

# EXPERIENTIAL LEARNING WORKING GROUP

---

Final Report



## Executive Summary

The Experiential Learning Working group (ELWG) was created by the Provost's Advisory Committee on Teaching and Learning (PACTL) to recommend strategies to facilitate the development and growth of self-sustaining, curricular and co-curricular experiential education opportunities for undergraduate and graduate students. In addition, the ELWG was asked to recommend a shared language and messaging regarding Queen's approach to experiential learning (EL); to suggest a mechanism to facilitate intra-university collaboration and resource sharing; and to develop system-wide best practices to support instructors, administrators and Faculties/Schools offering experiential learning programs.

The ELWG consulted broadly with Faculties, School of Graduate Studies, instructors, student organizations, and administrative units to review current activities, strengths, and opportunities for growth, and carefully considered costs and benefits associated with the possible actions and potential impact on existing programs and services. It was found that experiential learning activities, both curricular and co-curricular, at Queen's have value for students and the institution and a number of steps and actions, if taken, would facilitate their growth and development at Queen's.

Recognizing that all experiential learning programs have value, certain programs have greater potential to be self-sustaining and align more closely with university educational and learning priorities. It was determined that paid, long-term internships (12-16 months), summer internships and mandatory professional practicums show the closest alignment with the priorities identified in the ELWG mandate. Moving forward the goal is not to reduce or limit what is already available, instead, it is to develop strategies and mechanisms to encourage growth in sustainable activities that most closely align with best learning practices and administrative and risk management requirements.

The ELWG recommendations outline a number of specific strategies to achieve this end. Some of the recommendations can be implemented without any additional resources, others would require the investment of time and money. One of the key recommendations, the establishment of an EL hub, would facilitate the achievement of a number of the specific tasks outlined in the mandate.

### Recommendations

1. Create a "hub" building on the QUIP model for the coordination of experiential learning to communicate the importance of EL and to most efficiently support cross-institutional planning and delivery, and relationships with community and employer partners. Ensure this centre connects with current institutionally supported EL activities, and to entrepreneurial programming and Career Services. Programs planning to create new curricular-based experiential learning activities can work with the centralized office during

program exploration and development to capitalize on centralized materials and tools, thereby avoiding potential pitfalls, and increasing efficiency.

2. Expand the number of students pursuing for-credit long-term internships in the Queen's Undergraduate Internship Program by directing resources towards the administration of this program via the EL hub.
  - a. Investigate a summer-based option given strong student and Faculty interest and availability of summer positions.
3. Create a representative working group to develop appropriate record keeping and tracking mechanisms for curricular EL activities on student records and in the course data system to effectively define a course or program as an EL program and track progress towards EL targets. Options to investigate include where records could exist (PeopleSoft, student maintained system), which EL activities will be tracked and monitored and where the record appears (transcript, course catalogue, student portfolio).
4. Support PACTL and the Centre for Teaching and Learning in creating a representative working group to investigate the development of the ePortfolio system within onQ that would facilitate student learning and reflection and help students track and articulate student learning outcomes from both curricular and co-curricular activities, including the Master's thesis or major research project and Doctoral dissertation. Determine how the ePortfolio would link with and support the variety of activities at Queen's, both curricular and co-curricular.
5. Work collaboratively with QUQAPS and the PACTL Learning Outcomes Working group to implement EL program specific learning outcomes and assessment metrics and protocols.
6. Continue to encourage and value co-curricular experiences by improving mechanisms for skill development and for students to learn about experiential learning opportunities, increasing awareness, especially in early years of programs so students can plan to participate and track progress via an ePortfolio or other mechanism. Current mechanisms include the Major Maps and the Co-Curricular Opportunities Directory.
  - a. Enhance learning structure for two on campus work programs, SWEP and Work Study, and extend that framework across all student jobs on campus.
  - b. Explore adding EL structures to existing on campus opportunities, such as the possibility of select AMS positions qualifying as internships in QUIP.
  - c. Build on the success of the CCOD by providing materials and supports for organizations to enhance student skill development and reflection.

- d. Explore the development of on-line modules for graduate and undergraduate students to facilitate reflection and skill articulation.
7. Adopt the definition of experiential learning referenced on page 2 of this report and the common terms and definitions that will define EL activities at Queen's in Appendix D.
8. Recommend that the Provost consider appropriate mechanisms to oversee the development and growth of EL activities at Queen's such as an advisory committee structure akin to the one currently in place for QUIP.

## Introduction

Queen's Strategic Mandate Agreement commits the university to helping students develop twenty-first century skills through entrepreneurial and experiential learning. In consideration of this priority, the Teaching and Learning Action Plan (February 2014) recognized the importance of experiential learning in providing university students with the opportunity to combine traditional academic learning with practical experience both inside and outside the classroom and recommended that:

- Queen's establish an experiential learning working group with a mandate to facilitate the development and growth of self-sustaining curricular and co-curricular-based experiential educational opportunities for undergraduate and graduate students that build on existing programs and course offerings;
- develop a Queen's-specific definition of experiential learning and common language for associated terms (internship, practicum etc.); and
- ensure collaboration, sharing of resources and the development of system-wide best practices to support instructors, administrators and Faculties offering experiential learning opportunities with administrative support around program management.

This report will review the rationale for experiential learning, examine the current campus landscape, outline the findings gained from consultations and provide recommendations to the Provost's Advisory Committee on Teaching and Learning (PACTL) on the specific tasks outlined in the mandate.

## Mandate

Reporting to PACTL, the Experiential Learning Working Group (ELWG) was created to recommend strategies to facilitate the development and growth of self-sustaining, curricular and co-curricular experiential education opportunities. In addition, the Terms of Reference (Appendix A) tasked the working group with recommending a shared language and messaging regarding Queen's approach to experiential learning (EL), suggesting a mechanism to facilitate intra-university collaboration and resource sharing and developing system-wide best practices to support instructors, administrators and Faculties/Schools offering experiential learning programs.

To guide its work the working group established the following goals and principles:

- EL programs should be simple for students and employers (the complexity is behind the scenes);
- The terms and language used to define EL should establish a strong message for student recruitment;

- The university should stimulate growth in intern numbers;
- The university should increase efficiencies using coordinated infrastructure;
- The university should establish clearly defined roles and responsibilities for program development and administrative support;
- The university should build greater experiential learning knowledge and stronger experiential learning practices across campus;
- Students should be able to recognize and articulate learning from their own experiential learning activities;
- Students should contribute to the achievement of specific learning outcomes for students; and
- EL programs must be sustainable.

## Experiential Education

The [Association of Experiential Education](#) (AEE) defines experiential education as follows.

*“Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities. Experiential educators include teachers, camp counselors, corporate team builders, therapists, challenge course practitioners, environmental educators, guides, instructors, coaches, mental health professionals . . . and the list goes on. It is often utilized in many disciplines and settings: Non-formal education, Place-based education, Project-based education, Global education, Environmental education, Student-centered education, Informal education, Active learning, Service learning, Cooperative learning and Expeditionary learning. ”*

The AEE further established the following principles of experiential education and practices.

The principles of practice include:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis;
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results;
- Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning; and
- The educators and students set learning objectives and choose experiences to meet those objectives.

## Rationale for Experiential Learning

Queen's University is recognized for its quality learning environment. Experiential education is increasingly seen as an important contributor to the learning environment and to the student learning experience. A priority in the university's Strategic Framework 2014-19, experiential learning opportunities contribute to student skill development and academic success in a variety of ways. By bridging theory and practice, experiential learning activities provide students with the opportunity to apply what they have learned in the classroom in concrete, hands-on ways that enhance their understanding and knowledge of themselves and their field of study. In addition to benefiting students the provision of experiential learning opportunities also benefits the institution and employers. A listing of select benefits associated with experiential learning activities follows.

### Student Benefits:

- Develop skills to assess their own learning and development;
- Explore the relationship between theory and practice; bridge and solidify classroom learning;
- Increased engagement and self-directed learning opportunities;
- Develop skills to transition into the workforce;
- Gain experiences (curricular and co-curricular) that position them to meet employer expectations;
- Develop workplace contacts through work-integrated experiences (internships, practicums, summer work experience);
- Identify future career and academic directions; and
- Gain realistic knowledge and experience of the workplace.

### Institutional Benefits:

- Attract and retain high quality students;
- Align with government priorities;
- Build and maintain positive relationships with business, government and community organizations;
- Gain opportunities to evaluate and improve curriculum content; and
- Enhance reputation.

### Employer and Community Benefits:

- Attract and hire motivated and enthusiastic new employees;
- Engage in positive interactions with post-secondary institutions; and
- Gain employees with current practical knowledge of the workplace.

In addition to the benefits noted above, experiential learning is also important for student recruitment. Prospective students see university as a path to preparing for their careers (see Figure 1) and interest in building work experience during the degree is a key consideration. For example, “better co-op/internships opportunities” was one of the top five reasons undergraduate students gave for declining their offer of admission to Queen’s (2013 Academics Acceptance/Declined Survey).

Likewise, an ongoing survey of current Queen’s graduate students conducted by the School of Graduate Studies highlighted that students believe that an internship or work practicum is a key support in their transition from a graduate degree into employment.

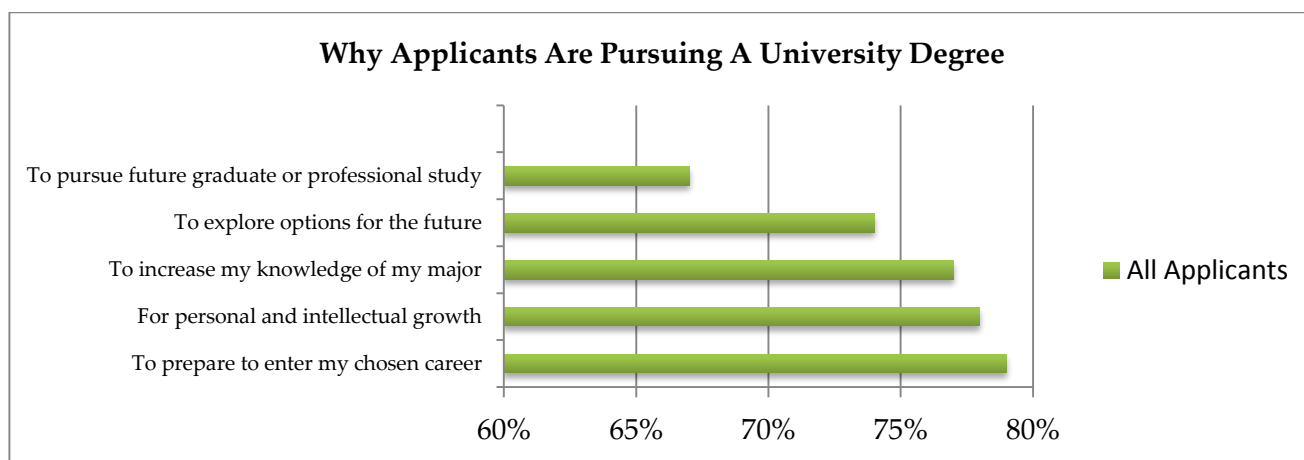


Figure 1. 2014 University/College Applicant Study by Academics Group

The Office of Undergraduate Admissions and Recruitment is responsible for the recruitment, assessment, admission and conversion of prospective full-time students for all direct entry undergraduate programs and non-traditional undergraduate students. Stuart Pinchin, the Executive Director advised the ELWG that to encourage greater interest and student participation, a common language with clearly defined terms would help to convey, promote and describe Queen’s approach to experiential learning. Through the use of clearly defined terms, Queen’s will be able to convey and describe to students, families, and employers, Queen’s approach and the opportunities available.

Admissions staff and Faculty representatives at recruitment events report that prospective students and their families frequently ask the question “Do you have co-op”? They do this because co-op has become a “brand name” for work experience programs. Because there is such a range of experiential learning activities, and a variety of terminology used to label activities at Queen’s, it is currently difficult to provide a succinct answer to this question.



Consistent terminology, and experiential learning activities that are accessible to students across programs (as prospective students are often exploring options from more than one faculty) make messaging easier.

A typology of work-integrated learning terms is found in Appendix C.

## Defining Experiential Learning

While recognizing the numerous benefits associated with experiential learning for the university overall, experiential learning is first and foremost a teaching and learning strategy which facilitates a variety of learning outcomes for students.

The most commonly used framework for guiding the design of experiential learning activities is Kolb's Experiential Learning Cycle (Figure 2). As outlined in the Kolb model, students will have a concrete experience on which they will reflect (possibly through an assignment or other structured activity) and from which will draw conclusions and generalizations. Students will then apply this learning in future situations.

As well as defining what experiential learning is, it is important to be clear what it is not. Merely exposing students to an experience is not experiential learning – it is the locating of the experience within an intentional learning cycle that ensures that the experience leads to the achievement of learning objectives. It is important to note the distinction between *active learning* activities in-class such as discussions, labs role-playing, and group work, and *experiential learning*. While all experiential learning is active learning, not all active learning is experiential learning. Both practices enrich the student educational experience but they are different. This report focuses on experiential learning.

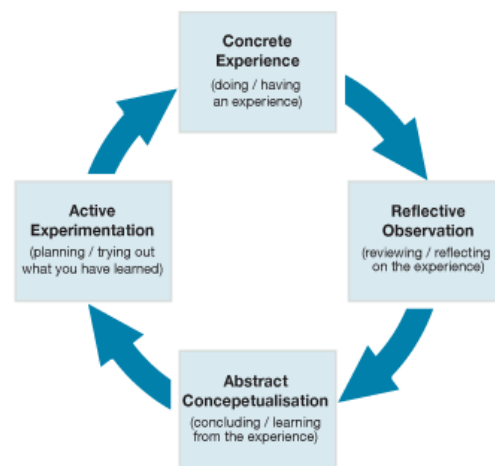


Figure 2. Kolb, D. A. and Fry, R. (1984). *Experiential Learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Master's theses and Doctoral dissertations are included as forms of experiential learning in that through them "knowledge is created through the transformation of experience" (Kolb (1984), p. 41). The oral examination provides opportunity for reflection on the learning and the process, which includes managing the research project from defining the research question and hypotheses at the outset, developing, testing and/or selecting protocols or methodologies to conduct research in the

field, lab or archives, and finally to interpreting the findings in light of the process and in consideration of the literature.

## Experiential Learning Offerings and Participation Rates

Queen’s students currently have access to a vibrant landscape of experiential learning activities. These include internships such as the 12-16 month assignments in the Queen’s Undergraduate Internship Program (QUIP), practicums such as those in nursing and education, community-based projects in courses like Engineering Practice (Applied Science 100), and a range of co-curricular opportunities such as those in student governments and clubs.

There is currently no central tracking and compilation of all experiential learning offerings at Queen's. Undergraduate student self-reported engagement in experiential learning is tracked by the National Survey of Student Engagement (NSSE); Figure 3 shows the 2014 NSSE question responses of 4<sup>th</sup> year students to the question “Have you participated in an internship, co-op, field experience?” Graduate student satisfaction with experiential learning opportunities is tracked by the Canadian Graduate and Professional Student Survey (CGPSS). The surveys indicate that Queen’s students in professional masters programs report higher satisfaction ratings for experiential opportunities than the Canadian average, while undergraduate students report participation at or slightly below the provincial average.

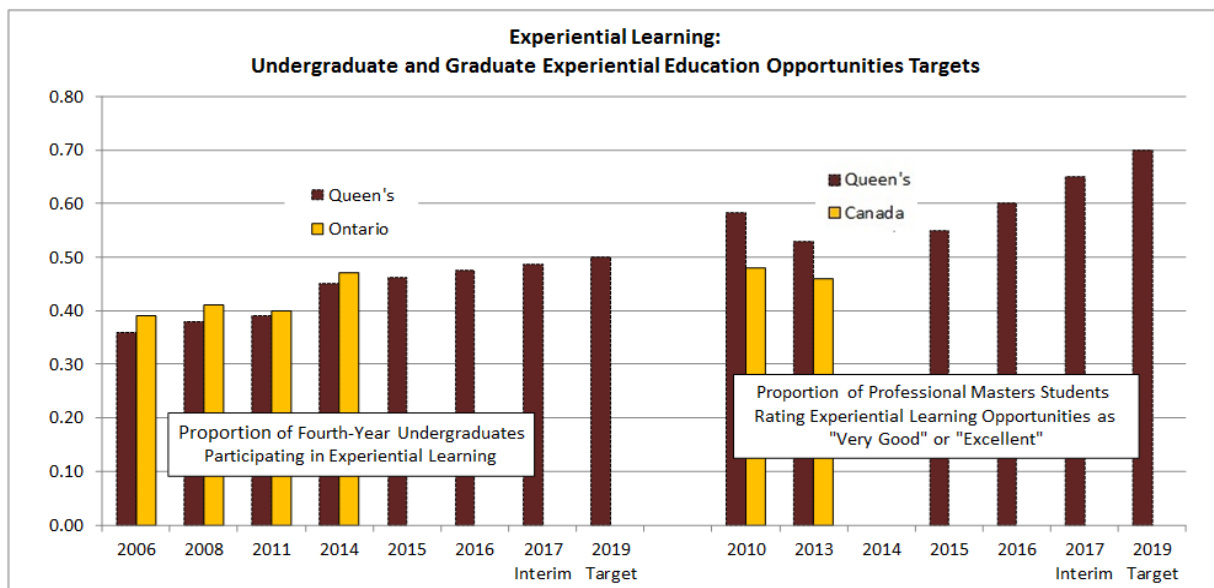


Figure 3. Experiential Education results drawn from National Survey of Student Engagement (NSSE) and the Canadian Graduate and Professional Student Survey (CGPSS).

The above chart also outlines the university’s targets for the proportion of fourth-year undergraduate students and professional masters students participating in EL activities through to

2019. For fourth year undergraduates students the goal is to increase the participation rate to 50%, and to increase the satisfaction ratings of “very good” or “excellent” to 70% for professional masters students.

It is not currently possible to verify these self-reported results against institutional records as that information is not tracked in the student information system. While select program participation numbers are known, such as 650 students participating in 40 or more community-based projects in Engineering Practice (Applied Science 100), or 75 third-year students in 2014-15 participating in the QUIP internship program and 28 Mitacs-Accelerate internships awarded to Queen’s graduate students in 2013-14, additional data are needed to track and monitor the full offerings of experiential learning.

In order to start to map the types of curricular experiential learning activities offered at Queen’s, an inventory was conducted in spring of 2013 by Career Services. While not exhaustive, the scan confirmed that experiential learning programs were offered in all Faculties and in a number of Schools and departments. It also demonstrated that the current activities could be categorized into the functional areas outlined as follows.

| Experiential Learning Activity Format   |
|---|
| Curricular-based mandatory work-integrated internships (continuous 12-16 month, paid) in a 5-year undergraduate degree stream with “with Professional Internship” degree title i.e. QUIP.   |
| Curricular-based mandatory work-integrated internships (12 months in 4 month increments) in a 5-year undergraduate degree stream with “with Professional Internship” degree title i.e. QUIP over three summer terms*.   |
| Curricular-based mandatory practicums in clinical/institutional/workplace settings related to professional practice requirements e.g. Nursing, Occupational Therapy.  |
| <p>Work-integrated internship opportunities</p> <p><b>a. Mandatory</b> ** Curricular-based, course-specific, mandatory opportunities, e.g. Master of Public Health, Master of Art Conservation, Master of Engineering, Industrial Internship in Electrical and Computer Engineering.</p> <p><b>b. Optional</b>, Curricular-based, course-specific, optional work-integrated opportunities, e.g. Global Development Studies Work Study, Film 395 Internship, Mitacs internships, Graduate Research Assistantships.</p> |

|   |
|---|
| <p>Experiential learning project opportunities</p> <p><b>a. Mandatory,</b> ** Curricular-based, course-specific, experiential learning projects e.g. Health Studies 415: Program Design and Evaluation, Masters and Doctoral Thesis Research.</p> <p><b>b. Optional,</b> Curricular-based, course-specific, experiential learning projects e.g. APSC 400 Technology, Engineering, and Management.</p> |
| <p>Co-curricular experiential learning opportunities, e.g. student government positions, peer programs, student club positions.</p>   |
| <p>Co-curricular experiential learning work programs, e.g. SWEP and Work Study.</p>   |

\* Faculties participating in the QUIP program have expressed interest, and preliminary exploration is being undertaken, on the feasibility of offering “summer” curricular-based mandatory work-integrated internships (12 months in 4 month increments) in a 5-year undergraduate degree stream with “with Professional Internship” degree title.

\*\* A mandatory course is one required for the degree.

Additional detail regarding the number of different curricular programs offered at Queen’s will be available in summer 2015. A campus-wide survey was conducted in winter 2015 to collect information to ensure compliance with workplace insurance, health and safety and risk management for academic work-integrated activities (internships, practicums) and departmental risk management procedures. The findings from this survey will add to the overall understanding of the nature and type of experiential learning activities currently available.

## Findings from Consultations

To gain a further understanding of the experiential education landscape at Queen’s the working group consulted with Faculties, instructors, student organizations, and administrative units to review current activities, strengths, and opportunities for growth and completed a SWOT analysis.

### Curricular-Based Opportunities

As outlined in the SWOT summary in Appendix B, the ELWG heard that there was strong support for, and value in, the experiential learning activities available at Queen’s. Students and instructors recognized the benefits associated with experiential learning and, without exception, supported the expansion of experiential learning opportunities and activities underpinned with strong administrative structures.

The following key points were raised during the consultations.

- To facilitate student learning, programs and activities should follow and align with the experiential learning cycle and have clear learning outcomes;

- The reflective process is a critical component of experiential learning and students should be encouraged to increase awareness of, and responsibility for, their own learning;
- Experiential education takes significant administrative work to coordinate and strong administrative structures are required;
- Foundational structures to provide centralized administrative support and facilitate learning across units and departments are not in place;
- Each experiential learning program/activity needs a clear and sustainable resource model. Given the administrative complexity of coordinating experiential learning programs some programs are more sustainable than others;
- Compliance, risk management, and insurance requirements for academic placements (such as practicums and other experiential learning within courses) are becoming increasingly complex;
- Securing appropriate placements/projects takes significant time and trust building and competition for hosts will increase as participation rises;
- Instructors and units are creating materials and procedures independently, thus duplicating efforts that could be done more efficiently;
- There is a need to prioritize where and how to direct resources as programs will not grow or expand without additional support and resources;
- Programs need to be accessible for students with disabilities, international students, and in terms of fees for students;
- There needs to be a consistent approach across similar programs to the same issues i.e. remuneration, risk management;
- For evidence of learning, accountability, and communications in experiential learning activities that are supported institutionally, the university will need to track and monitor participation and learning activities;
- Strong clear messages are required regarding what experiential learning opportunities are offered; the easiest to communicate are those that apply to all Faculties;
- Prospective students and their parents are increasingly looking for “work-integrated learning activities” (activities in which students work within an organization) that will enhance their education, and make them more employable; and
- Queen’s needs common messages for prospective students, current students and employers and community partners about experiential learning offerings.

### Co-Curricular Opportunities

Evidence presented to ELWG affirmed the rich co-curricular learning environment that exists at Queen’s. Students are very engaged in activities, some delivered through student organizations and governments, others through academic and student service units.

The [Co-Curricular Opportunities Directory](#) (CCOD) lists more than 650 Queen's-affiliated activities, with learning outcomes identified for each. Building on this existing resource, there is an opportunity to develop tools that activity coordinators could use to introduce or strengthen learning and reflection components of their programs. As an example, the AMS is already working on setting learning objectives for positions, and investigating ways to integrate some AMS positions into courses for academic credit.

Two well-established student work programs, Work Study and the Summer Work Experience Program (SWEP) provide significant work experience opportunities on campus. There is potential to formalize an experiential learning cycle in each, and then extend that framework to all student jobs on campus. Senior university leadership could take the lead in this area by ensuring this practice is embedded in all student jobs provided by their office or unit.

Placing greater emphasis on facilitating the experiential learning cycle in existing co-curricular activities would provide students with an additional opportunity to develop skills to assess their own learning and development and increase the number of experiential learning activities available to them.

## Queen's Undergraduate Internship Program (QUIP)

The Queen's Undergraduate Internship Program (QUIP) provides students with a 12-16 month work experience. QUIP internships are paid, professionally supervised, career-related positions designed to offer second or third year students the opportunity to learn about current advances, practices and technologies in workplaces in business, industry, government and other settings. The program is open to students in the Faculty of Engineering and Applied Science (domestic and international), Faculty of Arts and Science (domestic and international), School of Computing (domestic and international) and the School of Business (domestic only; not for credit).

Students in the QUIP program continue to be registered in courses during the term of their internship placement. Students receive course credit, following the satisfactory completion of a written report or seminar based on their work experience. The student's transcript and diploma are annotated to indicate a degree with a Professional Internship.

QUIP is administered through a partnership between Career Services and academic units. Benefits of this partnership approach include:

- Centralized resources for job search advising and employer development (i.e. generating new positions and on-campus recruitment strategies)

- Employers prefer one point of contact at the university, working through Career Services for all campus recruitment needs (i.e. internships, new graduate hiring, career-related events and services)
- Students benefit from a central point of contact throughout the entire internship process (i.e. Internship Coordinator answers general inquiries; manages the MyCareer system for job postings and applications; provides support and advising during job search phase; prepares students for the internship and maintains communication with students during the internship and upon return to Queen's)
- Clear oversight structures for consultation and decision-making (i.e. QUIP Advisory Group; QUIP Working Group)
- Central office alleviates administrative work for departments by processing registrations, recording data about registrant and intern activity and making student referrals to departments when necessary.

The Queen's Undergraduate Internship Program is financially self-sustaining. Revenue generated from government grants and tuition from the internship courses provide the funding to cover the costs associated with the program including an allocation to Career Services.

## Supporting Experiential Learning Growth

While the rationale for experiential learning is clear, it is important that the resources directed to support these initiatives are used wisely and maximize the learning potential. Although there is a broad array of offerings, there is not a clear strategy for how best to maximize the current offerings and expand the number of opportunities for students, while facilitating strong, sustainable, cost-effective administrative structures for all programs.

Recognizing that all experiential learning programs have value, certain programs have greater potential to be self-sustaining and align more closely with university educational and learning priorities. For this reason, criteria and a rationale for determining which activities to track, assess, resource, and/or promote, is required. Moving forward the goal is not to reduce or limit what is already available, instead, it is to develop strategies and mechanisms to encourage growth in sustainable activities that most closely align with best learning practices and administrative and risk management requirements.

### Tracking Participation

It is essential for the university to be able to track and monitor participation and learning in experiential learning activities to report on progress toward targets and to effectively allocate resources. Given the diversity of those activities, and that most operate independently, at present there is no one simple way to track participation and establish metrics.

Experiential learning activity is not currently recorded on any university data system. Formal integration, measurement and validation of these activities presents a variety of data system technical and resource issues that would take time and effort to address but is achievable. This documentation could exist on the central PeopleSoft system and could be tracked at multiple levels if the course or program is clearly designated as an experiential learning program.

Co-curricular or independent experiential learning activities could be tracked on a student-maintained ePortfolio system (for individual student records); in generic descriptive materials (for average or typical program-level data); and in student surveys (for estimates of aggregate “actual” participation, intensity and outcomes).

Interest has been expressed regarding further development of the ePortfolio system on campus in order to facilitate student learning and reflection and help students track and articulate learning outcomes. onQ, Queen’s new campus-wide learning management system (LMS), has the ability to support strategic teaching and learning initiatives, such as ePortfolios and the tracking of learning outcomes. Additional study on how onQ would link with and support the variety of curricular and co-curricular activities at Queen’s would be needed.

The NSSE and CGPSS surveys provide a measurement/monitoring tool that can contribute to strategic planning and accountability, but does not support individual student documentation/validation. As the new omnibus survey is developed, the university can consider whether and how to include information on experiential learning – types, quantities, self-assessed benefits and outcomes.

### Assessing Outcomes

To assess and measure learning outcomes, program evaluation metrics need to be in place for EL activities to determine if programs are meeting the needs of students and operating smoothly. To ensure consistency of approach with assessing other learning strategies this outcome is best achieved by complying with the existing processes and recommendations of the committees tasked with this responsibility.

The Queen’s University Quality Assurance Processes (QUCAPS) mandate is to ensure continued high quality for all existing and new undergraduate, graduate and professional programs at Queen’s. The Queen’s Specific Learning Outcomes Working Group was established to develop, for the approval of the Provost’s Advisory Committee on Teaching and Learning, Queen’s-specific learning outcomes that reflect both academic and co-curricular qualities that highlight the distinctiveness of a Queen’s University education. Therefore, the assessment protocols and the



development of appropriate learning outcomes for all curricular-based experiential learning activities should be coordinated by and through these existing mechanisms.

For co-curricular activities, incorporating learning assessment protocols would allow students to better articulate and recognize the skills and benefits gained through their participation in the activity. Co-curricular activities do not fall under the purview of QUCAPS so new processes would need to be developed to add assessment protocols and greater learning components to enhance student skill development and reflection, which could build on the work of the Co-Curricular Opportunities Directory.

### Financial Sustainability

To develop and grow experiential learning activities, a clear resource model is required. Some programs generate revenue that can be used to offset the cost of running the program. Existing programs are operating with established resource models, but any unit wishing to establish a new experiential learning activity will need to assess resources required and determine from where those resources will come.

Curriculum based course specific programs are funded through Faculty budget allocations. To create new sources of revenue to support EL activities a program must create a new program stream, or additional courses over and above the current requirements. If it is not possible to extend the degree length, the Faculty would need to allocate existing resources to incorporate EL programming into existing courses, some of which are resource intensive. This could reduce funding for other Faculty programs and activities which is not a desirable outcome.

Professional internship programs, such as QUIP that extend the degree length, are funded through a combination of government grants per FTE and tuition based on student enrolment in internship courses during their work terms. This dedicated stream of revenue is used to offset the costs of the program. Once a threshold of students is reached, around 75 students in the current QUIP model, the program reaches a steady state that is self-sustaining.

Ontario Ministry of Training, Colleges, and Universities (MTCU) [Tuition Fee Framework and Ancillary Fee Guidelines for Publicly-Assisted Universities](#) allow for institutions to charge a fee over and above their tuition for “ work placement fees – fees to cover the cost of placing students in jobs for work term “which can be used to offset placement service costs including space costs.

### Administrative Complexity

It is essential to have a coordinated infrastructure to ensure compliance with risk management, insurance, and health and safety requirements, to coordinate employer contacts and student

placements, and, improve practice in order to facilitate the growth and development of experiential learning activities.

The delivery of experiential learning activities is increasingly complex. As an example, in order to generate growing numbers of opportunities for students, program coordinators need to build and maintain strong relationships with external organizations. Those organizations must have positive experiences with the university and continue to see the value of participation to their own objectives. Failure to do this could result in organizations becoming frustrated when trying to recruit students, determine the appropriate contact person or field multiple requests from program coordinators. This lack of coordination may result in diminished trust and potential competition amongst programs. A central first point of contact of contact is seen as the best way to support relationships that generate continued opportunities for students and facilitate greater coordination of affiliation agreements with external organizations across multiple academic units and increase the potential for other administrative mechanisms to be developed.

A second example of the growing administrative complexity is the required coordination for compliance with regulatory changes. As interpretation and implementation of insurance coverage for students in unpaid work placements changes, the university must ensure compliance across all relevant experiential learning programs. These kinds of changes create challenges for the university as we do not currently track and monitor these placements across all units.

### Alignment with Educational and Learning Priorities.

The following chart examines the experiential learning activities offered at Queen’s and assesses them in relation to the criteria summarized below. In recognition of the need for clear language and terms to describe the various activities, each of the categories was assigned a common name or term. The following criteria were used.

- The extent to which the university can track participation;
- A clear resource model with the potential to be self-sustaining;
- Alignment with university educational and learning priorities;
- The ability to establish and/or maintain learning outcomes; and
- A strong administrative structure.

| Experiential Learning Activity Format |  |  |
|---------------------------------------|--|--|
| Term                                  | Description  | Fit with Assessment Criteria   |
| <b>Long-term internships</b>          | Curricular-based mandatory work-integrated internships (continuous 12-16 month, paid) in a 5-year undergraduate degree stream with “with Professional Internship” degree title, i.e. QUIP. | <ul style="list-style-type: none"> <li>• Participation tracked by program.</li> <li>• Dedicated revenue stream.</li> <li>• Aligns with learning priorities.</li> <li>• Defined learning outcomes.</li> <li>• Strong administrative structure.</li> </ul> |

|   |  |  |
|---|--|--|
|   |  |  |
| <b>Summer internships</b>   | Curricular-based mandatory work-integrated internships (12 months in 4 month increments) in a 5-year undergraduate degree stream with “with Professional Internship” degree title, i.e. QUIP over three summer terms (under investigation).  | <p>Potential for:</p> <ul style="list-style-type: none"> <li>• Participation tracked by program.</li> <li>• Dedicated revenue stream</li> <li>• Aligns with learning priorities.</li> <li>• Defined learning outcomes.</li> <li>• Strong administrative structure.</li> </ul>  |
| <b>Mandatory professional practicums</b>                            | Curricular-based mandatory practicums in clinical/institutional/workplace settings related to professional practice requirements, e.g. Nursing, Occupational Therapy.  | <ul style="list-style-type: none"> <li>• Participation tracked by program.</li> <li>• Faculty resourced.</li> <li>• Aligns with learning priorities.</li> <li>• Defined learning outcomes.</li> <li>• Strong administrative structure.</li> </ul>  |
| <b>Course-specific work-integrated internships.</b>                 | <p><b>a. Mandatory</b> curricular-based, course specific, mandatory opportunities, e.g. Master of Public Health, Master of Art Conservation, Master of Professional Engineering, Industrial Internship in Electrical and Computer Engineering.</p> <p><b>b. Optional</b> curricular-based, course specific, optional work-integrated opportunities, e.g. Global Development Studies Work Study, Film 395 Internship.</p> | <ul style="list-style-type: none"> <li>• Participation tracked by program.</li> <li>• Faculty resourced.</li> <li>• Aligns with learning priorities.</li> <li>• Defined learning outcomes.</li> </ul><br><ul style="list-style-type: none"> <li>• Faculty resourced.</li> <li>• Aligns with learning priorities.</li> <li>• Defined learning outcomes.</li> </ul>  |
| <b>Course-specific experiential learning project opportunities.</b> | <p><b>a. Mandatory</b> Curricular based, course specific, experiential learning projects, e.g. Health Studies 415: Program Design and Evaluation, Masters and Doctoral Thesis Research.</p> <p><b>b. Optional</b> Curricular based, course specific, experiential learning projects, e.g. APSC 400 Technology, Engineering, and Management.</p>  | <ul style="list-style-type: none"> <li>• Participation tracked by program.</li> <li>• Faculty resourced.</li> <li>• Aligns with learning priorities.</li> <li>• Defined learning outcomes.</li> <li>• Valuable, but less compelling for recruitment.</li> </ul><br><ul style="list-style-type: none"> <li>• Participation tracked by program.</li> <li>• Faculty resourced.</li> <li>• Aligns with learning priorities.</li> <li>• Defined learning outcomes.</li> <li>• Valuable, but less compelling for recruitment.</li> </ul> |

|   |  |  |
|---|--|--|
| <b>Co-curricular on-campus non-work</b> | Co-curricular experiential learning opportunities, e.g. student government positions, peer programs, student club positions. | <ul style="list-style-type: none"> <li>• Students track own participation.</li> <li>• Activity specific resource model.</li> <li>• Aligns with learning priorities.</li> <li>• Potential for defined learning outcomes.</li> </ul> |
| <b>Co-curricular on-campus work</b>     | Co-curricular experiential learning work programs, e.g. SWEP, Work Study, MITACS and CREATE graduate internships.            | <ul style="list-style-type: none"> <li>• Students track own participation.</li> <li>• Activity specific resource model.</li> <li>• Aligns with learning priorities.</li> <li>• Potential for defined learning outcomes.</li> </ul> |

Note: Internships in long-term and summer internships are paid positions. Unpaid course-specific internships can meet current [Ministry of Labour guidelines](#).

Long-term internships, summer internships and mandatory professional practicums show the closest alignment with the identified priorities and, in keeping with the mandate, we should look to these types of programs to focus resources and growth.

A complete list of terms is found in Appendix D.

## Infrastructure to Facilitate Experiential Learning Growth

To facilitate the growth and development of experiential learning opportunities, mechanisms need to be put in place to track, assess, and promote sustainable EL activities. To do this in a cost-effective and sustainable manner dedicated resources and a new infrastructure is needed.

With the exception of two internship programs operating as partnerships between academic units and Career Services, experiential learning courses and programs operate largely independent of each other and do not benefit from shared resources or structures. Growth under the current system will be difficult as it would require additional resources in each location. Each program could work independently to grow itself, but several risks and duplications continue without greater coordination. A more efficient strategy for growth would be to create a central hub that would support both instructors and units working independently, and allow new partnerships to be formed between programs and the central office.

Creating a central hub will provide greater opportunities for partnership where appropriate, while also allowing programs to continue to operate independently when desired, but within a network and infrastructure that facilitates growth and reduces duplication and risk. Key advantages to a hub include:

- Community relations: community partners will find Queen’s easier to work with;
- Reputational – stronger reputation in experiential learning, which is of interest to prospective students and their families, government, and public in general;

- Lowered risk - mechanisms to keep all appropriate staff/faculty aware of regulatory or procedural changes, new tools;
- Improved practice – better opportunities for sharing best practices across programs; and
- Faster growth – the infrastructure will make it easier for program expansion and new program development.

Academic and non-academic units would continue to determine what experiential learning activities they offer. A hub would provide the catalyst to move new projects forward and provide supports for current activities. Specific actions the Hub could contribute include:

- Facilitating the development of a central website to make it easier for students, prospective students, employers and other host organizations to review the range of activities at Queen's;
- Developing relationships with external partners to generate more placements and projects available to experiential learning programs and courses;
- Assisting in the development of record keeping mechanisms;
- Furthering the exploration of a summer-based internship option;
- Supporting the development of an ePortfolio to facilitate student learning;
- Collaborating with other campus units offering experiential learning opportunities such as the Queen's Innovation Connector.
- Improving mechanisms for students to learn about experiential learning activities such as the Majors Map and the Co-Curricular Opportunities Directory;
- Expediting learning structures being added into existing campus programs such as SWEP and Work Study and other existing campus opportunities such as adding some positions in the AMS as internships in QUIP; and
- Providing targeted support to co-curricular experiential learning activities.

The experiential learning hub model outlined in Appendix E builds on current infrastructure including internship partnerships (such as QUIP), on-campus work programs, and additional resources for experiential learning programming support. Situating the three components together would leverage the existing structures, in particular QUIP, and facilitate the many advantages noted above.

Additional investment would be required to add capacity to support and grow campus experiential learning programming and maximize the benefit of the investment that has already been made in EL activities. While every effort will be made to utilize and build upon existing programs to achieve the benefits outlined in this report and elsewhere a modest investment would be required. As outlined in Appendix E funding for two staff members to support the campus infrastructure component could be addressed by implementing a new shared service fee. These positions would work with the Internship Programs and On Campus Work Programs staff already in place.

The EL Hub would benefit all Faculties and Schools by decreasing the costs of EL growth in each individual unit, and by supporting university reputation, recruitment, and community relations.

## Summary and Recommendations

Experiential learning activities at Queen's have value for students and the institution and as demonstrated in this report, a number of steps and actions, if taken, would facilitate their growth and development at Queen's. In making these recommendations the ELWG carefully considered the costs and the benefits associated with the proposed actions and potential impact on existing programs and services. In keeping with the guiding principles adopted by the ELWG, the following recommendations outline a number of specific strategies to achieve this end. Some of the recommendations can be implemented without any additional resources, while others would require the investment of time and money. One of the key recommendations, the establishment of an EL hub, would facilitate the achievement of a number of the specific tasks outlined in the mandate.

The following recommendations are intended to provide direction to PACTL on this issue. The ELWG would be happy to respond to any questions arising from the report.

1. Create a "hub" building on the QUIP model for the coordination of experiential learning to communicate the importance of EL and to most efficiently support cross-institutional planning and delivery, and relationships with community and employer partners. Ensure this centre connects with current institutionally supported EL activities, and to entrepreneurial programming and Career Services. Programs planning to create new curricular-based experiential learning activities can work with the centralized office during program exploration and development to capitalize on centralized materials and tools, thereby avoiding potential pitfalls, and increasing efficiency.
2. Expand the number of students pursuing for-credit long-term internships in the Queen's Undergraduate Internship Program by directing resources towards the administration of this program via the EL hub.
  - i. Investigate a summer-based option given strong student and Faculty interest and availability of summer positions.
3. Create a representative working group to develop appropriate record keeping and tracking mechanisms for curricular EL activities on student records and in the course data system to effectively define a course or program as an EL program and track progress towards EL targets. Options to investigate include where records could exist (PeopleSoft, student maintained system), which EL activities will be tracked and monitored and where the record appears (transcript, course catalogue, student portfolio).

4. Support PACTL and the Centre for Teaching and Learning in creating a representative working group to investigate the development of the ePortfolio system within onQ that would facilitate student learning and reflection and help students track and articulate student learning outcomes from both curricular and co-curricular activities, including the Master's thesis or major research project and Doctoral dissertation. Determine how the ePortfolio would link with and support the variety of activities at Queen's, both curricular and co-curricular.
5. Work collaboratively with QUQAPS and the PACTL Learning Outcomes Working group to implement EL program specific learning outcomes and assessment metrics and protocols.
6. Continue to encourage and value co-curricular experiences by improving mechanisms for students for skill development and to learn about experiential learning opportunities, increasing awareness, especially in early years of programs so students can plan to participate and track progress via an ePortfolio or other mechanism. Current mechanisms include the Major Maps and the Co-Curricular Opportunities Directory.
  - a. Enhance learning structure for two on campus work programs, SWEP and Work Study, and extend that framework across all student jobs on campus.
  - b. Explore adding EL structures to existing on campus opportunities, such as the possibility of select AMS positions qualifying as internships in QUIP.
  - c. Build on the success of the CCOD by providing materials and supports for organizations to enhance student skill development and reflection.
  - d. Explore the development of on-line modules for graduate and undergraduate students to facilitate reflection and skill articulation.
7. Adopt the definition of experiential learning referenced on page 2 of this report and the common terms and definitions that will define EL activities at Queen's in Appendix D.
8. Recommend that the Provost consider appropriate mechanisms to oversee the development and growth of EL activities at Queen's such as an advisory committee structure akin to the one currently in place for QUIP.

# Appendix A

## Working Group Terms of Reference and Process

### Terms of Reference

#### Mandate:

To continue development of experiential learning offerings and a shared understanding about what experiential education looks like at Queen's, the Provost's Advisory Committee on Teaching and Learning (PACTL) is establishing an Experiential Learning Working group (ELWG) to lead discussions, facilitate collaboration, develop a strategy and create mechanisms to set targets and track participation.

Reporting to the Provost's Advisory Committee on Teaching and Learning (PACTL), the ELWG is asked to submit a preliminary report on or before April 30, 2015.

#### Specific Tasks:

To recommend strategies that would facilitate the development and growth of self-sustaining, curricular-based and co-curricular-based, experiential education opportunities for undergraduate and graduate students that build on the existing programs and course offerings.

To recommend shared language and messaging regarding Queen's approach to experiential learning including:

- A definition of experiential learning and the common language for associated terms (internship, practicum, etc.) that will be used at Queen's.
- A value proposition that will define for prospective students, the campus and broader community, Queen's approach to experiential learning that will form the basis of the shared positive messages communicated.

To recommend a mechanism to facilitate collaboration, sharing of resources and the development of system wide best practices to support instructors, administrators and faculties offering experiential learning programs such as:

- Communications network
- Supporting program foundations – learning outcomes, risk management, legal/ethical frameworks
- Record keeping, setting targets and tracking participation.

#### Membership:

Allison Chong, Master of Applied Science student, former QUIP Intern

Chris Conway, Director of Institutional Research and Planning

Brian Franks, Director (Program Development), DuPont Canada Chair in Engineering Education, and  
Associate Professor, Faculty of Engineering

Sue Blake, Director Student Services, Faculty of Arts and Science

Cathy Keates, Director, Career Services

Sarah McCurrach, Global Development Studies student, completed DEVS Work Study Program

Sandra den Otter, Associate Dean, School of Graduate Studies

Azza Sharkawy, Associate Professor of Elementary Science Education

Jill Scott, Vice-Provost, Teaching and Learning

Ann Tierney, Vice-Provost and Dean of Student Affairs

Colin Zarzour/ Read Leask, Academic Affairs Commissioner, Alma Mater Society



## Consultations and Reports

The Working Group members were provided with recent reports and references to inform the work. These included:

- Queen's, Teaching and Learning Action Plan (2014)
- York University Common Language for Experiential Education (2014)
- Typology of work-integrated learning, page 13 from Sattler, P. & Peters, J. (2012) Work-Integrated Learning in Ontario's Postsecondary Sector. Toronto: Prepared by Academica Group Inc. for the Higher Education Quality Council of Ontario
- What is an Internship? An Inventory and Analysis of "Internship" Opportunities Available to Ontario Postsecondary Students. Toronto: Higher Education Quality Council of Ontario.
- [An Overview of E-Portfolios](#), EDUCAUSE Learning Initiative (2005)
- [ePortfolios](#), keynote presentation by Dr. Randy Bass, University of Waterloo ePortfolio Day, (2014)
  
- Experiential Learning with Departmental Links, inventory prepared by Career Services
- Snapshot of Experiential Learning at Queen's, November 2014 (chart of categories and example activities)
- NSSE Summary
- Experiential Learning, Faculty of Arts and Science
- Experiential Learning Opportunities for Queen's Graduate Students, School of Graduate Studies
- Experiential Learning in the Faculty of Engineering and Applied Science
- Report on Highlights of Experiential Learning Activities in other academic units

### **Experiential Learning Activity Instructors - Curricular**

- Paritosh Kumar, Continuing Adjunct and Placement Coordinator for Global Development Studies, elective Work Study
- Colleen Davison, Adjunct Assistant Professor and Practicum Coordinator for Masters in Public Health, required practicum
- Cheryl Pulling Associate Professor, Nursing, required practicums
- Janette Leroux, Teaching Fellow, Health Studies 415: Program Design and Evaluation
- Lynda Colgan, Associate Professor of Elementary Mathematics Education, Graduate Faculty Coordinator of Education, Community Outreach Centre
- Martha Whitehead, University Librarian

### **Cross-Campus Mechanisms and Communication**

- Health & Safety, Dan Langham, Director, Environmental Health and Safety
- Finance, Steve Tanner, Director, Finance and Administration, Faculty of Arts and Science
- Tracking and Reporting, Chris Conway, Director, Office of Institutional Research and Planning
- QUIP Model (Faculty and Career Services Partnership Model), Katie Fizzell, Experiential Learning Projects Coordinator, Career Services
- Messaging and Student Recruitment, Stuart Pinchin, Executive Director, Undergraduate Admission and Recruitment

### **Co-Curricular Experiential Learning Activities**

- Student-Led Co-Curricular Activities, Colin Zazour, AMS Academic Affairs Commissioner
- Co-Curricular Opportunities Directory, Tim Tang, Manager, Student Experience Office
- Summer Work Experience Program and Work Study Program, Ashley Johnson, Manager, Employer and Partner Relations, Career Services

## Appendix B

### SWOT of Current Experiential Learning Landscape at Queen's

|  |  |
|--|--|
| <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• wide variety of activities, many very well-established across many disciplines (STEM, Humanities, Social Sciences etc.)</li> <li>• student interest in experiential learning and internships/work experience specifically</li> <li>• focus on student learning</li> <li>• strong culture of student engagement with co-curricular activities organized by student governments and associations and academic and student affairs units</li> <li>• established administrative structures and supports including OCASP, risk management, co-curricular opportunities directory</li> <li>• QUIP model – meets criteria for strong EL program</li> <li>• many strong relationships between programs and employers or organization hosts</li> </ul> | <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• not simple for students and employers</li> <li>• no shared value proposition for recruitment</li> <li>• no full map of all activities and no easy way to get information to key contacts</li> <li>• cannot ensure adequate compliance and risk management across all programs</li> <li>• possibly unrealized efficiencies</li> <li>• no foundational structures to build greater knowledge and stronger practices across campus</li> <li>• conversations happen between individual units, not as a whole</li> <li>• incomplete knowledge of resourcing</li> <li>• many activities do not have structures to facilitate an experiential learning reflection cycle for student participants</li> <li>• no clear way of assessing number of students participating, or if programs meet criteria for strong programs</li> <li>• ability to ensure experiences have enough value for host organizations</li> </ul> |
| <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• create tools that can be shared across activities</li> <li>• improve mechanisms for cross-activity coordination and communication</li> <li>• increasing student interest in experiential learning</li> <li>• identify opportunities to add an experiential learning reflection cycle to existing activities (e.g. on campus work)</li> <li>• better communicate current activities and successes</li> </ul>   | <p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• funding sustainability of specific activities</li> <li>• lack of human resources to adequately support program administration</li> <li>• administrative complexity continues to increase</li> <li>• availability of opportunities at host organizations</li> <li>• competition amongst post-secondary institutions that are all increasing requests to host organizations</li> <li>• competition amongst activities at Queen's for placements in the same host organizations</li> <li>• ability to maintain positive relationships with all host organizations</li> </ul>   |

# Appendix C Typology of Work-Integrated Learning (from Work-Integrated Learning in Ontario's Postsecondary Sector: The Experience of Ontario Graduates (2012), HEQCO)

**Table 1**  
**Typology of Work-Integrated Learning**

|                                  | Systematic training (workplace as the central place of learning)  | Structured work experience (familiarization with the world of work within a PSE program)   |  |  |   | Institutional partnerships (PSE activities/programs to achieve industry or community goals)  |   |
|----------------------------------|---|--|--|--|---|--|---|
|                                  | <i>Apprenticeships</i>  | <i>Field experience</i>  | <i>Mandatory professional practice</i>   | <i>Co-op</i>   | <i>Internships</i>  | <i>Applied research projects</i>   | <i>Service learning</i>   |
| <b>Definition</b>                | Training that combines learning on the job with classroom instruction, leading to a certificate of apprenticeship   | Practical experience in a real work setting  | Work hours needed to obtain a license to practice or professional designation, or to register with a regulatory college/professional association   | Academic study that alternates with paid work experience developed and/or approved by the college/university   | Program-related experience in a professional work environment   | Student projects to address specific business or industry problems   | Student projects to address identified community needs or global issues   |
| <b>Main educational purposes</b> | <ul style="list-style-type: none"> <li>• Workforce training</li> <li>• Skill acquisition</li> <li>• Skill mastery</li> <li>• Workplace literacy</li> </ul>  | <ul style="list-style-type: none"> <li>• Application of theory to practice</li> <li>• Attainment of professional or work-related competencies</li> <li>• Workplace literacy</li> </ul>   | <ul style="list-style-type: none"> <li>• Integration of theory and practice</li> <li>• Attainment of professional competencies</li> <li>• Professional socialization</li> <li>• Mandatory for professional certification/licensure</li> <li>• Mandatory for institutional program accreditation</li> </ul> | <ul style="list-style-type: none"> <li>• Integration of theory and practice</li> <li>• Career exploration and development</li> <li>• Progressive skill acquisition</li> <li>• Professional socialization</li> <li>• Workplace literacy</li> <li>• Workforce readiness</li> </ul> | <ul style="list-style-type: none"> <li>• Integration of theory and practice</li> <li>• Personal development</li> <li>• Career exploration and development</li> <li>• Skill development</li> <li>• Professional socialization</li> </ul> | <ul style="list-style-type: none"> <li>• Application of theory to practice</li> <li>• Address specific industry needs</li> <li>• Skill development (problem solving, critical thinking)</li> </ul> | <ul style="list-style-type: none"> <li>• Integration of theory and practice</li> <li>• Address specific community needs</li> <li>• Community building</li> <li>• Civic engagement</li> <li>• Global citizenship</li> <li>• Career exploration and development</li> <li>• Skill development</li> <li>• Personal development</li> </ul> |
| <b>Modes of delivery</b>         | <ul style="list-style-type: none"> <li>• Worksite</li> <li>• FT employment</li> <li>• In-school</li> <li>• Block release (alternating with employment)</li> <li>• Day release (concurrent)</li> </ul> | <ul style="list-style-type: none"> <li>• Block placement (alternating with academic program)</li> <li>• Defined number of hours per term (concurrent)</li> <li>• Simulated work activities (concurrent)</li> <li>• Virtual work activities (concurrent)</li> </ul> | <ul style="list-style-type: none"> <li>• Block placement (alternating with academic program)</li> <li>• Defined number of hours per term (concurrent)</li> <li>• Single block placement, often at end of program (capstone)</li> <li>• Simulated work activities (concurrent)</li> </ul>                   | <ul style="list-style-type: none"> <li>• Block placement (alternating with academic program)</li> <li>• Structured work-study sequence must end with academic semester</li> </ul>  | <ul style="list-style-type: none"> <li>• Single block placement at end of program (capstone)</li> <li>• Single block placement (alternating with academic program)</li> <li>• Defined number of hours per term (concurrent)</li> </ul>  | <ul style="list-style-type: none"> <li>• Course-based projects (concurrent)</li> <li>• Institutional research projects (concurrent)</li> </ul>   | <ul style="list-style-type: none"> <li>• Can be delivered as field experience, co-ops, internships or applied research projects</li> </ul>  |

## Appendix D Terms

**Work-integrated learning** – experiential learning activities that take place in a workplace

**Mandatory** – all students required to complete the course(s) for graduation with that degree

**Optional** – not a required course(s) for graduation with that degree

**Full-time** – at least 35 hours/week

**Part-time** – less than 35 hours/week

### Curricular

**Internships** – for credit experience in a professional work environment

**Long term internships** – Continuous 12-16 month, paid, for credit experience in a professional work environment

**Summer internships** – Twelve months completed through three sequential 4 month summer terms, paid, for credit experience in a professional work environment during summer terms (under development)

**Course-specific work-integrated internships** – for credit experience in a professional work environment, part-time and usually no longer than one term, paid or unpaid

**Practicums** – curricular mandatory professional practice in clinical/institutional/work place settings related to professional practice requirements (e.g. nursing, occupational therapy)

**Experiential learning projects** – within course projects in which the projects are connected with external organizations (e.g. Applied Science 100, Health Studies 415: Program Design and Evaluation); the students and/or instructor communicate with community hosts to arrange the project

### Co-Curricular

**Co-curricular on-campus non-work** - student government positions, peer programs, student club positions that provide learning opportunities for students, paid and unpaid, not for credit

**Co-curricular on-campus work** – paid student jobs on-campus, not for credit, includes Work Study and Summer Work Experience Program positions, and other paid student jobs on campus such as research assistantships and teaching assistantships

**Work Study** - paid, part-time, on-campus employment opportunities during the academic term. Program offered jointly through Career Services and the Student Awards office to provide students in financial need with an opportunity to receive priority for certain part-time jobs Work

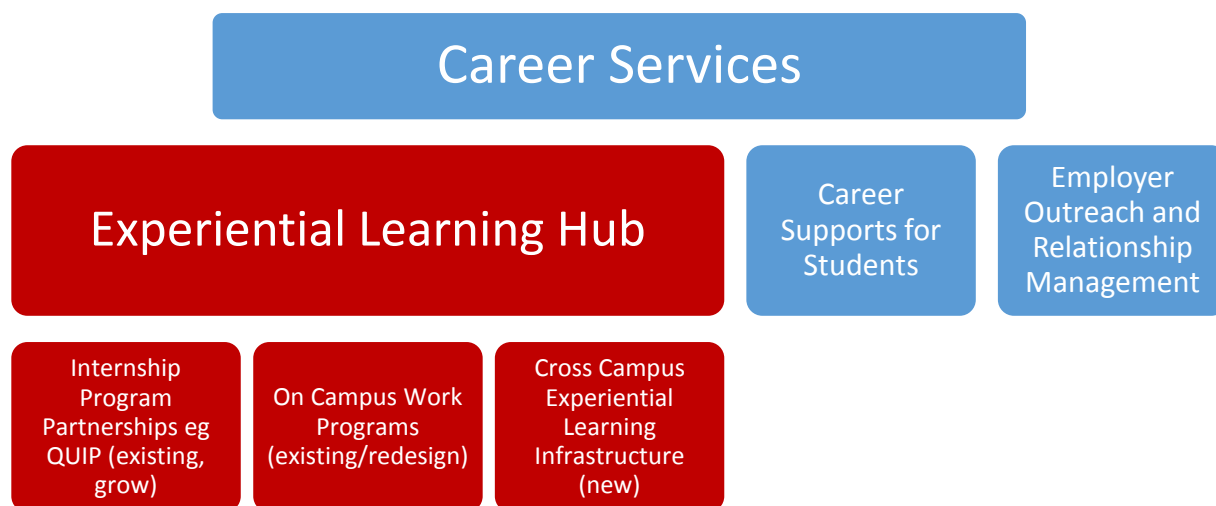
Study positions are funded by Queen's University. There is a Fall-Winter program as well as a Summer program. Open to undergraduate and graduate students

**Summer Work Experience Program** - paid, usually full-time, on-campus summer work experience opportunity for undergraduate students. Funded through the undergraduate portion of the Student Assistance Levy

## Appendix E: A Model for an Experiential Learning “Hub” at Queen’s

To facilitate the growth, development and coordination of experiential learning (EL) opportunities in a cost-effective and efficient manner, a centralized campus infrastructure or “Hub” is recommended. The Hub would support Faculties and Departments with curricular EL activities as well as supporting university wide co-curricular opportunities. The model outlined in this report is modest in scope and builds on existing Career Services infrastructure, in particular the Internship Office, and the on-campus work programs SWEP and Work Study and in so doing takes advantage of the existing structures and the expertise already in place for supporting these programs.

### Proposed Structure for Experiential Learning Hub



The proposed structure for the EL Hub will be created through a combination of uniting existing programs and adding a new cross-campus infrastructure for experiential learning. The three primary components would be:

1. internship programs that are managed through partnerships (e.g. QUIP);
2. on campus work programs (SWEP and Work Study); and
3. the coordination of a cross-campus experiential learning infrastructure for supporting experiential learning activities delivered in academic and non-academic units across campus.

Situating these three functions together:

- maximizes efficiencies in using shared structures. Faculties and programs would not need to fund separate positions to manage these activities;
- facilitates communication between Faculties, programs and the university in recognition of the need to develop and enhance coordinated relationships with external employers and community organizations where students are placed;
- leverages the existing structures, knowledge, and technology developed within the current internship program partnerships;
- creates a common “front door”;

- fosters growth and progress by sharing best practices for developing and managing EL activities; and
- enables university wide tracking of community engagement.

Each of the three areas within the Hub will support its own focus:

|   |  |  |
|---|--|--|
| <b><i>Internship Program Partnerships</i></b>                   | Grow intern numbers in current programs and provide opportunities for new program partnerships.                                      | Currently includes Queen’s University Internship Program (QUIP) and Master of Engineering Industrial Internships (ECE)   |
| <b><i>On Campus Work Programs</i></b>                           | Increase student skill development by reinventing these existing programs with improved experiential learning supports.              | Includes Work Study and Summer Work Experience Program (SWEP). Opportunity to add greater experiential learning value to these existing on campus work programs and extend across student jobs on campus.                                  |
| <b><i>Cross Campus Experiential Learning Infrastructure</i></b> | Facilitate growth in experiential learning activities in other units (curricular and co-curricular) and overall system improvements. | This new area will design and deliver structures, materials, and projects that will facilitate a stronger cross-campus system, and reduce the costs of growth for units who are administering their own experiential learning programming. |

### **Roles and Responsibilities**

The Hub will fill a gap in current roles and responsibilities at the university. By creating an infrastructure for experiential learning programming, the Hub will act as a central resource which will benefit all units with current activities and assist new projects to move forward more efficiently. Academic and non-academic units would continue to determine what experiential learning activities they offer and the extent to which they work with the Hub.

The Hub would work closely with the Centre for Teaching and Learning on developing materials to aid instructors in adding EL to courses/programs or creating credit-based internships.

In particular, the Hub would:

- facilitate the development of a central website to make it easier for students , prospective students, employers and other host organizations to review the range of activities at Queen’s;
- develop relationships with external partners to generate more placements and projects available to experiential learning programs and courses;
- assist in the development of record keeping mechanisms;
- further the exploration of a summer-based internship option;
- support development of an ePortfolio to facilitate student learning;
- collaborate with other campus units offering experiential learning opportunities such as the Queen’s Innovation Connector.
- improve mechanisms for students to learn about experiential learning activities such as the Majors Map and the Co-Curricular Opportunities Directory;

- expedite learning structures being added into existing campus programs such as SWEP and Work Study and other existing campus opportunities such as adding some positions found in the AMS as internships in QUIP; and
- provide targeted support to co-curricular experiential learning activities.

For academic units who administer experiential learning activities, the following chart outlines examples of the roles of the EL Hub and the Academic Unit.

|  | EL Hub Role  | Academic Unit Role   |
|--|--|--|
| Program development                          | Provides consultation to academic units for program development and delivery.  | Decides nature and size of program(s), academic components. Consults with EL Hub as interested.  |
| Program delivery materials                   | Creates and maintains repository of learning materials including templates and supporting materials.   | Can access repository and use templates and materials and adapt as needed.   |
| Risk management                              | Creates risk management templates and procedures, liaising with Department of Environmental Health and Safety to ensure all practices are up to date. Proactively communicates any changes to relevant contacts across campus. | Ensures own program(s) adequately addresses risk management. Receives updates on risk management practices from EL Hub. Can use and adapt template risk management templates and procedures. |
| Student skill development and reflection     | Designs and delivers student seminars for during and post-experience.  | If interested, books seminars from EL Hub facilitators.  |
| Employer and community organization outreach | Creates and populates a directory of organizations interested in offering experiential learning projects and tracks number of students, and from which program, participating with each community organization.                | Can access contacts and projects through the central directory. Provides central contact for organizations looking to establish internships or EL programs with Queen's students.            |
| Experiential learning website                | Creates and maintains a central website as a "common front door" promoting experiential learning to students and employers/hosts.  | Updates EL Hub when there are additions or changes to experiential learning activities in unit.  |



## Deliverables

Examples of concrete results that the EL Hub will deliver include

| Hub deliverable  |   | Scope   |
|--|---|---|
| In collaboration with the Centre for Teaching and Learning coordinate a network of instructors and program coordinators for communication of important updates.                  | ➔ | All interested instructors and program coordinators.  |
| In conjunction with the Centre for Teaching and Learning provide a repository of materials to aid instructors.   | ➔ | Materials would be available to all interested instructors.   |
| Coordination and distribution of EL-specific risk management materials and updates (with Department of Environmental Health and Safety).   | ➔ | Communicated to all experiential learning activities.<br>Provides greater tracking and reporting options for institution. |
| A central website promoting experiential learning to students and employers/hosts.   | ➔ | Available to all students and prospective students.<br>Available to all interested employers and community partners.      |
| Outreach to local organizations to secure projects for experiential learning project-based courses.  | ➔ | Annual target of 25 new projects secured.   |
| In collaboration with the Centre for Teaching and Learning provide seminars on topics such as reflection, skills development, or strategies for working with community partners. | ➔ | Available to 25 courses/programs each year.   |
| Central contact facilitating external employers and partners working with multiple units.  | ➔ | Coordinate relationship with 10 external partners annually.   |

The deliverables for the first years of the Hub may appear modest, as it is clear from the experience of internships programs and the on-campus recruitment activities within Career Services, that it takes time to establish relationships with employers and community organizations. After the initial work of the EL Hub during a start-up time period, the Hub will be able to increase annual targets.

An annual assessment of Hub operations will be conducted to track how the Hub is addressing the objectives outlined in the proposal in an effective and efficient manner.

### **Advisory Committee**

In recognition that the Hub would be a partnership with various stakeholders and to ensure transparent shared decision making a representative advisory committee with terms of reference could be created. The advisory group would provide direction on Hub priorities and assist in communication and outreach.

### **Resources Required**

Given the efficiencies realized by positioning the Hub with the current internship, student advising, and employer relations structures within Career Services, (capitalizing on both skills and knowledge as well as space, technology, and other administrative items already in place), creating the Hub as outlined would require an investment in two new positions, plus minimal costs for items such as supplies and marketing. As appropriate in future years, and as funding permits, the capacity of the Hub could be expanded by increasing the number of staff positions.

The two new positions will be a Manager, Experiential Learning Hub, and an Experiential Learning Projects Assistant. The Manager will ensure coordination across the activities within the Hub, leading the team to capitalize on shared functions and processes. S/he will lead the development and maintenance of cross-campus structures such as the central website of EL programs and a directory of community partners, will lead employer outreach, will provide consultation to departments for program development, and will deliver services to students and instructors. The Projects Assistant will coordinate events, process registrations and job postings, maintain the contacts database, coordinate record keeping and tracking, and will provide other administrative functions for all Hub activities.

Funding required for the establishment of the EL Hub would be made through the university normal budgeting processes.

With the EL Hub as a unit within Career Services, the Career Services Director will provide oversight, and the Hub's activities will be supported by other existing positions in Career Services, such as the Receptionist (receiving students and employers), the Office Coordinator (technology system administration, office administration) and the Employer Services Team (additional employer outreach and support).

Alternative models for an EL Hub may be possible, such as a standalone office, but would likely require more resources. While its exact cost would be dependent on its specific roles and responsibilities, a standalone Hub not using the existing Career Services infrastructure would need to devote new resources to cover functions such as office administration and reception. A standalone unit would likely also lead to duplication through parallel systems running in the EL Hub and Career Services for things such as employer relations and the technology supporting both student and employer program participation (e.g. currently the MyCareer system).

### **Benefits to Key Audiences**

An EL Hub based in Career Services will provide a range of specific benefits to students, employers and community hosts, and departments and instructors across all Faculties. The following chart provides a summary of the benefits associated with the proposed model.

### Students

- students are already familiar with Career Services as a location for asking about how to build experience
- can more easily find activities by using central EL opportunities directory
- greater consistency across campus activities
- greater coordination across campus of activities that facilitate skills development and improved ability to articulate skills and knowledge
- builds on existing mechanisms such as Major Maps and Co-Curricular Opportunities Directory to create greater awareness of role of experiential learning and the range of opportunities

### Departments/Instructors

- reduces costs of growth
- increases ability to comply with risk management and other requirements
- many existing relationships with Career Services staff through Major Maps, QUIP and program consultations
- builds connection to community of practice for sharing knowledge and strategy
- reduces faculty member time spent on administrative tasks
- increases access to employers/hosts via Career Services network.

### Employers and Community Partners

- provides an easy first point of contact
- many employers already contact Career Services as a first place for inquiring about internship programs available at Queen's
- easier for hosts to offer positions or projects to multiple programs
- leverages current database of employer connections at Career Services and Internship Office
- reduces risk of overburdening the same hosts with multiple uncoordinated "asks" leading to frustration and breakdown in relationship with the university

### Institution

- community partners familiar with Career Services
- builds on existing procedures and mechanisms which lowers and facilitates keeping appropriate staff/faculty aware of regulatory or procedural changes
- established networks leading to better opportunities for sharing best practices across programs
- utilizes existing infrastructure (such as space, technology, experience) at Career Services, thereby lowering annual operating costs (vs creating a standalone centre)
- more efficient growth towards experiential learning growth targets set out in Strategic Framework