



PARTNERING FOR SUCCESS

A Resource Handbook
for Experiential Learning

Editors

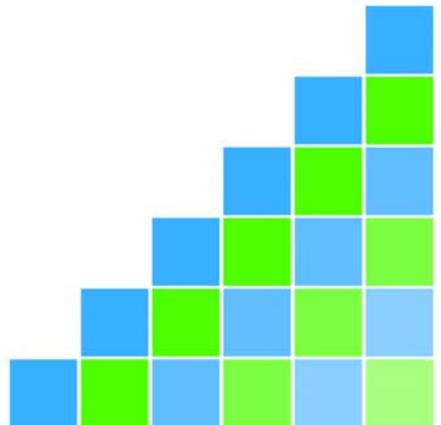
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Foreword

It is with great pride that we share with you this inaugural edition of the Experiential Education Unit's *Experiential Learning Matters. A Resource Handbook for Faculty and Staff*, which represents the Office of the Vice-Principal Academic and Dean's ongoing commitment to the University of Toronto Mississauga's Academic Plan and its goal of providing high-quality experiential education opportunities to all UTM undergraduates.

Many of our undergraduate students are interested in hands-on, research-driven opportunities whereby knowledge is created through the transformation of experience. Employers echo this sentiment and many actively seek out students and graduates who have relevant, world-ready attributes that translate directly into the workforce. In order to enhance student development and educational experience, academic units at UTM offer various types of practical learning – or “learning by doing” – as a core feature of their curricula, which may include academic internships, practicum placements, project-based research or domestic and international community engagement.

The preparation and publication of this *Handbook* would not have been possible without the hard work of many people, starting with the editors and contributors. Their efforts have been exemplary, and I extend my gratitude to them.

I am thankful to all of the faculty, staff, and campus partners who contributed to the creation of this resource.

Foreword

I also wish to extend my special thanks to Amrita Danieri (Vice-Principal, Academic and Dean) (2016-2021) Heather Miller (Vice-Dean, Teaching & Learning), and all colleagues in the Office of the Vice-Principal Academic and Dean for their support and encouragement throughout this project.

I hope that you will all find this *Handbook* useful. We welcome your comments that will help us to improve future editions.

Michael Lettieri
Vice-Dean, Academic Experience

Services of the Experiential Education Unit

The Experiential Education Unit (EEU) at the University of Toronto Mississauga (UTM) aims to enrich the undergraduate educational experience by promoting and nurturing unique opportunities and approaches to learning both in and outside of the classroom. Many academic units at UTM offer various types of experiential learning (EL) – or “learning by doing” – as a core feature of their curricula, which may include academic internships, practicum placements, project-based research, classroom-based activities, or domestic and international community engagement.

The EEU is dedicated to helping academic units strengthen and expand their for-credit EL offerings, fostering a broad culture of EL at UTM. It employs a centralized support structure to provide academic units with the administrative support necessary to enhance and further develop existing EL programming as well as assist with the implementation of new EL opportunities.

Where possible, Experiential Learning Officers (ELOs) have been embedded into academic units across all disciplines, where they operate as placement coordinators and support faculty with a variety of EL initiatives. ELOs also help to communicate EL opportunities to students by actively participating in outreach and student engagement events throughout the academic year.

The EEU provides faculty and staff with support in the following areas:

- ✓ conducting outreach to discover and secure placement sites;
- ✓ maintaining ongoing relationships with partners;
- ✓ advising on student placement documentation to ensure contracts and agreements are consistent with University and Ministry of Colleges and Universities (MCU) standards and guidelines;
- ✓ facilitating student-, faculty-, and partner-facing documentation related to academic internships; and
- ✓ communication and outreach efforts with regards to for-credit EL opportunities.

How the ELO is embedded to support EL will depend on the needs of the academic unit, the course instructor's history with EL, and the nature of the course. Where an ELO has not been embedded into an academic unit, the placement staff in the unit is encouraged to use this *Handbook* as a guide to coordinate new and existing EL opportunities.

Faculty requests for administrative support, such as ELO support, should be raised with the Chair/Director of the academic unit, who will then consult with the Vice-Dean, Academic Experience and the EEU team.

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The EEU's Big Three

The EEU currently supports academic units with three core areas of EL programming.

Academic Internships

Students spend approximately 100 or 200 hours (over the duration of a half- or full-credit course, respectively) completing an on-site or remote placement. Academic internships are offered in senior-level courses and are designed to provide students with professional experience while receiving academic credit.

ELOs can support academic internships by:

- ✓ performing outreach to seek and secure placements for UTM students;
- ✓ consulting on paperwork required for placements; and
- ✓ advising faculty and students on placement-related matters.

Community Engaged Learning (CEL)

These courses enable students to engage with the community in meaningful ways that enrich their academic experience. It is recommended that CEL experiences include 10-12 hours in the community for half-credit courses and 15-20 hours for full-credit courses.

ELOs can support CEL experiences by:

- ✓ performing outreach to seek and secure placements for UTM students;

- ✓ consulting on paperwork required for off-site placements; and
- ✓ advising faculty and students on placement-related matters.

Research Opportunity Program (ROP)

Students engage in hands-on research under the direction and supervision of a UTM instructor while receiving course credit. Instructors have the opportunity to propose research projects and recruit student research assistants for half- and full-credit courses.

ELOs can support research experiences by:

- ✓ administering ROP courses through the ROPAPP;
- ✓ assessing project scope and resources (i.e., funding); and
- ✓ advising faculty and students on all ROP-related matters, including applications, enrolments, and contracts.

In addition, faculty members are encouraged to propose their own for-credit EL initiatives to the EEU, which will then evaluate how resources can be deployed to support the proposed experiences.

Developing Partnerships

Identifying Partner Organizations

Identifying partner organizations for experiential learning opportunities can be achieved through the following:

- ✓ online research (e.g., public reviews, websites, etc.);
- ✓ networking events;
- ✓ referrals or direct contact; and
- ✓ job boards.

Once a potential partner organization has been identified, as part of the vetting process, the following questions should be reviewed in order to determine their suitability for the experience:

- ✓ Does the partner organization currently offer any on-site or remote opportunities for student engagement (e.g., internship program)?
- ✓ What is the size and history of the partner organization?
- ✓ What discipline areas does the partner organization support (e.g., digital marketing, lab work, research, etc.)?
- ✓ What types of projects can the partner organization offer to students?
- ✓ What skill sets are required by the partner organization?
- ✓ How will students be supervised?

Securing Opportunities

Once the partner organization has been vetted, it is important to outline the expectations of the EL opportunity in order to ensure that the placement supervisor is in agreement with the terms of the course. Questions are provided below to guide initial conversations with the partner organization:

- ✓ What will be the expectations and responsibilities of the student?
- ✓ What will be the hours of commitment for the experience?
- ✓ Is there any paperwork that needs to be reviewed and signed by students?
- ✓ Will the placement supervisor be available for feedback regarding student evaluations?

If securing a placement site to support an academic internship for a student, please consider the following additional questions:

- ✓ What will a typical workday for the student look like?
- ✓ Does the placement site wish to compensate the student? Does the partner organization have any policies concerning compensating interns?
- ✓ If it will be an unpaid internship, does the partner organization agree to sign the required University of Toronto (U of T) paperwork? Are there any concerns that need to be addressed on behalf of the partner organization prior to the completion of the agreement form?

Guidelines for Academic Internships

When discussing a potential academic internship with a partner organization, please consider the following:

Developing Partnerships

- ✓ Honoraria and stipends are permitted for unpaid academic internships.
- ✓ Wages and salaries are only permitted in courses that employ the *Posting Model*. If a course wishes to offer paid academic internships within the *Matching Model*, then every effort must be made to match all students with a paid placement in order to ensure fairness and equity.
- ✓ Partner organizations and students must complete and return the required paperwork, as applicable, prior to the start of the placement.

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Placement Models

Academic internships supported by ELOs presently employ two placement models: the *Matching Model* and the *Posting Model*. Academic units without an embedded ELO are welcome to adapt these models as appropriate for their unit.

In the *Matching Model*, ELOs connect students to partner organizations based on mutual goals, interests, and preferences. By contrast, the *Posting Model* recreates the traditional job search process by requiring students to locate their own placement sites. The course instructor and ELO may provide students with additional guidance in securing placement sites as necessary. Key differences between the two models include:

MATCHING MODEL	POSTING MODEL
<ul style="list-style-type: none"> ✓ Students first submit applications and/or résumés to the academic unit to ensure academic eligibility. ✓ Interviews with faculty and/or staff are typically required before students are admitted into the course. ✓ The ELO matches all students to appropriate partner organizations 	<ul style="list-style-type: none"> ✓ Students are not required to submit applications or résumés to the academic unit. ✓ Interviews with faculty and/or staff may be required for admission into the course at the discretion of the academic unit. ✓ Students are instructed to secure their own placements. The ELO

Placement Models

and projects based on students' self-identified experiences, interests, and preferences.

- ✓ The ELO connects students with their matched placement sites over e-mail. The placement supervisors then interview students to ensure that the matches are suitable.
- ✓ If students or partner organizations are dissatisfied with the match, the ELO will seek to re-match students. If the re-match is unsuccessful, students may be advised to drop the course and enroll again later.
- ✓ To maintain equity, the ELO will match all students with either paid or unpaid placement sites. Any exception to this requires consultation with the Coordinator, Student Placements in the Office of the Vice-Provost, Students.

may share postings from partner organizations that have an existing relationship with the unit.

- ✓ Students apply directly to partner organizations of interest. Each partner organization decides which, if any, students will be contacted for an interview.
- ✓ If students are unable to secure placement sites before the course start date, students may be advised to drop the course and enroll again later.
- ✓ Students are permitted to have unpaid or paid experiences based on what they are able to secure for themselves. The ELO does not have to ensure paid experiences for all students.

In both models, the ELO will send insurance and agreement documentation to partner organizations for completion prior to the beginning of the placement. The ELO and/or course instructor will also conduct mid-point and final evaluations with placement supervisors.

MATCHING MODEL

Overview

In the *Matching Model*, students are matched with partner organizations based on their academic background and interests, as well as the specific needs and requirements of partner organizations. When making a match, the ELO will consider:

- ✓ available placement sites based on participating partner organizations;
- ✓ the course instructor's expectations with regards to student learning outcomes and the nature of the work proposed by the placement site; and
- ✓ students' skills and suitability for specific placement sites.

Best practices for ensuring successful matches are provided below. Please note that the timeline assumes a yearlong academic internship.

Placement Sites

The ELO will first compile a list of participating partner organizations. They will discuss the academic internship with each partner organization in order to ensure that the proposed work aligns with course expectations and student learning outcomes.

The ELO will provide partner organizations with a brief “course overview” document which highlights the expectations and responsibilities of placement sites and students.

The partner organization must provide a written submission detailing the duties, responsibilities, and projects for students. It is recommended that all submissions be received prior to student interviews.

Application and Interviews

Students submit a written application to the designated individual within the academic unit. This application form should be created in consultation with the course instructor and ask students to:

- ✓ identify disciplinary interests as per their career aspirations;
- ✓ describe what tasks they would be most keen on performing (e.g., lab work, team projects, clinical investigation, etc.);
- ✓ rank and justify their preferences;
- ✓ indicate their preference for an on-site or remote placement; and
- ✓ if applicable, indicate the distance that they can travel for their internship.

For a course beginning the following September, it is recommended that applications open in late February/March and that applicants be interviewed for admission into the course between April and May. These interviews are valuable for gaining deeper insight into the students’ interests and professionalism. The interview panel should consist of the course instructor, the ELO, and departmental staff as appropriate.

Matching Students

The ELO should match students with placement sites based on correlations between the internship's job description and the student's background. Key factors to consider include the student's skill sets, interests, their willingness to travel, and the placement site's knowledge requirements. While every effort should be made to match students appropriately with partner organizations based on their preferences, the matches will depend upon the applicant pool and participating sites in a given year.

Before connecting the student with their placement supervisor, the ELO should provide the student with the name of their placement site, any information available about the site (such as a link to the partner organization's website), and a summary of the internship position.

Connecting Students with Partners

Between July and August, the ELO introduces students to their placement supervisors over e-mail. Each student is instructed to provide their matched supervisor with requested documentation (i.e., résumé, cover letter, transcript, etc.), which must be received by their supervisor within three days of being introduced. If the placement site requires that the student be interviewed for the internship position, the ELO will ask the student to provide their supervisor with their availability over the next two weeks.

The placement supervisor will inform the ELO whether or not the interviewed student has been accepted as an intern at their partner organization.

Successful Matches

Once a student has been accepted as an intern at their partner organization, the ELO facilitates the completion of the placement documentation. This process typically occurs during the month of August. All necessary documentation is uploaded by the ELO to the Student Placement SharePoint – these are the only documents that are uploaded; all other documentation is retained by the ELO. All placement staff should connect with the Coordinator, Student Placements to gain access to the SharePoint.

Students generally begin their placement work during the second week of classes in September.

Unsuccessful Matches

If a student is unsuccessful in their interview, or if the student or partner organization is dissatisfied with the match, the ELO will restart the matching process for the student. However, the ELO should inform the student that a second match is not guaranteed. If the re-matching process is unsuccessful, the student may be advised to drop the course and enroll again in the next term in which it is offered.

POSTING MODEL

Overview

In the *Posting Model*, students are asked to locate their own placement sites (with guidance from the ELO) in an effort to recreate a traditional job search process. The processes and timelines below assume a half-year internship course.

Placement Sites

Three months before classes begin, the ELO will begin con-

necting with partner organizations to secure potential placement sites. As part of these initial conversations, partner organizations will need to be informed about the requirements of the internship course, including timelines, student evaluation methods, and the general rules governing student placements (such as hours of commitment, project duties, and supervisory structure), all of which will vary depending on the specific course.

It is good practice to provide partner organizations with the paperwork that is required for hosting student interns, especially in cases where their signatures will be needed. For all unpaid academic internships, partners must be informed that they will be expected to complete the “Placement Agreement” and “Letter to Placement Employers” forms. If the student receives formal compensation (i.e., a wage or salary), this paperwork is not necessary.

Job Postings

Two months before classes begin, partner organizations are required to submit a one-page job posting detailing their internship opportunity and the desired skills of applicants. The ELO can share this information over whatever platform they use to communicate postings for the course (such as a bulletin board, online database, etc.). Students are also welcome to look for external postings independently.

Students apply directly through the appropriate channels of their desired placement site. Students may be contacted by the partner organization for an interview if they meet their qualifications. Students are expected to have secured a placement two weeks prior to the course start date. They must then report the

following to their course instructor:

- ✓ their partner organization's name;
- ✓ their placement supervisor's name and contact information;
- ✓ details on the internship opportunity; and
- ✓ whether the internship is paid or unpaid.

The ELO will then conduct research to verify the legitimacy of the position.

Approved Positions

Once the position has been approved, the ELO resends the placement supervisor the appropriate paperwork with a return deadline set for a week prior to the course start date. If the placement supervisor does not return the completed paperwork, the student may not begin their internship at the placement site and efforts should be made to help them find an alternative opportunity.

Evaluation methods for the internship, including mid-point and end-of-term check-ins, are determined by the course instructor.

Unapproved Positions

If the ELO has any concerns about the partner organization or internship opportunity, the student must be notified as soon as possible so that they can arrange another opportunity for themselves. If the student is unable to secure their own internship placement and another partner organization is highly in need of an intern, the ELO may intervene and match the student with the partner organization. However, a match is not guaranteed for all students.

Placement Models

If the student fails to secure a position by the first or second week of the course, the student may be advised to drop the course and enroll again in the next term in which it is offered.

Remote Experiential Learning Activities and Resources

Many EL activities at UTM are adaptable to an online format. Offering courses in this flexible format may be beneficial for students who may be otherwise unable to access such opportunities. In order to determine if your particular course offering can be delivered remotely, please consult the resources developed by the Tri-Campus Working Group on Remote Experiential Learning, which can be viewed online at < <https://utoronto.sharepoint.com/sites/dvpp-aelfr> >.

Faculty and staff are also encouraged to review the *Community Engaged Learning in Online Spaces: A Guide for Instructors* resource developed by the Centre for Community Partnerships, which may be accessed by e-mailing < info.ccp@utoronto.ca >. For additional resources, you can visit the Experiential Learning Hub website at < <https://experientiallearning.utoronto.ca> >.

For questions on how to adapt ROP projects to a remote context, visit the *Frequently Asked Questions* section of the EEU website (< <https://www.utm.utoronto.ca/experience/contact-us/covid-19-faq> >), which also addresses other commonly asked questions relating to technological platforms and best practices for remote EL. In addition, this FAQ page also includes information on an environmental scan conducted by EEU staff, which

examines successful examples of remote EL activities offered across North America.

With respect to providing support to partners, please review the resources available from Co-operative Education and Work-Integrated Learning Canada (CEWIL), which provides advice on interviewing, onboarding, and supervising students remotely. In addition, CEWIL also updates an *Employer Toolkit for Partners*, which is a helpful reference material for external organizations. The CEWIL website can be accessed here: < <https://www.cewilcanada.ca> >.

Placement Agreements

Unpaid, for-credit placements require specific documentation to be completed by the student, faculty, and placement site prior to the start date of the placement. Students must not begin working at a placement site before this documentation has been completed by all parties.

If a placement site chooses to offer a wage or salary to the student, no paperwork between the University and the placement site is required. Instead, the placement site may ask the student to sign an employee contract for the duration of their work term. It is up to the student to decide whether or not they wish to sign the contract.

This section provides an overview of the different agreements that must be established between the University and the partner organization in order to facilitate a student's placement.

University-Approved Placement Agreements

First and foremost, it is important to recognize that a Memorandum of Understanding (MOU) is not a substitute for a Placement Agreement Form.

Memorandum of Understanding (MOU)

An MOU is a document that contains a collection of vital points between two or more entities establishing a relationship. MOUs often act as placeholders until the parties negotiate and prepare a definitive agreement. Regardless of whether the MOU is binding or non-binding,

only individuals granted authority to approve an agreement on behalf of the University (“The Governing Council of the University of Toronto”) can sign an MOU.

The Student Placement Agreement is a University-approved template used to formalize a partnership between the University and an external organization for the purposes of an unpaid internship opportunity. The agreement form should be completed for all organizations who are offering unpaid internship placements, both on site and remotely.

Standard Placement Agreement Form

A Placement Agreement Form for unpaid placements, which may be university-wide or specific to an academic unit. There are also optional appendices to include if the placement is international, has an on-site faculty supervisor, or pertains to MD students.

These documents require a signature from a *legal signing authority* of the site. They are valid for a period of five years and may cover multiple students (concurrently and/or consecutively) during this time. If the placement supervisor has questions or concerns about these documents, they may wish to contact the Coordinator, Student Placements¹ for clarification.

During their five-year term, existing agreements can be modified to add a new academic unit onto an existing agreement between the University and a partner organization. Existing agreements may also have their expiration dates extended. These objectives can be achieved through an addendum to the original agreement, which must be signed by both parties.

¹ < <https://www.viceprovoststudents.utoronto.ca/home/our-team> >

Addendum

A brief one-page document that serves to add a new instructor (and, potentially, a new academic unit) onto an existing agreement between the University and a partner organization.

Finally, the agreement (and/or addendum) signed by the partner organization must be counter-signed by the Chair/Director of the academic unit. If it is a university-wide agreement, the Chair/Director does not provide their signature; the agreement must instead be provided to the Coordinator, Student Placements for the Vice-Provost, Students' signature. Completed agreement forms should be housed on the the Student Placement SharePoint.

Non-Standard Placement Agreements

Situations may arise in which the external partner wishes to modify the University-approved agreement forms or utilize their organization's own agreement form. Any form that differs from University-approved templates may be considered a Non-Standard Placement Agreement.

Non-Standard Placement Agreement

Any agreement form that describes a student internship placement and is not the Student Placement Agreement. This encompasses modifications to the Student Placement Agreement (e.g., section revisions, annotations) or completely new agreement forms provided by the partner organization.

Student-Specific Placement Agreement

Any agreement form provided by the partner organization that is specific to the student intern, which identifies the student by name within the document.

All Non-Standard Placement Agreements must be sent to the Coordinator, Student Placements for review prior to signa-

ture by the Vice-Principal, Academic and Dean and the legal signing authority of the partner organization. Students may also be asked to sign the Student-Specific Placement Agreement.

Non-Standard Placement Agreement Forms should be housed on the Student Placement SharePoint; however, prior to uploading the document, ELOs must send the document to the Coordinator, Student Placements to arrange a protective passcode for the document.

Agreements Not Facilitated by ELOs

Depending on the discipline, the partner organization or student may bring other agreements to the placement staff's attention, such as "omnibus" health sciences agreements.

"Omnibus" Health Sciences Agreements

Agreements covering multiple health sciences programs with a single site. These agreements will be renewed by the Office of the Vice-Provost, Relations with Health Care Institutions (OVP-RHCI).

Any questions regarding these agreements can be directed to the Legal & Administrative Coordinator, Faculty of Medicine & Vice-Provost Relations with Health Care Institutions.²

On-Campus Placements

As long as the placement site (e.g., academic unit, research lab, campus organization, etc.) is not deemed to be its own legal entity, no placement agreement documentation is required. The ELO must complete and submit a Student Placement Information Form (SPIF) to the Coordinator, Student Placements prior to the beginning of the internship.

²<<https://medicine.utoronto.ca/about-faculty-medicine/vice-provost-relations-health-care-institutions>>

Partner-Facing Documentation

In the case of unpaid placements, the ELO will provide the partner with a Letter to Placement Employers outlining the University's insurance policies. This letter must be signed by the placement supervisor or the placement site's HR representative.

Letter to Placement Employers

A letter outlining insurance policies pertaining to unpaid placements, which must be signed by the placement supervisor or the placement site's HR representative.

The Letter to Placement Employers must be completed annually.

Student-Facing Documentation

Students participating in a placement are asked to sign a Student Declaration of Understanding, an informational letter that provides an overview of workplace insurance coverage. The letter asks the student to confirm their understanding of their responsibilities and confirm that their personal information will be disclosed to the Ministry of Colleges and Universities (MCU)³ and Workplace Safety and Insurance Board (WSIB)⁴ or Chubb.⁵

³ < <https://www.ontario.ca/page/ministry-colleges-universities> >

⁴ < <https://www.wsib.ca/en> >

Student Declaration of Understanding

A student-facing form whereby the student intern acknowledges and agrees to undergo the required workplace training, as well as familiarize themselves with the insurance policies covering the placement.

Note: This form is not completed by international students completing their placement in their country of residence. Policies around international placements are explained in depth later in this *Handbook*.

⁵ < <https://www.healthandsafetyhelp.ca/health-and-safety-ontario/workplace-safety-insurance-board> >

Privacy and Intellectual Property

UTM students participating in a placement opportunity are asked to sign the Protection of Confidential Information Agreement, whereby they agree to abide by provincial law governing student information held by public institutions in Ontario.

Protection of Confidential Information Agreement

The student agrees to abide by the Freedom of Information and Protection of Privacy Act (FIPPA) while completing their placement at the site.

Students may be asked by the partner organization to sign agreements that specify material around Intellectual Property. Placement staff or faculty should inquire with the confirmed partner organization whether there are Non-Disclosure Agreements (NDAs) and/or Confidential Disclosure Agreements (CDAs) that a student intern must sign.

Non-Disclosure Agreements (NDAs) and Confidential Disclosure Agreements (CDAs)

Often used interchangeably, these documents are initiated by placement sites who wish to outline their organization's policies for confidentiality. This document is signed by the interning student.

NDA's or CDA's may be reviewed by the Coordinator, Student Placements⁶ before a student is permitted to provide their signature.

⁶< <https://www.viceprovoststudents.utoronto.ca/home/our-team> >

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International Placement Agreements

There are three types of unpaid international placements, which are each governed by different policies and have their own partner- and student-facing paperwork to be completed:

- ✓ students completing a placement opportunity outside of Canada, where the country is not their country of residence;
- ✓ international students completing a placement opportunity in their country of residence; and
- ✓ students completing a placement opportunity remotely with an organization based outside of Canada.

In general, if a student is completing an unpaid placement opportunity abroad, the partner organization is required to complete the standard Student Placement Agreement Form (with the International appendix), as well as the Letter to Placement Employers (see Section 7, Insurance Coverage).

Student Placement Agreement

A Placement Agreement Form for unpaid placements, which may be university-wide or specific to an academic unit. There are also optional appendices to include if the placement is international, has an on-site faculty supervisor, or pertains to MD students.

However, if an international student is completing a placement in their country of residence, the organization should be asked to provide coverage to the student. If that is not possible, the student must sign a waiver acknowledging that they will need to acquire their own independent coverage.

With the exception of remote academic internships, all outbound students must register with the Safety Abroad Office to indicate to the University that they will be outside of Canada for the duration of the experience. They are also required to complete the online *Safety Abroad* modules.⁷

Please note that the Safety Abroad Office is housed in the Centre for International Experience at the University of Toronto St. George campus. However, in unique circumstances, staff from the International Education Centre (IEC) at UTM may be consulted if the student encounters any difficulties in meeting the Safety Abroad requirements.

International Placements Outside of the Student's Country of Residence

In the event that the partner organization hosting the student intern is not located in their country of residence, the Ministry will extend workplace insurance through their private Chubb Insurance policy to the student intern. Placement staff, in consultation with the Coordinator, Student Placements,⁸ facilitate the completion of placement documentation as follows.

The partner organization completes:

- ✓ the Student Placement Agreement.

The student completes:

- ✓ the UTM Protection of Confidential Information Agreement;
- ✓ the Student Declaration of Understanding; and

⁷ < <https://www.studentlife.utoronto.ca/cie/safety-abroad-workshop-online> >

⁸ < <https://www.viceprovoststudents.utoronto.ca/home/our-team> >

✓ the *Safety Abroad* modules.

The student also registers with the Safety Abroad Office.

International Students Completing a Placement in their Country of Residence

If an international student is completing a placement in their country of residence, the placement staff or ELO, in consultation with the Coordinator, Student Placements,⁹ will inquire with the placement site about the possibility of having the partner organization provide coverage to the student while on site. Depending on the decision of the partner organization, two scenarios may unfold requiring their own processes and paperwork.

Scenario I

If the partner organization is *willing* to extend their workplace insurance to the student, the ELO facilitates the completion of placement documentation as follows.

The placement site completes the Student Placement Agreement. The ELO may request written proof that the organization will be extending its coverage to the student. Note that the site does not complete the Letter to Placement Employers, as the student is ineligible for workplace insurance through the Ministry in this scenario.

The student completes the UTM Protection of Confidential Information Agreement. They also register with the Safety Abroad Office and complete the *Safety Abroad* modules. Note that the student does not complete the Student Declaration of Understanding.

⁹ < <https://www.viceprovoststudents.utoronto.ca/home/our-team> >

Scenario 2

If the placement site is *unwilling* to extend their workplace insurance to the student while on placement, the student must complete a waiver ¹⁰ stating that the student understands that insurance will not be extended to them by either the Ministry or the University and that it is their responsibility to acquire insurance for the duration of their placement. The completed waiver form is retained by the academic unit that houses the internship course.

The student is expected to obtain extended health coverage under their family or student union plan, as well as additional travel insurance. They will need to register with and show proof of insurance coverage to the Safety Abroad Office.

The partner organization is required to complete the Student Placement Agreement Form (with the International appendix), but not the Letter to Placement Employers.

Once the student has completed the waiver and registered with the Safety Abroad Office, they must then complete the UTM Protection of Confidential Information Agreement. Note that the student does not complete the Student Declaration of Understanding.

Remote Placements with Organizations Based Outside of Canada

In the event that a student will be remotely completing a placement with an organization based outside of Canada (that is, they will be living in Ontario and working remotely as an

¹⁰The waiver form is not publicly accessible. Please contact the Coordinator, Student Placements to obtain it.

intern for an organization abroad), no International appendix is required to the standard Student Placement Agreement.t.

The partner organization completes:

- ✓ the Student Placement Agreement; and
- ✓ the Letter to Placement Employers, indicating on the form that their placement site is not registered with WSIB (and, as a result, the University will extend its private insurance to the student).

The student completes:

- ✓ the UTM Protection of Confidential Information Agreement; and
- ✓ the Student Declaration of Understanding.

Summary: International Placements

The following chart (See Figure I on page 37) illustrates which parties must sign off on which documents. Only documentation pertaining to international, unpaid academic internships are shown.

International Placement Agreements

Documentation for Signature		International Placements Outside Country of Residence		International Students Completing Placement in their Country of Residence (Employer Willing to Provide Insurance)		International Students Completing Placement in their Country of Residence (Employer Unwilling to Provide Insurance)		Remote Placements with Organizations Based Outside of Canada	
		Employer	Student	Employer	Student	Employer	Student	Employer	Student
Placements Agreements	Student Placement Agreement Form <small>*with International Placements Appendix</small>	✓		✓		✓		✓	
	Letter to Placement Employers	✓						✓	
Insurance	Student Declaration of Understanding		✓						✓
	Insurance Waiver						✓		
	Written Proof of Insurance			✓			✓		
Privacy	Protection of Confidential Information Agreement		✓					✓	
	Register with Safety Abroad Office (who may request proof of insurance)		✓		✓			✓	
Safety Abroad	Complete Safety Abroad Modules		✓		✓				

Figure 1

Safety and Risk Management

Depending on the scope and nature of a student's community-based project or placement, students may be required to complete a Vulnerable Sector Check or Police Background Check, provide *Proof of Immunization*, or adhere to policies pertaining to the *Ethics Review for Undergraduate Research*. In addition, some placements may require the students' familiarity with the University's policy on *Safety in the Field* and/or Workplace Hazardous Materials Information System (WHMIS) training.

Some placements that provide students with opportunities to work with vulnerable populations may require medical immunizations. When this occurs, it is the partner's responsibility to determine which particular immunizations are necessary to protect their team and clientele. They must also communicate this requirement in advance to the ELO or placement staff affiliated with the course. The ELO or placement staff will subsequently relay this information to the student matched to (or considering) a placement with that organization. Providing that the student is comfortable with this requirement, it will be their responsibility to obtain Proof of Immunization from their doctor and share this documentation with the placement supervisor. To

¹¹ < <https://www.utm.utoronto.ca/experience/students/student-important-forms> >

¹² < <http://www.insurance-risk-mgmt.utoronto.ca/role.htm> >

¹³ < <https://www.studentlife.utoronto.ca/cie/sao> >

protect student privacy, University faculty and staff will not collect this documentation.

If a site requires a Vulnerable Sector Check (VSC), students must contact the police agency associated with their area of residence. The requirements to obtain a VSC may vary depending on the police agency, but students should expect to pay a processing fee and provide information about the site at which they will be completing their placement for the duration of the academic term.

In the event of an injury or accident while on site, students are required to complete an Accident Report Form, which must be submitted to the placement staff immediately. Information on all of these resources and when they would be applicable can be found on the EEU website.¹¹

For detailed information about liability insurance coverage, faculty and staff should contact the University of Toronto Risk Management and Insurance¹² department.

Students completing placements abroad are required to review the rules and regulations available on the U of T Safety Abroad¹³ website.

Detailed questions regarding insurance, travel, and safety as they pertain to placements should be directed to the Centre for International Experience¹⁴ and/or the IEC.¹⁵

¹⁴ < <http://www.studentlife.utoronto.ca/cie> >

¹⁵ < <https://www.utm.utoronto.ca/international/about-us/contact-us> >

The University's goal is to create a community that is inclusive of all persons and treats all members in an equitable manner. This goal can be achieved by utilizing the following resources when needed:

Accessibility Services¹⁶

This unit supports and facilitates the accommodation of students with a documented learning, physical, sensory, or mental health disability and/or medical condition.

Equity & Diversity Office¹⁷

The Equity & Diversity Office (EDO) promotes an equitable and inclusive campus community, free from discrimination or harassment based on age, ancestry, citizenship, colour, creed, disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, record of offences, sex, and/or sexual orientation.

Health & Counselling Centre¹⁸

The Health & Counselling Centre (HCC) supports student health and well-being by offering medical and counselling support. It provides students with information, tools, and resources to help them make healthy choices in support of their personal and academic goals.

¹⁶ < <https://www.utm.utoronto.ca/accessibility> >

¹⁷ < <https://www.utm.utoronto.ca/equity-diversity> >

¹⁸ < <https://www.utm.utoronto.ca/health/wellness> >

Sexual Violence Prevention & Support Centre¹⁹

The Sexual Violence Prevention & Support Centre (SVPSC) helps and supports students, staff, and faculty at the University of Toronto who have been affected by sexual violence or sexual harassment.

UTM Campus Police²⁰

The University of Toronto Campus Police Service is dedicated to maintaining a safe and secure environment for students and the broader UTM community.

*University-wide student support resources are also available through the *Access and Accessibility*²¹ and *Administrative Considerations* websites.²²

¹⁹ < <https://www.svpscentre.utoronto.ca> >

²⁰ < <https://www.utm.utoronto.ca/campus-police> >

²¹ < <https://experientiallearning.utoronto.ca/faculty-staff/learn/course-and-program-resources/access-and-accessibility> >

²² < <https://experientiallearning.utoronto.ca/faculty-staff/learn/course-and-program-resources/administration> >

Student Placement Sharepoint

The Student Placement Sharepoint is primarily used as a repository for Placement Agreements that the U of T tri-campus currently holds with external partner organizations, which offer unpaid placements to student interns. The principal users of the SharePoint are generally ELOs and other U of T staff who coordinate placements. Student Placement Agreement and Addendum templates are available, as well as UTM-specific documentation (i.e., UTM Protection of Confidential Information Agreement), and a repository of announcements.

Placement staff should connect with the Coordinator, Student Placements in order to gain access to the SharePoint. Users can also find more information on "Health and Safety" and "Workplace Insurance Forms" on the SharePoint.

For important information on the SharePoint, please consult the Office of the Vice-Provost, Students website.

Topics covered on the website include:

- Unpaid placement requirements, such as:
- Placement Agreement;
- Student Declaration;
- Letter to Placement Employers;
- Requirements for placing students with the City of Toronto;

²³ <<https://www.viceprovoststudents.utoronto.ca/faculty-staff/placements>>

and

- Affiliation agreements.

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Research Opportunity Program

The Research Opportunity Program (ROP) provides students in second to fourth year with the chance to participate in the research of a faculty member while earning course credit. Students in the program have the valuable opportunity to become involved in hands-on, cutting-edge research, working one-on-one with the University's leading faculty members across a range of academic units. Faculty members who have participated in the ROP in previous years have found it enormously rewarding and helpful, both in accomplishing meaningful research and in working one-on-one with their undergraduate students.

Key Benefits for Faculty

- ✓ Provides the ability to further their research goals while helping undergraduate students obtain valuable experience that can be applied to graduate studies or future careers;
- ✓ Highlights predominant areas of research taking place at UTM;
- ✓ Renders the opportunity to note their participation on their annual report related to Progress Through the Ranks (PTR) assessment.

For more information on ROP, please visit the ROP website.

Jackman Scholars-in-Residence Program

Jackman Scholars-in-Residence (SiR) is an intensive 4-week residency in humanities and humanistic social-science research for upper-year undergraduates. SiR provides students with an opportunity to acquire advanced research skills and experience while collaborating with an interdisciplinary and intellectually vibrant community of peers, professors, and research professionals. Students selected for SiR will live in residence, and work in small teams on one of 20 research projects, each led by a professor. Students share meals and group activities including multidisciplinary workshops on research methodologies, standards, protocol, and professional communication; excursions to archives, museums, and cultural events; and talks featuring professionals such as lawyers, policy-makers, and documentary filmmakers that highlight research-intensive career trajectories. Eligible students must apply and be selected to work on one of the projects.

SiR is a research community supported by the Jackman Humanities Institute (JHI), the Vice-President Research and Innovation, the Faculty of Arts and Science, UTM, UTSC, the St. George Colleges, and Bader Philanthropies Inc. through Victoria University.

Key Student Benefits

SiR offers a range of benefits to participants, including:

Jackman Scholars-in-Residence Program

- ✓ 4 weeks free accommodation at UT-Mississauga, UT-Scarborough, or a UT-St George College residence;
- ✓ a dining plan;
- ✓ a \$1000 Jackman Scholar Award; and
- ✓ the opportunity to contribute to original faculty research projects, develop skills, and build supportive relationships with peers and professors

How to Apply

Eligibility

Undergraduate students in any program in the Faculty of Arts & Science, the Faculty of Music, or the John H. Daniels Faculty of Architecture, Landscape and Design at St. George, or at UTM or UTSC with a minimum CGPA of 3.0 who are currently in second year or higher are eligible to apply. Students must create an account on the JHI website to apply: click on Register to set up your account. Selection criteria include academic achievement, commitment to and qualifications for the research project, and suitability for team-based research as shown by the application material and references. Students who have previously participated in Scholars-in-Residence are not eligible to re-apply. For further information on the application requirements, timelines, and details, visit: < https://humanities.utoronto.ca/funding/SiR_2020 >

Questions

Contact: Ira Wells, SiR Program Manager

< ira.wells@utoronto.ca > or

Rena Banwait, Manager, Experiential Education, UTM

< rena.banwait@utoronto.ca >.

The *Lecture Me!* series, offered by the EEU in collaboration with the Mississauga Central Library system, highlights research from different academic units by some of our top faculty members in a way that is approachable and fun for the whole family.

Lectures are typically scheduled on the first Tuesday of each month, between 7:00-8:30 pm. Registration is not required.

Key Benefits for Faculty

- ✓ Engage with community members and connect with alumni;
- ✓ Deliver and highlight their research to prospective and current students;
- ✓ Have the opportunity to note their participation on their annual report related to PTR assessment.

For more information on *Lecture Me!*, please visit < <https://www.utm.utoronto.ca/experience/faculty/lecture-me-series> >.

Summary of Institutional Resources for Faculty

Faculty who are interested in implementing EL opportunities within their course or program curricula are encouraged to consult the U of T EL Hub.²⁴ The EL Hub offers a comprehensive overview on *five general classifications of EL*²⁵ and provides a pedagogical rationale on the importance of each category, alongside examples of tri-campus engagement in these groupings. A list of campus offices and units is also available to assist faculty in *Finding EL Opportunities at U of T*.²⁶

Faculty can further consult *Course and Program Development Resources*²⁷ that highlight items for attention when designing and integrating EL activities, such as considerations for accessibility, reflection components, and partner engagement. The EL Hub also offers faculty-facing modules that explore how to develop learning outcomes, assessments, and learning plans for various EL opportunities. To assist in the facilitation of the administrative implementation of EL experiences, faculty and supporting staff can further consult the *Guidelines and Procedures*

²⁴ < <https://experientiallearning.utoronto.ca/faculty-staff> >

²⁵ < <https://experientiallearning.utoronto.ca/faculty-staff/explore> >

²⁶ < <https://experientiallearning.utoronto.ca/faculty-staff/find> >

²⁷ < <https://experientiallearning.utoronto.ca/faculty-staff/learn/course-and-program-resources> >

*for EL Opportunities.*²⁸ The EL Hub additionally details parameters for important EL-related frameworks, such as policies on general liability insurance coverage, intellectual property, and placement agreements. Faculty can change the profile from which they interface with the EL Hub, allowing student or partner-facing navigation for reference purposes.

²⁸<<https://experientiallearning.utoronto.ca/guidelines-procedures>>

Experiential Learning Supporting Partners

As indicated in the *EEU's Mission Statement*,²⁹ EL at UTM is operationalized not only through the EEU, Office of the Vice-Principal Academic and Dean, but also through the support provided by many groups, including the following:

- ✓ the Career Centre;
- ✓ the Centre for Student Engagement;
- ✓ the Robert Gillespie Academic Skills Centre; and
- ✓ the Experiential Learning Group.

The following groups have also contributed greatly to enhancing EL at UTM: Accessibility Services, the Equity and Diversity Office, the International Education Centre, the Office of the Registrar, and the Office of Advancement and Alumni Relations. The assistance from faculty, administrative staff, and librarians, as well as the contributions from community partners and employers, continue to optimize EL on campus.

Career Centre

The Career Centre supports EL at UTM in courses, in extra-curricular activities, and through the Work Study program. For information on collaborating with the Career Centre, please

²⁹ < <https://www.utm.utoronto.ca/experience/experiential-education-unit/mission> >

contact Monica Scott, Career Outreach Consultant, by telephone at 905-828-5412 or by e-mail at < monica.scott@utoronto.ca >.

Course and Extra-Curricular Support

Students can be supported before, during, and after their experience. The Career Centre offers a wide range of workshops, individual appointments, and resources that can be tailored to specific courses. These services are also available to students for their extra-curricular development.

Employer Connections

The Career Centre has access to over 10,000 employers in industries such as biotechnology and pharmaceuticals, government, community and social services, financial services, and many more. It can assist with sourcing potential speakers, placement opportunities, and industry contacts.

Work Study

U of T offers a Work Study program by which faculty and staff may hire students for work-integrated learning opportunities. The University pays 70% of the student's wages while faculty and staff provide them with opportunities to build their skills, develop knowledge, and explore how their academic studies translate to career possibilities.

The UTM Career Centre supports Work Study by offering a step-by-step process for faculty and staff on how to create job postings, as well as training and development resources to help students leverage their experience.

For more information, login to the Career and Co-Curricular Learning Network³⁰ using your UTORid and consult the information on the Work Study program.³¹

Please e-mail any questions about Work Study to < workstudy.utm@utoronto.ca >.

Centre for Student Engagement

The CEL unit in the Centre for Student Engagement (CSE) is committed to providing innovative, community-focused, co-curricular experiential experiences to support holistic student success. All programs are developed in collaboration with university staff, student leaders, community organizations, and faculty. These opportunities are grounded in EL and utilize the Social Change model to provide an integrated learning experience for students while attending UTM. Examples of how faculty members can partner with the CSE to create valuable, co-curricular, integrated learning experiences for students are provided below. For those interested in partnering or learning more about any of these programs, please contact: < engage.utm@utoronto.ca >.

Partnership Opportunity #1 -

Embedding a Co-Curricular Project into a Course-Based Assignment

Alternative Reading Week (ARW) is a three-day initiative during the Winter Reading Week in which students can volun-

³⁰ < <https://clnx.utoronto.ca/home.htm> >

³¹ < <https://clnx.utoronto.ca/myAccount/jobs/work-study/aboutws-facultystaff.htm> >

teer in teams to support the needs of different organizations. By participating in ARW, students gain the opportunity to problem-solve, work with peers from different disciplines, and provide innovative solutions to challenges identified by community organizations. Faculty members are invited to explore how ARW can align with curricular learning.

**Partnership Opportunity #2 -
Faculty Attend as Experts**

- ✓ *One-Day Event:* STE(A)M Days are one-day events held on campus that have been created in partnership with the community and local school boards to host youth for a full day focused on exploring Science, Technology, Engineering, Math, and in some cases the Arts. STE(A)M Days engage student organizations and societies and faculty experts to host stations for the day that utilize classrooms and labs as a way to interact with youth and UTM students throughout the event as they rotate to different activities.
- ✓ *Three-Day Event:* Faculty are invited to participate in ARW, outlined above, as faculty experts to share their research and personal knowledge as a resource for projects that align with their area of expertise.
- ✓ *Full-Year Event:* Social Innovation Projects (SIPs) pair a team of student volunteers with a community organization over a 16-week period to utilize design thinking and a growth mindset as a strategy to explore challenges faced by organizations and create achievable solutions. Each group is supported by a faculty expert throughout the project.

Partnership Opportunity #3 -

Faculty Encourage Student Attendance as Volunteers

Faculty are invited to share co-curricular community engagement opportunities with students. These opportunities may include: Community Impact Days, STE(A)M Days, ARW, Mentorship programs, and SIPs.

Partnership Opportunity #4 -

Community Impact Days

Community Impact Days are one-day events in the community that allow UTM students to participate in an experience run by the community. The CSE invites partnerships with faculty members who are interested in having students engage with the community as a co-curricular experience to complement their in-class learning. Community Impact Days are facilitated by the CSE on request.

The above programs are a few of the many co-curricular CEL programs at the CSE. The Centre works with over 50 partners each year to create innovative co-curricular programs for students to gain skills and participate in experiential co-curricular learning opportunities. All programs are recognized as an integrated learning experience by the U of T, as per the Co-Curricular Record. All faculty members who participate in any of the above programs will receive a letter to support their PTR process.

For additional ways for faculty to engage with the Centre for Student Engagement, please visit < <https://uoft.me/facultyengagement> >.

Experiential Learning Group

In accordance with the UTM Academic Plan, the Experiential Learning Group (ELG) provides direction and support in order to influence a campus culture which promotes student engagement fostering the breadth and depth of EL opportunities. The purpose of the ELG is to help achieve some of the key goals identified in the EL Mission Statement.

The ELG focuses on three key priority areas:

Resources

- ✓ Identifies gaps in the current infrastructure supporting EL;
- ✓ Provides recommendations for collaboration and resource allocation among academic and non-academic units.

Evaluation

- ✓ Identifies appropriate metrics and methods of evaluation to assess the impact of EL opportunities;
- ✓ Provides current EL best practices, models, and resources to share with UTM units.

Communications

- ✓ Provides recommendations on a variety of EL approaches that can be integrated into UTM's academic programs aligned with the UTM Academic Plan, U of T's Three Priorities, and provincial guidelines;
- ✓ Develops a communication strategy on campus to help build a culture of EL;
- ✓ Serves as a champion to promote EL initiatives on campus.

Robert Gillespie Academic Skills Centre

The EEU partners with the Robert Gillespie Academic Skills

Centre (RGASC) to provide detailed support to faculty and staff engaged in EL course work. Through consultation with the Experiential Learning Faculty Liaison, faculty may be provided with helpful resources and guidance around best practices for EL, including strategies on the implementation of effective reflection and assessment course components, as well as rubric construction. In addition, students are encouraged to take advantage of EL opportunities in the Program for Accessing Research Training (PART). PART prepares students for potential participation in the ROP (and other research initiatives) by teaching core skills pertaining to quantitative and qualitative research. By completing a series of modules, students are further eligible to receive a notation on their Co-Curricular Record (CCR), and the program is typically offered in each term of the academic year.

For general inquiries on EL or this *Resource Handbook*, please e-mail the EEU at: < experientialeducation.utm@utoronto.ca >.

If you have questions pertaining to risk management, please contact the Coordinator, Student Placements in the Office of the Vice-Provost, Students. Contact information can be found at < <https://www.viceprovoststudents.utoronto.ca/faculty-staff> >.

If you would like to speak to someone regarding best practices for reflection and assessment, please contact the Experiential Learning Faculty Liaison in the RGASC, who can be accessed online at: < <https://www.utm.utoronto.ca/asc/contact-us> >.

Appendices

Placement Forms

The following documentation is available on the EEU website under the Student Important Forms and Faculty Important Forms³¹ sections. For any item not located on either page, please contact EEU staff to determine where to access the most updated version of the necessary document.

Addendum

A brief one-page document that serves to add a new academic unit onto an existing agreement between the University and a placement site and/or extend the expiration date of the agreement.

Letter to Placement Employers

A letter outlining the insurance policies pertaining to unpaid placements. This letter is signed by the site supervisor or an HR representative for the site. This form must be completed annually.

Memorandum of Understanding (MOU)

An MOU is a document that contains a collection of vital points between two or more entities establishing a relationship. MOUs often act as placeholders until the parties negotiate and prepare a definitive agreement.

³¹ < <https://www.utm.utoronto.ca/experience/students/important-forms> >

Regardless of whether the MOU is binding or non-binding, only individuals granted authority to approve an agreement on behalf of the University ("The Governing Council of the University of Toronto") can sign an MOU.

Non-Disclosure Agreements (NDAs) and Confidential Disclosure Agreements (CDAs)

Often used interchangeably, these documents are initiated by placement sites who wish to outline their organization's policies for confidentiality. This document must be signed by the student.

Non-Standard Placement Agreement

Any agreement form that describes a student internship placement and is not the Student Placement Agreement. This encompasses modifications to the Student Placement Agreement Form or the (e.g., section revisions, annotations) or completely new agreement forms provided by the placement site.

Protection of Confidential Information Agreement

A form completed by the interning student by which they agree to abide by the Freedom of Information and Protection of Privacy Act (FIPPA) while working on site.

Standard Placement Agreement

A Placement Agreement for unpaid placements, which may be university-wide or specific to an academic unit. There are also optional appendices to include if the placement is international, has an on-site faculty supervisor, or pertains to MD students.

Student-Specific Agreement Form

Any agreement form provided by the placement site that is specific to the student intern and identifies the student by name within the document.

Student Declaration of Understanding

A student-facing form whereby the interning student acknowledges and agrees to undergo the required workplace training, as well as familiarize themselves with the insurance policies covering the placement.

Glossary

Academic Internship

A course that requires students to complete a placement in a workplace environment related to their program of study in exchange for course credit.

Community Engaged Learning

A project-based course that provides students with an opportunity to collaborate on a relevant project within the community and receive course credit.

Experiential Learning Officer

An EEU staff member embedded into academic units, operating as placement coordinators and supporting faculty in a variety of EL initiatives.

Matching Model

A placement model in which a placement coordinator connects students to organizations based on mutual goals, interests, and preferences.

Student Placement Sharepoint

An online platform administered by the Office of the Vice-Provost, Students which stores signed placement agreements and other paperwork required for unpaid internships.

Posting Model

A placement model mirroring a traditional job search in which students identify and secure their own internship experiences with guidance from placement staff.

Research Opportunity Program (ROP)

A for-credit EL opportunity in which second- to fourth-year students work on cutting-edge research under the supervision of a course instructor.

Research Opportunity Program Application (ROPAPP)

An online platform administered by the EEU that is used by faculty, chairs, and students to upload, access, and/or apply to projects.

Further Readings

Please see below for a bibliography of resources for work-integrated learning and remote working. (N.B. This list is not exhaustive, but includes researchers who regularly contribute to the field.)

Berge, Z. (1998). "Differences in Teamwork Between Post-Secondary Classrooms and the Workplace." *Education + Training* 40 (5): 194-201.

Billett, S. (2009). "Realising the Educational Worth of Integrating Work Experiences in Higher Education." *Society for Research into Higher Education* 34 (7): 827-843.

Bowen, T. (2016). "Becoming Professional: Examining How WIL Students Learn to Construct and Perform Their Professional Identities." *Studies in Higher Education*. < <http://doi:10.1080/03075079.2016.1231803> >.

Bowen, T. and A. Penneforte (2017). "The Impact of Digital Communication Technologies and Remote Working Cultures on the Socialization and Work Readiness of Individuals in WIL Programs." In T. Bowen and M. T. B. Drysdale (eds.), *Work-Integrated Learning in the 21st Century: Global Perspectives on the Future. International Perspectives on Education and Society* 32: 99-112.

Bridgstock, R. (2009). "The Graduate Attributes We've Overlooked: Enhancing Graduate Employability through Career Management Skills." *Higher Education Research & Development* 28 (1): 31-44.

Holt, L. and R. Brokett (2012). "Self Direction and Factors Influencing Technology Use: Examining the Relationships for the 21st Century Workplace." *Computers in Human Behaviour* 28: 2075-2082.

Jackson, D. (2015). "Employability Skill Development in Work-Integrated Learning: Barriers and Best Practice." *Studies in Higher Education* 40 (2): 350-367.

Further Readings

- Jackson, D. (2013). "The Contribution of Work Integrated Learning to Undergraduate Employability Skill Outcomes." *Asia Pacific Journal of Cooperative Education* 14 (2): 99-115.
- Long, L. K., and P. A. Meglich (2013). "Preparing Students to Collaborate in the Virtual Work World." *Higher Education, Skills, and Work Based Learning* 3 (1): 6-16. < <https://doi:10.1108/20423891311294948> >.
- Rowe, A. and K. Zegwaard (2017). "Developing Graduate Employability Skills and Attributes: Curriculum Enhancement through Work-Integrated Learning." *Asia Pacific Journal of Cooperative Education* 18 (2): 87-99.
- Sattler, P. and J. Peters (2013). *Work-Integrated Learning in Ontario's Postsecondary Sector: The Experience of Ontario Graduates*. Toronto: Higher Education Quality Council of Ontario.
- Smith, C. (2012). "Evaluating the Quality of Work-Integrated Learning Curricula: A Comprehensive Framework." *Higher Education Research & Development* 31 (2): 247-262.
- Smith, C. and K. Worsfold (2015). "Unpacking the Learning-Work Nexus: 'Priming' as Lever for High Quality Learning Outcomes in Work-Integrated Learning Curricula." *Studies in Higher Education* 40 (1): 22-42.
- Tomlinson, M. (2010). "Investing in the Self: Structure, Agency and Identity in Graduates' Employability." *Education, Knowledge and Economy* 4 (2): 73-88. < <https://doi:10.1080/17496896.2010.499273> >.
- Trede, F. (2012). "Role of Work-Integrated Learning in Developing Professionalism and Personal Identity." *Asia-Pacific Journal of Cooperative Education* 13 (3): 159-167.
- Wilson, A. et al. (2013). "Making 'Professionalism' Meaningful to Students in Higher Education." *Studies in Higher Education* 38 (8): 1222-1238.

Additional Online Resources

- ✓ Experiential Learning Hub
< <https://experientiallearning.utoronto.ca> >;
- ✓ HEQCO – A Practical Guide for Work-Integrated Learning: Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities
< https://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf >;
- ✓ Academic Writing
< <http://writeonline.ca> >;
- ✓ Reflective Practices for Students
< <https://www.utm.utoronto.ca/experience/students/resources-students> >;
- ✓ Reflective Pedagogy Practices & Reflection, Integration, and ePortfolio Pedagogy
< <https://c2l.mcnrc.org/category/pedagogy-practices/reflective-pedagogy-practices> >.

EEU

Experiential Education Unit
Office of the Dean
University of Toronto Mississauga

