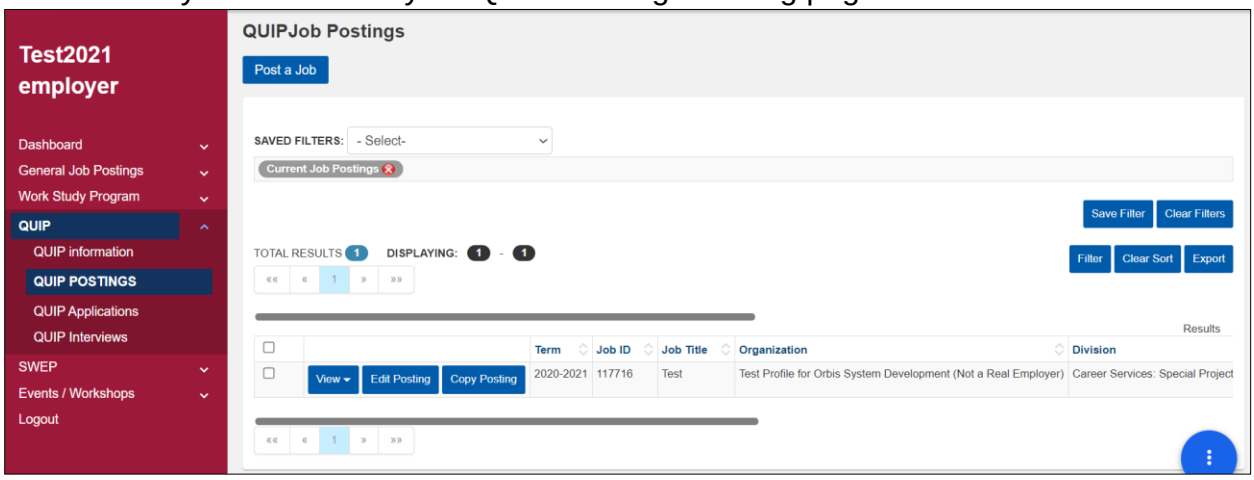
10. Upload your Department Logo (optional)



11. Click '**Submit Posting for Approval**"



12. You will see your role under your QUIP Postings landing page.



13. The QUIP Team will review & approve your role as soon as possible. You will receive email communication when it has gone Live.

14. Connect with quip@queensu.ca at any time should you encounter any issues.

Thank you for recruiting with QUIP & Queen's University!

Appendix D – Employer Agreement

In hiring an intern from the Queen's Undergraduate Internship Program (QUIP), you agree to the meet the following conditions:

During the recruitment phase:

- Follow the Employer Terms and Conditions for posting positions to the MyCareer webpage.
- Follow the CACEE Ethical Recruitment Guidelines.
- Conduct interviews through, or with the knowledge of, the QUIP Office.
- Extend offers to potential interns through the QUIP Office or copy the QUIP Office on any offer-related communications.

During the internship:

- Fairly compensate the intern for their work.
- Provide training to assist the intern in fulfilling job responsibilities.
- Structure the intern's work activities as were outlined in the interview/hiring process. It is recognized that some changes may be required by the employer's need to react to changing business conditions. Changes to the core responsibilities of the role should be promptly communicated to QUIP staff.
- Assign a mentor to the intern, if available. Mentors can be the intern's direct Supervisor or another appropriate individual within the organization.
- Provide opportunities for personal and professional growth.
- Offer the intern opportunities to interact with professional peers and role models.
- Use the 4-, 8- and 12-month QUIP performance evaluations (or a comparable internal evaluation mechanism) to provide the intern with feedback regarding areas of strengths, weaknesses and suggestions for self-improvement and skill-development.
- Abide by all applicable laws and regulations as employers, including the Ontario Occupational Health and Safety Act or jurisdictional equivalent. The employer is responsible for the intern's health and safety at work.
- Provide the intern with a safe workplace adequate for the execution of a meaningful learning experience.
- Promptly communicate any current or impending issues or concerns that may materially affect the intern's employment status, including health and safety concerns, to both the intern and the QUIP Office (ex: injuries, workplace accidents, performance concerns, etc.).
- Access to the Intern by QUIP staff will be provided on paid work time as required.

Any questions about this Employer Attestation should be addressed to the Head Internship Coordinator at quip@queensu.ca.

Appendix E – Supervising Remotely Checklist

Below is a helpful checklist for preparing, onboarding, and supervising your QUIP intern. When working remotely, effective onboarding and supervision processes become even more important for both the student and the supervisor. They increase the student's sense of belonging in a new learning environment, reduce the time it takes for them to reach desired productivity levels, and improve their overall learning and performance.

We encourage you to tailor each list to make it as useful as possible for you and your team:

1. Before First Day of Work
2. During First Day of Work
3. During First Two Weeks
4. On an Ongoing Basis
5. During Final Month

Additional Resources:

- Queen's University COVID-19 information
- Queen's ITS Guide on Connecting, Collaborating, and Teaching Remotely
- Queen's Records Management and Privacy Office Working Remotely Fact Sheet
- Queen's Career Services' Student Employment Support during COVID-19
- Queen's EL Hub's Experiential Learning WrapAround

Sources:

- Higher Education Quality Council of Ontario. (2016). *A Practical Guide for Work-Integrated Learning.* Queen's Printer for Ontario.
- Cooper, L., Orrell, J. and Bowden, M. (2010). *Work Integrated Learning: A Guide to Effective Practice.* NY, NY: Routledge.
- McClellan, G.S., Creager, K. and Savoca, M. (2018) A Good Job: Campus Employment as a High-Impact Practice. Sterling, Virginia: Stylus Publishing.
- Tipsheets for onboarding remotely and supervising remotely from CEWIL Canada

1. Before First Day of Work

Task	Date Completed
Send a warm introductory email with point-of-contact and first-day plan, being sure to acknowledge COVID-19	
Send general info about your organization, office, policies, and regulations; include information about COVID-19 response	
Send any administrative paperwork that can be completed in advance	
Set-up email and organization accounts	
Provide workspace expectations (e.g., wi-fi, bandwidth, phone) and what you will be providing (e.g., hardware, software, office supplies, reimbursement for wi-fi overages); arrange for delivery or safe pick-up	
Develop a training plan and schedule for first few weeks, modifying existing onboarding and training procedures to make them remote	
Send email to your team announcing arrival of new student and distribute orientation plan to relevant team members	
Ask the student if they have other questions that they would like to have covered before they start	

2. During First Day of Work

Task	Date Completed
Welcome student by video, allow time for questions, getting acquainted	
Reinforce team culture, introduce student to staff by video, making sure to identify who to go to for support on key topics, have casual conversations	
Consider having team members book video coffee breaks with the student; ensure student is now included (as appropriate) in team activities	
Explain your team's overall approach to working remotely; ask them if they have worked remotely before and what strategies they have used that they have found effective	
Discuss health and safety hazards and resources in the context of working remotely. You can use this home office SOP (Standard Operating Procedure) and this home office safety checklist that is specific to working remotely from home.	
Discuss your personal communication preferences and office communication norms, including if quick questions can be asked by chat; get to know their communication and learning style and preferences	
Review expectations for hours of work, schedule, pay schedule, overtime policy, vacation planning, time tracking procedures, all in the context of working remotely & COVID-19	
Discuss procedures for scheduling time off and unexpected absences	
Review departmental policies for cell phone, personal calls, social media, and personal computing	
Computer and tech orientation (logins, password, networks, email, voicemail)	
Allow the student the opportunity to share any responsibilities they have outside of work due to COVID-19 (e.g., childcare, eldercare); review accommodation policies; discuss any required accommodations	
Discuss organizational goals and/or priorities for Equity, Diversity, and Inclusivity	
Have the student complete any outstanding forms (if signatures are required suggest a free scanner app like TinyScanner or allow them to take a photo of their signed document since they may not have access to a scanner)	
Review employee resources and supports (e.g., employee resource groups, health and wellness services, student employment during COVID-19 page)	
Provide general organization/sector orientation materials to be reviewed, and consider providing an overview yourself	
Ask the student if there is anything that you have not covered that they have questions about	
Recommend that the student register for a Working Remotely webinar with the EL Hub	

3. During First Two Weeks

Task	Date Completed
Consider checking in with your student at the beginning and end of each day for the first two weeks, encouraging them to keep a running list of questions, list of what they have accomplished, and their plans for the following day	
Schedule introductory meeting with supervisor to review job description, responsibilities, competencies and expectations, frequency, and modality of future meetings, how to receive questions and how often student can expect to receive feedback	
Ask the student to fill in part 1 of the EL WrapAround Reflection Form to set learning goals, meet with them to discuss it, and encourage them to register for the corresponding workshop on MyCareer	
Provide the training plan and schedule, which could include a checklist for them to follow; consider opportunities for networking and ensure these are intentionally planned in lieu of organic connections	
Encourage the student to seek resources and support for working remotely (e.g., this tipsheet)	
Review requirements for performance appraisals and timelines for updates and other communications	
Arrange for any company and/or department specific training (e.g., computer software training)	
Ensure site-specific health and safety training is complete	
Review team meeting protocols and expectations	
Schedule 1:1 meetings on an ongoing basis, ideally by video, to provide ongoing and consistent feedback	
Provide a structured workplan for the student or develop one with them to ensure expectations are clear, with clear deliverables and timelines, include several projects or tasks to ensure the student remains productive if one is delayed	
Ask student for feedback about their first two weeks, including what strategies they have found effective for working remotely, and whether they have found any challenges that they have not yet shared with you. Ask them specifically about how their relationships with the rest of the team are developing and assess whether this is progressing well or needs attention.	

4. On an Ongoing Basis

Task	Date Completed
As it can be harder to monitor work productivity when working remotely, set up a formal structure for the student to report on their progress with their tasks and projects	
Communicate openly and often, switch to two-way (phone or video) immediately if any confusion or tension arises	
Start the day off with quick morning team meetings including the student to set the tone for the day	
Hold 1:1 meetings on an ongoing basis to provide ongoing and consistent feedback, check in on work progress and their well-being, and maintain a strong connection	
Consider ongoing training needs and opportunities for networking	
Make yourself available throughout the day by phone, email, or chat	
Provide meaningful work (either training or substantive work) with increased responsibility; consider smaller, manageable deliverables rather than focusing on big projects and schedule regular communication	
Reinforce team culture, set a positive emotional tone as a leader, foster connection between the student and team members (e.g., video lunches or coffee breaks, sharing something along a theme at staff meetings)	
Have empathy, recognize the student might feel unsure of themselves, lack experience in a professional environment, be feeling anxious, or lack resources; provide ongoing mentorship and support, and share your own process of adapting	
Watch for performance issue warning signs, including missing deadlines or being unavailable for meetings, ensure you respond identifying your concerns, asking about their well-being, and reinforcing expectations	
Manage issues and conflict with extra attention to articulating clear expectations, 1-on-1 check-ins, using two-way communication (ideally with video and more than usual), and considering COVID circumstances	
Ask student for feedback periodically, encouraging ongoing reflection, which boosts learning, productivity, and job satisfaction	

5. During the Final Month

Task	Date Completed
Provide the process and expectations for exiting (e.g., work priorities, exit report and other documentation, exit interview)	
Review their final report or deliverables early and provide feedback	
Ask the student to fill in part 2 of the EL WrapAround Reflection Form to reflect on their goals and skills learned and meet with them to discuss it, encourage them to register for the corresponding workshop on MyCareer	
Using standardized exit interview questions, hold an exit interview to hear about the student's experience and share final feedback with them	
Ask for input from your team on an e-card or similar token of appreciation to replace a paper card and host a thank you virtual coffee break with your whole team or similar gathering to express gratitude	
Send a thank you email and acknowledgement of their last week or day including the whole team	