As always, the health and safety of Queen's student staff and volunteers is paramount. **Where possible, remote opportunities (rather than in-person) are preferred.** Extra consideration is required by departments to ensure all student staff feel safe at work or at their volunteer opportunity during this period of COVID-19. Departments must apply the same considerations to student staff health and safety as you would to other staff.

*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](mailto:safety@queensu.ca) or ext. 32999.*
## Contents

Welcome to QUIP! .................................................................................................................................................. 2
Internship Position Parameters .................................................................................................................................. 3
Creating a QUIP Internship in Your Department ...................................................................................................... 4
  Checklist: Steps to Posting a QUIP Internship ...................................................................................................... 7
Interviews and Job Offers ........................................................................................................................................... 8
Onboarding and Supervising a QUIP Intern ................................................................................................................ 9
Appendix A – QUIP Internship Position Description Form ...................................................................................... 10
Appendix B – Sample On-Campus Job Description .................................................................................................. 11
Appendix E – Supervising Remotely Checklist ......................................................................................................... 13
  1. Before First Day of Work ........................................................................................................................................ 14
  2. During First Day of Work ......................................................................................................................................... 15
  3. During First Two Weeks ........................................................................................................................................... 16
  4. On an Ongoing Basis ................................................................................................................................................ 17
  5. During the Final Month .............................................................................................................................................. 18
Appendix C – Employer Agreement .......................................................................................................................... 19
Appendix D – Participating Academic Disciplines .................................................................................................... 20
Welcome to 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 and the bridges between 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 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.

The Experiential Learning Cycle

## Internship Position Parameters

<table>
<thead>
<tr>
<th><strong>Length of appointment</strong></th>
<th>12-16 months. No renewal permitted after 16 months and no further notice is required at the end of the contract.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timing</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Hours of work</strong></td>
<td>35 hours/week. Exact schedule of daily start and end times to be determined by department.</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>Not pension or benefits eligible.</td>
</tr>
<tr>
<td><strong>Salary</strong></td>
<td>Determined by department. See page 4 for suggested salary ranges. Students are paid monthly.</td>
</tr>
<tr>
<td><strong>Vacation</strong></td>
<td>10 days for any 12-month contract period. All vacation days should be used within the contract period.</td>
</tr>
<tr>
<td><strong>Sick leave</strong></td>
<td>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 &amp; Accommodation Office within HR.</td>
</tr>
<tr>
<td><strong>Intellectual property</strong></td>
<td>If you want to address intellectual property concerns in your offer letter, please speak with the HR Advisor preparing the letter.</td>
</tr>
<tr>
<td><strong>Canadian Police Information Centre (CPIC) Check</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Termination</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Nature of work</strong></td>
<td>There is a range of what work can form a strong internship learning experience for students. See page 3 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.</td>
</tr>
</tbody>
</table>

QUIP Interns will be entitled to all items governed by the Employment Standards Act and most general Queen’s policies apply.
Creating a QUIP Internship in Your Department

1. 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:

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

Notes: Contact qui@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)
2. **Determine salary.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Recommended annual salary range</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the nature of the work of the internship position is most closely related to that at a Grade 5 level</td>
<td>$31,206 to $32,792</td>
</tr>
<tr>
<td>If the nature of the work of the internship position is most closely related to that at a Grade 6 level</td>
<td>$35,388 to $37,186</td>
</tr>
<tr>
<td>If the nature of the work of the internship position is most closely related to that at a Grade 7 level</td>
<td>$40,127 to $42,169</td>
</tr>
</tbody>
</table>

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

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.

3. **Determine start and end dates.**

**TYPICAL WORK TERMS**

- **MAY**
  - 12 Months (Sep 1 to Aug 31)
  - 12 Months (Jan 1 to Dec 31)

- **SEP**
  - 12 Months (May 1 to Apr 30)*

- **JAN**
  - 16 Months (May 1 to Aug 31)*

*highest student interest
4. **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 **three** approval signatures, including the Central Budget Office 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 5.

5. **Post the Position.**

**RECOMMENDED RECRUITMENT PERIODS**

<table>
<thead>
<tr>
<th>Internship Start Date</th>
<th>Peak Time to Post Jobs</th>
<th>Recommended Period for Interviews</th>
<th>Recommended Period for Job Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>January or May*</td>
<td>Mid-September to October*</td>
<td>October*</td>
<td>October-November*</td>
</tr>
<tr>
<td>May or September</td>
<td>January-February</td>
<td>February</td>
<td>February-March</td>
</tr>
<tr>
<td>September</td>
<td>May-June</td>
<td>June-July</td>
<td>June-July</td>
</tr>
</tbody>
</table>

*Note: Most common recruitment period*  

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.
# Checklist: Steps to Posting a QUIP Internship

<table>
<thead>
<tr>
<th>Task Complete</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Review the QUIP On-Campus Manual in full.</td>
</tr>
<tr>
<td></td>
<td>Review the <a href="#">On-Campus Employer Resources</a> section of the QUIP webpage.</td>
</tr>
<tr>
<td></td>
<td>Create a Job Description.</td>
</tr>
<tr>
<td></td>
<td>Determine internship details (e.g., salary, start date, posting deadline, etc.).</td>
</tr>
<tr>
<td></td>
<td>Get Departmental approval for the QUIP internship &amp; complete the HR-FRM-057.</td>
</tr>
<tr>
<td></td>
<td>Send completed Job Description and HR-057 form to <a href="mailto:quip@queensu.ca">quip@queensu.ca</a> for QUIP review and approval.</td>
</tr>
<tr>
<td></td>
<td>Get ready to post your role by ensuring you have an employer account in the MyCareer system.</td>
</tr>
<tr>
<td><strong>If you HAVE a MyCareer Account:</strong></td>
<td>No further action required.</td>
</tr>
<tr>
<td><strong>If you DO NOT HAVE a MyCareer Account:</strong></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>Register for a login and password at MyCareer at <a href="https://careers.sso.queensu.ca/employers/registration.htm">https://careers.sso.queensu.ca/employers/registration.htm</a> You will be emailed with your username and temporary password.</td>
</tr>
<tr>
<td>•</td>
<td>Login to <a href="https://careers.sso.queensu.ca/employers/overview.htm">https://careers.sso.queensu.ca/employers/overview.htm</a></td>
</tr>
<tr>
<td>•</td>
<td>Change your password – click on “My Account”.</td>
</tr>
<tr>
<td></td>
<td>Email <a href="mailto:quip@queensu.ca">quip@queensu.ca</a> if you experience any complications.</td>
</tr>
<tr>
<td></td>
<td>Post the position on the My-Career – QUIP job board.</td>
</tr>
<tr>
<td>•</td>
<td>Click on “Post a New Job” (blue tab, centre of screen), then “QUIP postings”.</td>
</tr>
<tr>
<td>•</td>
<td>Submit your internship details.</td>
</tr>
</tbody>
</table>
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.

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 quiq@queensu.ca to arrange interviews.
c) Complete your interview and assessment process. You will determine your interview process. There are no set questions required.

*If you need to contact a student directly, please copy quiq@queensu.ca in all correspondence.

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 quiq@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.

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.
Appendix A – QUIP Internship Position Description Form

Instructions: to make it easier to for you to copy and paste into the job posting system, create your position description using the same categories that are listed below.

**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
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 – 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:

- Tipsheets for onboarding remotely and supervising remotely from CEWIL Canada
## 1. Before First Day of Work

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send a warm introductory email with point-of-contact and first-day plan, being sure to acknowledge COVID-19</td>
<td></td>
</tr>
<tr>
<td>Send general info about your organization, office, policies, and regulations; include information about COVID-19 response</td>
<td></td>
</tr>
<tr>
<td>Send any administrative paperwork that can be completed in advance</td>
<td></td>
</tr>
<tr>
<td>Set-up email and organization accounts</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Develop a training plan and schedule for first few weeks, modifying existing onboarding and training procedures to make them remote</td>
<td></td>
</tr>
<tr>
<td>Send email to your team announcing arrival of new student and distribute orientation plan to relevant team members</td>
<td></td>
</tr>
<tr>
<td>Ask the student if they have other questions that they would like to have covered before they start</td>
<td></td>
</tr>
</tbody>
</table>
### 2. During First Day of Work

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome student by video, allow time for questions, getting acquainted</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Consider having team members book video coffee breaks with the student; ensure student is now included (as appropriate) in team activities</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Discuss health and safety hazards and resources in the context of working remotely. You can use this <a href="#">home office SOP</a> (Standard Operating Procedure) and this <a href="#">home office safety checklist</a> that is specific to working remotely from home.</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Review expectations for hours of work, schedule, pay schedule, overtime policy, vacation planning, time tracking procedures, all in the context of working remotely &amp; COVID-19</td>
<td></td>
</tr>
<tr>
<td>Discuss procedures for scheduling time off and unexpected absences</td>
<td></td>
</tr>
<tr>
<td>Review departmental policies for cell phone, personal calls, social media, and personal computing</td>
<td></td>
</tr>
<tr>
<td>Computer and tech orientation (logins, password, networks, email, voicemail)</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Discuss organizational goals and/or priorities for Equity, Diversity, and Inclusivity</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Review employee resources and supports (e.g., employee resource groups, health and wellness services, <a href="#">student employment during COVID-19 page</a>)</td>
<td></td>
</tr>
<tr>
<td>Provide general organization/sector orientation materials to be reviewed, and consider providing an overview yourself</td>
<td></td>
</tr>
<tr>
<td>Ask the student if there is anything that you have not covered that they have questions about</td>
<td></td>
</tr>
<tr>
<td>Recommend that the student register for a Working Remotely webinar with the EL Hub</td>
<td></td>
</tr>
</tbody>
</table>
## 3. During First Two Weeks

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Ask the student to fill in part 1 of the <a href="#">EL WrapAround Reflection Form</a> to set learning goals, meet with them to discuss it, and encourage them to register for the corresponding workshop on MyCareer</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Encourage the student to seek resources and support for working remotely (e.g., <a href="#">this tipsheet</a>)</td>
<td></td>
</tr>
<tr>
<td>Review requirements for performance appraisals and timelines for updates and other communications</td>
<td></td>
</tr>
<tr>
<td>Arrange for any company and/or department specific training (e.g., computer software training)</td>
<td></td>
</tr>
<tr>
<td>Ensure site-specific health and safety training is complete</td>
<td></td>
</tr>
<tr>
<td>Review team meeting protocols and expectations</td>
<td></td>
</tr>
<tr>
<td>Schedule 1:1 meetings on an ongoing basis, ideally by video, to provide ongoing and consistent feedback</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
4. On an Ongoing Basis

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Completed</th>
</tr>
</thead>
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<tr>
<td>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</td>
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<tr>
<td>Communicate openly and often, switch to two-way (phone or video) immediately if any confusion or tension arises</td>
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<tr>
<td>Start the day off with quick morning team meetings including the student to set the tone for the day</td>
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<tr>
<td>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</td>
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<tr>
<td>Consider ongoing training needs and opportunities for networking</td>
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<td>Make yourself available throughout the day by phone, email, or chat</td>
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<tr>
<td>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</td>
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<tr>
<td>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)</td>
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<tr>
<td>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</td>
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<tr>
<td>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</td>
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<tr>
<td>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</td>
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<tr>
<td>Ask student for feedback periodically, encouraging ongoing reflection, which boosts learning, productivity, and job satisfaction</td>
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## 5. During the Final Month

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<tr>
<th>Task</th>
<th>Date Completed</th>
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<tr>
<td>Provide the process and expectations for exiting (e.g., work priorities, exit report and other documentation, exit interview)</td>
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<td>Review their final report or deliverables early and provide feedback</td>
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<tr>
<td>Ask the student to fill in part 2 of the <a href="#">EL WrapAround Reflection Form</a> 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</td>
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<td>Using standardized exit interview questions, hold an exit interview to hear about the student’s experience and share final feedback with them</td>
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<td>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</td>
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<tr>
<td>Send a thank you email and acknowledgement of their last week or day including the whole team</td>
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Appendix D – Employer Agreement

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

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 – Participating Academic Disciplines

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

**LANGUAGES**
- French Studies
- German Studies
- Hispanic Studies
- Linguistics

**ENGINEERING**
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical & Computing Innovation
- Electrical Engineering
- Engineering Chemistry
- Engineering Physics
- Geological Engineering
- Mathematics & Engineering
- Mechanical Engineering
- Mining Engineering

**HEALTH**
- Health Sciences

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

**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
- Kinesiology
- Life Sciences
- Mathematical Physics
- Mathematics
- Physics
- Psychology
- Statistics

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

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