Dear PSAC Local 901 and Queen’s University Negotiation Team,

Members of PSAC 901 Bargaining Team visited SGPS Council last month, providing an update on current negotiations towards the first collective agreement between Queen’s University and graduate-student Teaching Assistants and Teaching Fellows. As a student society and as another union on campus (CFS local 27), whose membership overlaps with 901, SGPS Council welcomed the chance to hear from representatives of the bargaining committee. We wish to thank the members of PSAC 901 for providing the SGPS Council with a bargaining update.

It takes two willing and earnest parties to negotiate successfully. We encourage both parties to conduct themselves in such a manner but, in particular, expect that university representatives will use fair negotiation tactics whenever it meets with representatives from 901. Council expects the same of 901 representatives, undoubtedly, but the employer typically holds the upper hand in these situations. Employee-employer relationships contain very real power dynamics, which should never be abused when employees seek to negotiate the terms of this relationship. Our body hopes that this landmark agreement will be a document that both the university and 901 members can respect and trust. If it is reached through the use of unfair tactics, we believe that the agreement will reflect this and will not earn commendation for anyone’s efforts.

Finally, Council wishes to extend its gratitude to all the members of the 901 Bargaining Team. We know you have dedicated an extraordinary amount of time and energy to serving your members. You have taken on a considerable task in a desire to improve the experience of graduate-student TAs and TFs on campus, and we thank you for it. We hope to see you at Council many more times in the future.

In Solidarity,
SGPS Council
RA FAQ

1. I understand that I may soon have a choice as to how I want to claim the monies earned from my RAship on my tax returns. My new option has been referred to as ‘T4A’ as opposed to my current ‘T4’ status. What do these two terms mean, how does Canada Revenue define them, and where can I find out more about them?

A T4 reports employment income while a T4A reports any income that does not fit under the definition of employment income. This includes scholarships, bursaries and research grants.

More information on T4A can be found at:
www.cra-arc.gc.ca/tx/bsnss/tpcs/pyrll/rtms/t4a/menu-eng.html

1a. What is defined as employment income?

Work related income (i.e. not scholarship, award, fellowship or grant)

2. What is my role in deciding whether I am in a student-to-professor (T4A) or employee-to-employer (T4) relationship?

You and your supervisor should decide this together based on the guidelines provided by Revenue Canada and by the university. Your eligibility would likely require approval from Human Resources (SGS note – process to be determined)

2a. Will the university provide supervisors with a set of guidelines to help them make informed and accurate decisions?

Of course

3. What is my supervisor’s role in deciding the above?

Your supervisor is the person responsible for the grant/contract from which the RA is paid and therefore determines whether RA is in accordance with the guidelines provided by Revenue Canada and by the university.

4. What kind of conflicts of interest could arise if my supervisor will save money on my CPP and EI contributions if I choose T4A status?

The decision to pay you either on a T4 or a T4A is a question of fact, which should eliminate any conflicts of interest.

4a. Whether or not this decision requires knowledge about specific definitions set down by Canada Revenue does not eliminate situations of conflicts of interest. Secondly, answers provided to #3 and #8 suggest that there is much room for interpretation. Question 8 implies, for instance, that students should consider
variables bedside Canada Revenue definitions when making this decision. Furthermore, the process of applying CRA guidelines at the university will require interpretation of these guidelines. Canada Tax Bulletin IT75R4 defines T4A RA work as any work that will “assist the student in qualifying for a degree or other scholastic recognition in the field in which the research is being carried,” while Queen’s University, we have been told, will interpret this criteria to only include work on a graduate thesis.

This is certainly the most clear cut and covers over 95% of RAs currently. Students working on a supervisor’s grant to fulfill 898, 899 or 999 (project, thesis, dissertation) requirements are the target. Indeed there’s always room for interpretation, but given the negative consequences of interpreting incorrectly it seems prudent to stick with what is clear cut.

5. “Income Tax Act, Bulletin IT-75R4“ suggests that students claim T4 status if they accept an RA appointment “primarily for financial gain,” whereas they should claim T4A status if the “amounts paid or benefits given to students to enable them to pursue their education.” However, all of the monies I receive enable me to pursue my education and not seek employment elsewhere during my studies. Is there a clearer criterion that I can use to determine my status?

As per Bulletin IT-75R4, if the work you do is just to receive remuneration and a paycheque then the payment would be considered to be “employment income” and you would be paid on a T4. If your intention in doing the work is to carry on in your field of research and further your academic work, then your remuneration would not be considered to be employment income. Your payments would be made on a T4A basis.

If your RA appointment is in the same field as your degree and your work is related to your academic pursuits, your payment can be a research grant payment by T4A. Typically in this case your RA supervisor is the same as your thesis supervisor (in rare circumstances this may not be the case). Most graduate student RA’s will fit into this category.

Examples of research assistants payable by T4A:
1) A student doing a thesis in organic chemistry is hired by his thesis supervisor as an RA on his supervisor’s project – also in organic chemistry. The student’s work is considered research.
2) A physics student is hired by a researcher in the physics department. The researcher is not the student’s thesis supervisor, however, the student is afforded a high degree of independence based on his level of training and the work is related to that student’s area of study.

Examples of research assistants not payable by T4A:
1) A researcher in chemistry hires a student whose thesis or project is not at all related to the research being done as an RA.
5a. We notice you’ve alluded to Bulletin IT75R4’s criteria about specific responsibilities the student has with a given RAship. This CRA document points out that certain “duties and tasks may be required that do not have to be performed by a student participating in the research to further his or her own education. Certain types of clerical or laboratory work, for example, may require some degree of skill, but if that work is performed by the student assistant under the specific direction of a researcher or co-researcher and it is done primarily for financial gain, an employee-employer relationship [regular T4 RA] is considered to exist.” Are we correct to assume that in the second example of a T4A situation, if the student is primarily performing the tasks described above, the RAship would in fact be payable as a regular T4 RAship?

If the work does not contribute to furthering the student’s research work then likely yes.

6. Who is responsible if Canada Revenue finds that I submitted a false claim?

You would ultimately bear the responsibility if the CRA were to make a determination that your payment should have been made as employment income. Revenue Canada would reverse your T4A payment to a T4 and this may or may not affect the source deductions that you may owe. The university would also be required to pay their portion of the applicable source deductions. In either case, both the student and the university would be entitled to a review and appeal with the CRA.

6a. If my supervisor is supposed to determine whether or not my RA is in accordance with the guidelines set out by the CRA and the university, why do I assume all the liability?

You don’t. As stated in 6 above. The liability is shared – the student pays their portion and the university pays its share plus a penalty. There may also be indirect negative repercussions to the grant holder

7. Can I make the T4-T4A decision each time I accept an RAship?

Again, any decision would be based upon the facts of the situation and on the policies of the university and the CRA. Each RAship is different so you might be paid by T4 for some and T4A for others. If the conditions of the RA have not changed then the decision should be the same.

8. What are some implications for my application for permanent residency and claim T4A rather than T4 status?
A T4A payment is not employment income. It would be more advantageous to have your remuneration paid as employment income if you are planning to obtain permanent residency status.

8a. Please clarify the relationship between decisions that are supposed to be based on “fact” and those that are “more advantageous.”

Under the old immigration policy international students earn “points” through employment that contribute to their eligibility to become a permanent resident. If that is desirable to the student then it would be helpful to pay the RA as T4 income, even though it could equally be categorized as T4A.

9. I have been told that I can claim tax deductions on expenses related to my RA work if I claim T4A status. Can I not claim research expenses on my tax returns right now with my scholarship funds, which I file as T4A already?

The CRA announced this year that all scholarship monies received are fully tax-exempt. Any amounts received as a scholarship are not included in income when calculating your income tax. Therefore there would be no deduction available.

10. Under what circumstances could the monies I receive under T4A status be taxable?

T4A income under a code 04 “Research Grant” is taxable to the extent that your income exceeds your expenses. If you have no expenses, your research grant income will be fully taxable.

11. Since most of the money I earn comes from scholarships I have never seen deductions on my RA reimbursements aside from CPP and EI contributions. In my case, will changing to T4A status save me any money over the course of the year?

Switching your T4 income from your RAship to T4A “research grant” will always save you the source deductions on that income (even if you are not making enough to pay income tax). If you would pay income tax under T4, switching to T4A will allow you to claim research expenses to reduce your taxable income.

12. What rights as an employee would I lose if I claim T4A status?

Since you are no longer paying into EI you will lose your ability to claim employment insurance benefits. You will also not be contributing to the Canadian Pension Plan, which may or may not impact on your old age retirement benefits.

12a. We notice this response does not mention the Employment Standards Act (200), which apply to all employees in Ontario. If students accept RA positions under T4A criteria, will they lose the right to rely on these standards (i.e. the right
to refuse unsafe work, the right to submit complaints, bereavement leave, holidays, sick leave, etc.?)?

*I think you’re ignoring the fact that the university has to comply with safety standards and laboratories must adhere to rigid guidelines for operation – Health and safety doesn’t distinguish between students who are also employees and those who are not. As for leaves – whether it’s T4 or T4A should have no impact on how leaves are worked out with your supervisor. Why would this change?*

13. Will my work as an RA under T4A status count towards my 10 hour / week maximum?

*There will be no difference in this regard. Currently RAships that directly support students’ thesis/dissertation work (i.e. defined as T4A work, see #5 above) are not subject to the 10 hour guideline.*

13a. Under the new option then will T4 RA work be subject to the 10 hour / week policy?

*The current policy does not change. RA work that relates to students’ research work (as described above) is not subject to the 10 hour – they are receiving financial support by virtue of a supervisor’s grant to complete their graduate research and in-so-doing assists in achieving the objectives/goals of the grant.*

14. How will claiming T4A status for my RAship affect my tuition credits?

*If you claim more in expenses than you would have paid in CPP/EI payments then you will use less tuition credits (assuming you used any in the first place). This is only because income tax is charged on your net tax *after* deductions. Your take home pay (even after your income tax) will always be higher under T4A.*

15. If I am currently paid as an RA in my department according to an hourly wage and on a task-by-task basis, will changing to T4A status affect my payment schedule and RA contract?

*Your contract with the university will not change. If you are eligible for payment by T4A, the work you do will be the same whether you are paid by T4A or T4 as you are currently.*

*Changing to T4A will not alter your payment schedule. A T4A amount can be paid in monthly installments just like employment income.*
Proposal to Expand and Refine International Student Coordinator (ISC) Roles:

The international student coordinators, while significantly important and laudable positions created by the SGPS to address international student issues, remain relatively ineffective at providing meaningful change for international students in any sustainable fashion. When I was originally hired, the role’s responsibilities were ambiguous beyond a basic recognition of a need to focus on international student issues on campus. If there is to be any sustained effort to address these issues, this ambiguity should be diminished by crystallizing certain agendas, goals, and strategies necessary to induce change.

The first step that I took as a result of this logic was to provide a preliminary document capturing a minimum number of systemic issues facing international students at Queen’s University. The document is by no means perfect and will certainly require further deliberation and expansion. What I would like to argue, however, is that this document has provided the beginnings of how the SGPS can tackle such a daunting task and most importantly define what such a task should be. The 17 specific and strategic recommendations based on the five identified core issues are starting points for the future international student coordinators to begin the huge challenge of addressing international student needs. Needless to say, accomplishing these at the supra-SGPS level is a daunting task and will require a significant investment of time and effort to accomplish. Some are already underway while others are virtually impossible to accomplish in the current status quo. What is almost certainly achievable in the remaining few months, however, pertains to the refinement of the international student coordinators’ roles that will entrench and expand the ISC’s abilities in expanding, generating, and implementing ideas. I say this with a sense of urgency as future Executive teams may not be as sympathetic to this type of work as this team has been.

In order to aid the performance of future ISCs, I am hereby proposing a restructuring and refinement of the ISC positions. I have drafted the necessary legislation to reflect this in the SGPS Bylaws and Policies as presented at the end of this document. But I would like to offer some context to the proposition beforehand. There are three core elements:

1. The role name is changed to International Student Affairs (ISCA). This is particularly important as the current name generates ambiguity and confusion about what is expected from these positions. Not only does it offer imprecise expectations about prospective candidates seeking this job, but also amongst university administrators who are unsure of what to expect in their interaction with ISCs. International Student Affairs suggests a role that deals with broad and specific institutional issues that affect international student issues that may also include event planning, community action, etc. and in my opinion is a much more precise definition of what the role should entail.

2. Currently, there are two ISCs. My counterpart, Becky Pero, has undertaken a community engagement focus that does not necessarily deal with political and institutional issues. As explained above, I focused on institutional and political issues that affect international students at large. Both are overwhelming and quite inter-related. Therefore the current bifurcation of responsibilities has made it difficult to coordinate and plan our efforts. Poor communication,
ambiguous reporting mechanisms, poor synergy with the broader equity team, little influence within the university, low pay, and a daunting volume of work are the primary reasons. In response, I have recommended a different structure for these roles.

In particular, I am proposing an analogous model of the Equity Commissioner and Equity Coordinator. In this arrangement, the commissioner is responsible for establishing priorities, strategic goals, and issues that need to be tackled and the coordinator assists the commissioner by providing pertinent feedback, outreach efforts, organizing, and delegation at various bodies and events. For example, the commissioner would represent the SGPS at university-wide bodies pertaining to international student issues and the coordinator will perform outreach surrounding issues identified by the commissioner. Specifically, the coordinator ISCA coordinator will be reporting to the commissioner. Advantages of this scheme include a larger political authority for the ISCA’s, increased net pay to get work done, a reduced burden on the Equity Commissioner and the Executive to direct two ISC’s, and a more holistic and concentrated effort towards different issues and agendas.

Therefore, this would require a new International Student Affairs Commissioner, who with the aid and input of the International Student Affairs Coordinator, is responsible for remaining abreast of issues related to international students, advising the Executive, Council, and SGPS student representatives on proper courses of actions regarding international students, and organizing activities and events that are designed to address international student needs.

3- Furthermore, the current organizational chart suggests that the ISCs report to the Equity Commissioner and VPCCA. Unfortunately, the issues facing international students are at times unknown by the ‘mainstream’ equity groups on campus. Social issues pertaining to gender, sexuality, people of color, accessibility, environmental justice, etc. are more familiar issues to politically active groups on campus than specific international student issues. This is primarily because of the ‘invisible’ nature of international students and their preference to stay clear of organizations such as the SGPS and other equity-seeking groups. Cultural and language barriers are some catalysts for this. Most individuals seeking education from outside of Canada do not see any intrinsic value of investing their time in student societies, let alone academically focused graduate students that constitute the majority of SGPS international students. Also, these individuals are heavily clustered around natural and applied sciences, which in most cases breed apolitical cultures. This means that international student issues do not necessarily have symbiotic causes with the SGPS equity team and are often lost in broader equity issues.

While the equity groups have historically provided meaningful resources in favour of international students (such as the accent discrimination awareness campaign and this year’s opposition to international student fee increases), it is my opinion that the ISCA’s would be better situated in parallel to the equity team and equally accountable and accessible to the VPCCA, President, and VPG. This will improve proper, pertinent communication with and accountability to high ranking SGPS officials who interact with administrators with large sway in
issues facing international students. The positions cannot be sacrificed to future Executive schisms that will reduce the ISCA’s ability to advise and receive appropriate instruction from the President and VPG who frequently interact with high-level university administrators. (As an overwhelming majority of international students are in the School of Graduate Studies, the VPG is a crucial lobbying tool for international students).

There are also two other factors affecting the efficacy of the ISC roles that are not captured in the proposed legislation. In particular, the low pay is an undeniable impediment to accomplishing meaningful work. This is not to say that the ISC’s are the only roles in the SGPS that suffer from this phenomenon, but rather inform proper individuals, bodies, and records that required work for international student issues are in real danger as a result of meagre salaries. I say this from a unique vantage point of having served both as an Executive and Coordinator and my observation of the impact salaries can have on the performance of individuals. I hope that some of this is ameliorated with the introduction of a new commissioner position, but will require further investment if it is to be fully rectified.

Pertinently, the lack of resources available to the ISC’s further hampers our performance. It is challenging as is to attend committee meetings, organize events, stay abreast of university-wide issues, lobby various bodies across the university, and advise the Executive on proper courses of action. But to be proactive and constructive in inducing change, there must be high-quality research and planning conducted regarding international students. The recent hiring of research assistants is highly beneficial towards this end, but guaranteed, committed, high-quality, sustained, and focused research and planning on international student issues is a much preferable method. This is exceptionally important as future ISCA positions will not have the time to conduct this type of work in conjunction with their existing responsibilities. This is an issue that I have mentioned on occasion and would like to insist on its development in the near future. I hope that the Executive and the equity team will be active in promoting this agenda.

Respectfully Submitted,

Amir Hossein Nosrat
International Student Coordinator (2010-2011)

**Proposed Legislation:**

*Bylaws Amendment (must be submitted to Council in February and ratified at General Meeting in March)*

BIRT B.9.2a be amended as follows:

The following constitute the Appointees of Council, and shall be responsible for assisting

Council and the Executive with a specific aspect of the SGPS’ operations, and are responsible

for reporting to Council:
(1) Communications Commissioner
(2) Social Commissioner
(3) Equity Commissioner
(4) International Students Affairs Commissioner
(4) Education Coordinator
(5) Equity Coordinator
(6) International Students Affairs Coordinator
(7) Web Coordinator (webmaster)
(8) Logistics Coordinator
(9) Planning Coordinator
(10) Athletics Coordinator
(11) Layout Coordinator

Regular Policy Amendment (2/3 Majority Vote at February Council)

BIRT that the following P.2.10 be removed and replaced with the following

P.2.1.10 International Students Affairs Commissioner

a. The mandate of the International Students Affair Commissioner shall be to foster an increased awareness of issues facing international students on campus and endeavour towards finding and implementing means to address these issues with appropriate people and entities on and off campus.

b. The minimal duties of the International Students Affairs Commissioner shall be to:

   (i) ensure constant representation of Queen’s University’s international student opinions, concerns, and issues in the Equity Issues Standing Committee, Campaign and Community Affairs Standing Committee, the SGPS Council, Queen’s University International Centre Council, UHIP Compliance Working Group, Graduate Student Life Working Group, TAFA’s various bargaining and executive teams, the Rector’s Office, the SGPS Student Advisors program, the SGPS Social committee, provincial or national student organizations such as the Canadian Federation of Students, administrators that frequently deal with international student issues, and any pertinent University Senate or Board of Trustees committees.

   (ii) ensure regular meetings of the SGPS International Students Standing Committee;
(iii) advise the SGPS Executive, Council, SGPS Trustee, and student Senators on how to approach and tackle international student issues;
(iv) lobby the Board of Trustees, University Senate, and the Alma-Mater Society to address international student issues with the help of student representatives;
(v) establish and maintain communication with international students and groups on campus;
(vi) establish and maintain communication with equity-seeking groups on campus;
(vii) guide and assist SGPS, AMS, and University research on international student issues and concerns;
(viii) guide and assist the development of policies regarding international student issues at the SGPS, AMS, and/or University level; and
(ix) promote the organization of social, academic, outreach and political events pertaining to international students.

c. The International Student Affairs Commissioner shall at least promote the following causes:
   (i) the reduction of financial barriers facing international students as a result of tuition fees;
   (ii) the promotion of grants and bursaries designated for or favouring international students;
   (iii) the reduction and/or removal of financial barriers facing international students as a result of the University Health Insurance Premium;
   (iv) improved coverage and quality of service provided by the University Health Insurance Premium;
   (v) academic resources such as courses, databases, research funding, and researchers that focus on non-Western and non-North American themes;
   (vi) the designation and construction of centralized and visible social space, housing, and services for international students;
   (vii) sensitizing professors, staff, and students to international student needs and issues of diversity;
   (viii) sensitizing SGPS staff to international student needs and issues;
   (ix) support services aimed at reducing cultural barriers;
   (x) support services aimed at addressing culture shock;
   (xi) support services aimed at generating exit opportunities for international student graduates;
   (xii) supervisory relations that favour international students;
   (xiii) and SGPS research on international student issues.

d. The International Student Affairs Commissioner shall perform their responsibilities with the assistance, delegation, and recommendations of the International Student Affairs Coordinator.

e. The International Student Affairs Commissioner shall report to and communicate jointly with the VP Campaigns and Community Affairs, VP Graduate, and the President of the SGPS.

P.2.1.11 International Student Affairs Coordinator
a. The mandate of the International Student Affairs Coordinator shall be to foster an increased awareness of issues facing international students on campus and endeavour towards finding and implementing means to address these issues with appropriate people and entities on and off campus.

b. The minimal duties of the International Student Affairs Coordinator shall be to:
   (i) chair the International Student Standing Committee in the event that no other members of the committee other than paid SGPS staff and appointees volunteer for this task;
   (ii) supporting and advising the International Student Affairs Commissioner in their work;
   (iii) attending meetings and committees as delegated by the International Student Affairs Commissioner;
   (iv) organizing any events or workshops that affect international students;
   (v) assisting in the development of policies and research pertaining to international students; and
   (vi) uphold SGPS policies that favour international students.

c. The International Student Affairs Coordinator shall report to the International Student Affairs Commissioner.

Entrenched Policy Amendment (Must be ratified by simple majority at general meeting in March)

BIFRT P.2.5.2b be amended as follows

Stipends are paid monthly, with the total amount paid over the term of responsibility being as follows:
(1) President $15,500.00
(2) VP Graduate $12,000.00
(3) VP Professional $12,000.00
(4) VP Campaigns and Community Affairs $12,000.00
(5) VP Finance and Services $12,000.00
(6) Commissioners $6000.00
(7) Equity Coordinator $2000.00
(8) Layout Coordinator $2000.00
(9) Education Coordinator $1000.00
(10) Sustainability Coordinator $2000.00
(11) International Students Affairs Coordinator $2000.00
(12) Web Coordinator $1500.00
(13) Speaker $2000.00
(14) Deputy Speaker $500.00
(15) Chief Returning Officer $600.00
(16) Student Senators $200.00
(17) SGPS Trustee $200.00
Principal’s Ad Hoc Committee to Draft a Safe Disclosure Policy

Report to Senate – November 25, 2010

Introduction
A Principal’s Ad Hoc Committee was established to draft a Safe Disclosure Policy for Queen’s University. The following sequence of events lead to the creation of the Ad Hoc Committee:

1. In November 2008, Senator J. Welsh, SGPS President, submitted for the Senate Agenda, a Motion to establish a committee to draft a policy on the protection of Whistleblowers;
2. The Senate Agenda Committee deemed that such a policy was broader than the function of the Senate and perhaps could be better dealt with through another mechanism. The Motion was referred to the Senate Operations Review Committee (SORC) for its recommendation;
3. In February 2009, Senate approved SORC’s recommendation that the Principal should establish an Ad Hoc Committee is draft a “Safe Disclosure Policy”.

The Ad Hoc Committee met seven times between June 2009 and February 2010. Guests and resource persons were invited to attend the meetings as required.

Analysis and Discussion

The following highlights should be noted:

- Because “Safe Disclosure” encompasses a wide range of situations and scenario, the Ad Hoc committee strived to achieve a balanced document that includes both policy and procedures;
- The new Policy encompasses the University as a whole and will complement and supplement existing policies. It is not intended to replace policies/agreements already in effect (for example: academic integrity, harassment/discrimination, collective agreements, etc.);
- The scope of the Policy addresses reports of Improper Act(s) by any member of the University community;
• The Policy aims to achieve fairness for all parties involved and is consistent with other University policies;
• The Policy is not intended to be used as a second avenue for “Disclosers” who first access another University process/procedure but are dissatisfied with the outcome.

Conclusions/Recommendation

Recommendation:
that Senate approve the “Queen’s University Policy and Procedures for Safe Disclosure Reporting and Investigation” and forward it to the Board of Trustees for ratification.

Respectfully submitted,

Bob Silverman
Provost and Vice-Principal (Academic)

Committee Members June 2009 – February 2010:
B. Bryck, Vice-Principal Operations and Finance (Acting)
I. Bujara, Director, Human Rights Office
S. Crawley, Department of Biochemistry
S. Forsberg, President, QUSA
K. Hart, Audit Manager
S. Marlin, Associate Vice-Principal (Research)
P. McNeill, Human Resources
L. Monkman, Principal’s Delegate (Chair)
B. Silverman, Director of Special Projects, Office of the Vice-Principal (Academic)
A. Stevens, SGPS Delegate and Senator
A. Zabrodski, AMS Vice-President (University Affairs)
P. Watkin (Secretary)

Committee Observers June 2009 – February 2010:
D. Kelly, Legal Counsel
H. Smith, Coordinator of Dispute Resolution Mechanisms
Queen’s University Policy and Procedures for Safe Disclosure Reporting and Investigation

1. Rationale

Queen's University seeks to promote a culture of honesty, transparency, and accountability, maintaining high ethical standards in all of its activities. The University recognizes that the good-faith reporting of alleged Improper Acts is a necessary and valuable service to the University and all of its members and must not be cause for Reprisals.

The purpose of this policy is:

a. To protect members of the Queen's community who make good-faith disclosures of alleged Improper Acts
b. To provide an effective procedure for making such disclosures except where existing University policies or collective agreements govern the issue
c. To prescribe procedures for the reporting, investigation, and response to such disclosures, using existing mechanisms wherever possible.

2. Definitions

“Discloser” refers to anyone who reports an alleged Improper Act as defined within this policy.

“Improper Act” includes but is not limited to:

a. The contravention of University policies or regulations
b. The contravention of standards and values identified in University policies or regulations
c. The contravention of relevant local, provincial or federal laws,
d. Theft, embezzlement, misappropriation, misapplication, destruction, damage, removal, concealment or misuse of University property, assets, resources or funds, including funds administered by the University
e. Creating a danger to the life, health or safety of persons or to the environment
f. Interference through direct or indirect action or use of authority to obstruct a person’s right to make a report of an alleged Improper Act
g. Reprisals for reporting an alleged Improper Act

Note: Acts of both commission and omission are included in the term “Improper Act.”

“Innocent Violation” refers to an Improper Act committed by a Respondent who did not know and who could not reasonably have known of its impropriety, except where the law explicitly provides otherwise.

“Investigator” refers to a person or persons assigned by a Responsible Officer to conduct an investigation under this policy.
“Member(s) of the University Community,” refers to full-time, part-time, and exchange students including those attending Queen’s Bader International Study Centre and Queen’s School of English; full-time, part-time, casual, contract and temporary staff; grant-paid employees as well as those who work to gain experience or for benefits, such as volunteers, co-op students, interns and apprentices; librarians, archivists and faculty members; visiting fellows, research and post-doctoral fellows; and members of the Board of Trustees and its committees.

A former Member of the University Community may report an alleged Improper Act that occurred while he or she still was a Member of the University Community.

“Reprisal” refers to any action arising from this policy taken by the University or a Member of the University Community against a Member of the University Community that adversely affects the status or well-being of the latter.

“Respondent” refers to the subject of a report of an alleged Improper Act under this policy.

“Responsible Officer” refers to the appropriate Dean, Provost, Vice-Principal, or Associate Vice-Principal. In the event that an alleged Improper Act involves the Responsible Officer, the report will be directed to the person to whom the Responsible Officer reports.

“Safe Disclosure Officer” refers to the employee in the University Secretariat designated by the University Secretary to receive reports of alleged Improper Acts.

3. Scope

Those responsible for the administration and management of academic, administrative or service units have an existing duty to address Improper Acts in accordance with good management practices and existing policies, guidelines and procedures.

The procedure set out in this policy is in addition to, but does not replace or modify either the responsibility of administrators and managers or existing University policies; nor does it limit or amend the provisions of collective agreements entered into by the University and its employee groups.

4. Confidentiality

To the extent possible and within the limitations of the law and of this policy and of the need to conduct a competent investigation, reports of an alleged Improper Act and consequent related actions shall be kept confidential, including but not limited to the protection of the identity of the Discloser and/or Respondent. To the extent possible, and within the limitations of the law and this policy, the Discloser shall also hold the matter as strictly confidential throughout the investigation and until the completion of the process outlined under this policy.

If an alleged Improper Act appears to involve criminal behaviour, the appropriate authorities will be notified immediately.
5. Procedure for Reporting and Investigating a Report of an Alleged Improper Act

Stage 1

A Discloser should contact the Safe Disclosure Officer in the University Secretariat to make a confidential report of an alleged Improper Act.

The Safe Disclosure Officer shall review the following with the Discloser:

a. These procedures;
b. Other existing procedures, if applicable, for dealing with this matter;
c. Confidentiality protections and required exceptions relating to the safety and/or security of the University Community;
d. The commitment of the University to protect the Discloser from reprisal to the extent possible.

Anonymous reports will be accepted, but a Discloser’s decision to remain anonymous or to request that his or her name not be disclosed by the Safe Disclosure Officer may influence the subsequent investigation of the alleged Improper Act.

Stage 2

The Safe Disclosure Officer shall compile a written report which shall include:

a. The date and time the disclosure was received;
b. Name and contact information of the Discloser (unless the Discloser is anonymous or has requested that his or her name not be disclosed by the Safe Disclosure Officer);
c. Name(s) of the person(s) involved in the alleged Improper Act (the “Respondent”); and
d. Full details of the alleged Improper Act, including a description and dates if known; and
e. Any other available information relevant to an assessment of the report.

The Safe Disclosure Officer shall submit the written report to the appropriate Responsible Officer within ten (10) days of the receipt of the disclosure of an alleged Improper Act.

Stage 3

The Responsible Officer shall decide on a course of action regarding the report within fifteen (15) days of receipt. If the Responsible Officer finds that the report has insufficient details to support a decision, the Responsible Officer may meet with the Safe Disclosure Officer to determine if further details are available from the Discloser within this time frame in order to seek clarification or to obtain further information. The Responsible Officer will:

a. Determine whether any interim measures should be initiated to protect Members of the University Community or the public, or to protect or secure funds or property that belong to the University or for which the University is directly or indirectly responsible. The initiation of such measures shall be without prejudice to the rights of the Respondent;
b. Ascertain whether a relevant University policy or collective agreement governs the issue, then that process shall be used to deal with the allegation of the Improper Act;

c. Determine whether an Investigator should be appointed to proceed with an initial investigation of the report of an alleged Improper Act. The Responsible Officer shall take into account the following: the credibility of the report including any available corroborating evidence, the likelihood of confirming the report from alternative credible sources, the apparent seriousness of the issue(s) raised and the vulnerability to Reprisal of the Discloser, whether anonymous or named.

The Responsible Officer shall inform the Safe Disclosure Officer of the determined course of action, in writing, within fifteen (15) days of receipt of the written report from the Safe Disclosure Officer. The Safe Disclosure Officer shall inform the Discloser (unless anonymous).

Stage 4

If an initial investigation is to be conducted, the Responsible Officer, within twenty (20) days of receiving the written report from the Safe Disclosure Officer, shall appoint an Investigator who has no conflicting interests with the Respondent or the Discloser.

The Investigator shall, within fifteen (15) days of being appointed, review the report submitted by the Safe Disclosure Officer and advise the Respondent in writing of the nature and substance of the report, the scope of the investigation and the need to retain all materials possibly relevant to the allegation of an Improper Act until further notice.

The Respondent shall be invited to respond by meeting with the Investigator or by making a written submission or both within twenty (20) days of the date of notification by the Investigator. The Respondent may contact the Responsible Officer if the Respondent believes that the Investigator may have a conflict of interest. The Respondent may seek advice from the Investigator regarding information to be submitted and issues to be addressed which may expedite or simplify the investigation or render further investigation unnecessary. The Investigator may consult with the University Legal Counsel throughout this process.

Based on the information and response provided by the Respondent, the Investigator will make a written recommendation to the Responsible Officer within forty (40) days of being appointed that either:

a. There is insufficient evidence of an Improper Act to warrant proceeding with further investigation;

b. There is sufficient evidence of an Improper Act to indicate that further investigation is necessary.

The Responsible Officer shall decide and inform the Safe Disclosure Officer, the Investigator and the Respondent in writing within seven (7) days of receipt of the Investigator’s recommendation on whether further investigation is warranted. If it is decided that no further investigation is necessary, the Safe Disclosure Officer shall, without compromising the privacy of the Respondent, meet with and advise the Discloser (unless anonymous) that the investigation has been concluded and inform the Discloser (unless anonymous) of any proposed changes to University policies or practices which may result from the investigation. If it is determined that
no further investigation is necessary, all documents related to the investigation shall be destroyed.

Stage 5

If the Responsible Officer determines that the Investigator should be asked to investigate further:

   a. The Investigator shall identify and obtain any additional records needed in order to pursue further investigation. The Respondent shall be given access to all materials received from the Discloser and otherwise concerning the report. The Investigator shall ensure that a record is made of all documentation collected and reviewed.

   b. The Investigator shall interview the Discloser (if the Discloser neither is anonymous nor has requested that his or her name not be disclosed by the Safe Disclosure Officer) and the Respondent. The Respondent and the Discloser may be accompanied by an advisor of their choosing. The name and position of an advisor shall be provided to the Investigator at least three (3) days prior to any meeting. If the advisor is legal counsel, five (5) days notice shall be provided.

   c. The Investigator may interview individuals suggested by the Discloser or Respondent or Responsible Officer who may shed light on the nature and substance of the report of an alleged Improper Act.

   d. The Investigator shall prepare a written report on the investigation, based on a. b. and c. above, within twenty (20) days the Responsible Officer having requested further investigation, which shall be forwarded to the Respondent. The Respondent shall have the opportunity within ten (10) days to respond to the information in the report either orally or in writing. After receiving this response, the Investigator may pursue further investigation.

   e. The Investigator shall prepare a final written report of the investigation and submit it to the Responsible Officer within forty (40) days of the Responsible Officer having requested that the Investigator pursue further investigation. The report will list the documents reviewed, summarize the content of interviews conducted, and include key considerations and a finding with regard to whether an Improper Act has been committed by the Respondent.

   f. The Responsible Officer will provide the Respondent and the Safe Disclosure Officer with a copy of the final report within ten (10) days of receipt of the final report.

   g. Any disciplinary and/or remedial action shall be determined by the Responsible Officer.

   h. The Responsible Officer will advise the Discloser (unless anonymous or through the Safe Discloser Officer if the Discloser is not anonymous but has requested that his or her name not be disclosed by the Safe Disclosure Officer) that the investigation has been concluded and inform the Discloser of any proposed changes to University policies and practices which may result from the investigation.
i. If any of the timelines defined above cannot be met, the Responsible Officer must be informed and approve a revised timeline.

j. Records concerning reports and investigation of alleged Improper Acts shall be kept by the University Secretariat.

6. Protection from Reprisal

All reasonable steps consistent with the law and the rights of the Respondent shall be taken by the Safe Disclosure Officer, the Responsible Officer, the Investigator, or other officer or body charged with investigation of a good-faith report of an alleged Improper Act to protect the position, reputation, privacy and confidentiality of a Discloser who has made a report of an alleged Improper Act. Any breaches of confidentiality shall be reported to the Responsible Officer who will in turn inform the Discloser (if not anonymous) through the Safe Disclosure Officer if confidentiality can no longer be maintained.

No person shall take any Reprisal against a Discloser who reports an alleged Improper Act. Acts of Reprisal will be subject to disciplinary action. The disciplinary authority of the University extends, however, only to members of the University Community.

The filing of a report of an alleged Improper Act shall not constitute harassment within the terms of the Queen’s Harassment/Discrimination Complaint Policy and Procedures.

Any Discloser who believes that he or she has experienced a Reprisal as a result of making a disclosure of an alleged Improper Act pursuant to this policy and these procedures should document the details and immediately inform the Responsible Officer. The Responsible Officer shall ensure that the allegation of Reprisal is investigated and, if justified, that the appropriate corrective steps are taken.

7. Protection of Innocent Respondents

All reasonable steps shall be taken by the University to protect the position, reputation, privacy and confidentiality of an innocent Respondent or a Respondent who commits an Innocent Violation.

An innocent Respondent or a Respondent who commits an Innocent Violation shall not be subject to Reprisal or discipline. An innocent Respondent or a respondent who commits an Innocent Violation who believes that he or she has been the subject of Reprisal by the University or a Member of the University Community whether or not acting on the University’s behalf may exercise the recourse available under relevant University regulations, policies, or collective agreements.

8. Reports

Records relating to reports of an alleged Improper Act and investigations which have been conducted under this policy shall be kept by the University Secretariat. As appropriate, the Safe Disclosure Officer shall provide the Provost with an oral summary report of any disclosures of
alleged Improper Acts. At the end of each academic year, the Safe Disclosure Officer shall provide the Provost, the Senate and the Board of Trustees with an annual written report of:

- The number of reports made by Disclosers
- The number of reports investigated under this policy;
- The findings of investigations conducted pursuant to a report
- Any action taken pursuant to an investigation

This report shall respect the privacy of Disclosers and Respondents. The Report and all material collected during the investigation shall be held in the office of the Safe Discloser Officer and destroyed after a period of five years.

9. Related Policies

Employment Agreements
- CUPE local 1302 collective agreement (to June 30, 2010)
- CUPE local 229 collective agreement (to June 30, 2010)
- CUPE local 254 collective agreement (to June 30, 2010)
- QUFA collective agreement (to April 30, 2011)
- QUSA Memorandum of Agreement (expired) and Memorandum of Understanding

Related Senate and Board of Trustees Policies and Procedures (i.e. those that include report of wrongdoing, grievance or complaint procedures)
- Academic Integrity Procedures – Requirements of Faculties & Schools
- Code of Conduct
- Computer User Code of Ethics
- Freedom of Information and Protection of Privacy Act
- Harassment/Discrimination Complaint Policy and Procedure
- Information Systems Security Policy
- Integrity in Research
- Investing, Statement on Responsible
- Non-Academic Discipline at Queen's
- Non-Academic Discipline by Faculty Boards, Guidelines for the Handling
- Non-Bargaining Unit School of Medicine Academic Staff Grievances
- Rescinding Degrees, Policy on
- Student Appeals, Rights and Discipline, Senate Policy on
- Teaching Assistants

Other
- Board of Trustees Code of Conduct
- HR Grievance Procedure
- HR Prevention and Resolution of Harassment in the Workplace Policy
- General ITS policies

Codes of Ethics/Integrity/Conduct at Queen’s
- Academic Integrity Policy Statement
- Code of Behaviour for Library Users
- Code of Conduct
Computer User Code of Ethics
Human Subjects, Ethical Conduct for Research Involving
Integrity in Research
Application for funding through the
Graduate Enterprise Internship Fund
Federal Economic Development Agency of Southern Ontario

Date: **February, 2011**

Submitted by
**Career Services, Queen’s University**
74 Union Street, Gordon Hall
Kingston, Ontario
K7L 3N6
613.533.2992
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Summary

The proposed Queen’s Graduate Enterprise Internship Program (QGEIP) signifies the powerful partnership between Queen’s University and local and regional economic development corporations. QGEIP will significantly promote youth retention, technology transfer, and regional economic development in Southeastern Ontario.

The retention of highly qualified young professionals is a priority for Southeastern Ontario, and QGEIP represents an excellent opportunity to address this issue by connecting new graduates and graduate students with SMEs in the area. Students from Queen’s University consistently articulate an interest in remaining in the local area after they graduate, with 8-9% identifying it as their preferred place to live and work (From Learning to Work Survey, 2007, 2008, and 2009). Since only 5% of Queen’s students come from Kingston, this pool of 350 graduates is a sizable proportion of the university’s graduating class, and a near doubling of the available talent pool for the city.

Despite this articulated interest, few students remain in the area after they graduate. The 2008-09 Creative Economy Study, commissioned by KEDCO and conducted in partnership between The Monieson Centre, Student Affairs Research & Assessment, and Career Services, identified three key factors that impact graduate retention in Kingston:

- most students are unaware of Kingston’s diverse and stable employment opportunities
- students who have remained in Kingston over the summer are more likely to want to remain in the area after they graduate
- students who feel part of the wider Kingston community are more committed to the area.

The proposed internship program will support local and regional economic development, by connecting 275 students and recent alumni to opportunities in Kingston and the broader Southeastern Ontario area. It will also allow and encourage graduate students and recent graduates who grew up in this region, but who attended university elsewhere, to be reconnected with their home communities and to contribute to regional economic vitality.

Unique features of QGEIP include:

- The establishment of a ‘triple-helix’ of collaboration between university, industry, and local government to create and drive a virtuous loop of investment, technology transfer, and innovation.
- Matching of FedDiy contributions by small-and medium-sized enterprises (SMEs) and QGEIP partners in order to boost investment impact.
- The incorporation of experiential learning methods and best practices to maximize practical benefit to interns.
- Providing recent Science, Technology, Engineering, and Mathematics (STEM) graduates from institutions across Canada with assistance in finding internships within Eastern Ontario
- Post-internship coaching and support to facilitate a swift transition to permanent employment for interns.
- Thorough assessment, reporting, and evaluation to ensure program objectives are being met and performance measures are achieved.
Expected Outcomes
The QGEIP will:

- Raise the profile of the Government of Canada’s commitment and contribution to youth employment and local economic development
- Develop new connections between Queen’s University and leaders from SMEs, enabling future collaborations and technology transfer.
- Benefit SMEs and many micro-SMEs through interns’ technical knowledge, passion, and creativity in tangible and meaningful ways.
- Directly create new jobs and investment in the Kingston/Eastern Ontario region
- Raise awareness among STEM students and graduates that Kingston/Eastern Ontario is open for business and meaningful opportunities for employment exist.
- Improve youth attraction and retention in communities across rural eastern Ontario.
- Develop 275 interns’ business and management skills through the completion of structured and supervised six-month internships.
- Provide interns with significant contacts and career networking opportunities.
- Transition interns to full-time employment and empower them to aspire to lead business innovation in the future.

Eligibility

Queen’s Career Services has an established record for providing expert career and leadership development, employment, and internship assistance to graduate and undergraduate students in all disciplines at Queen’s University. Our innovation and expertise has been acknowledged at a national level in recent years through receipt of awards such as the 2009 Educational Institution Recognition Award from the Canadian Association of Career Educators and Employers (CACEE) and the 2008-2009 Innovation Award from the Student Affairs and Services Association (SASA).

Our extensive experience with both students and employers, coupled with our existing industry partnerships and active and engaged alumni network makes us ideally suited to leverage FedDev funding into increased opportunities for students and SMEs in Southeastern Ontario. Highlighting our focus on experiential learning, we have an established record in fostering and coordinating internships which carefully integrate students’ formal curriculum with relevant work placements. We run two current internship programs for students in STEM programs: The Queen’s Undergraduate Internship Program (QUIP) and the International Association for the Exchange of Students for Technical Experience (IAESTE).

Our 2010/2011 strategic plan [fig.1] places supporting local and regional economic and labour market development at the centre of what we do. Partnerships with Innovation Park and Kingston Economic Development Corporation (KEDCO) have been strengthened in 2010 through the sharing of an on-site staff person from KEDCO in the Career Services office, two days per week. As a result of this formalized relationship and co-location, Queen’s and Career Services are now integral partners in regional investment attraction and labour market development efforts. We are working together to ensure a cohesive, regional approach to the success of the proposed program as part of an overall strategy to ensure a ‘friendly’ environment for investment by SMEs in southeastern Ontario.
**Fig. 1**

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<td>GOAL 1 - To create experiential learning programs with measurable learning outcomes</td>
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<td>GOAL 2 - To position QCS as the primary campus resource connecting students to information about career opportunities nationally and internationally</td>
<td>GOAL 2 - To position QCS as the primary conduit of information, resources, and connections for students about the live and work features of the local area</td>
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The benefits of this new focus are already tangible. For example, in partnership with Kingston Economic Development Corporation (KEDCO), Queen’s Career Services grew the annual Work in Kingston day from 14 employers and 200 students in 2010 to 54 employers and nearly 2000 students in 2011. This is the first of a host of new initiatives that will roll out over the next three years designed to connect students and graduates with local employment opportunities and support local labour market development. The one-year growth in this event is representative of the positive impact of the formalized partnership and institutional commitment in support of these efforts.

Further information on Career Services is included in Appendix A.

**Background - Description of Applicant Organization**

Queen’s University has an international reputation for excellence in education and research across a broad range of disciplines and subject areas, particularly in the area of research and development and science and technology. In 2008-2009, Queen’s earned over $180 million in total research funding a reflection of the University’s extensive research collaborations and partnership agreements. National awards won by faculty members include such prestigious honours as the NSERC John C. Polanyi Award, the Order of Canada, and Fellowship in the Royal Society of Canada. Queen’s faculty members are also recipients of the, Killam Prize, Killam and Steacie fellowships and Fulbright scholarships. Innovative
companies and Queen’s leading edge researchers collaborate at Innovation Park, the Queen’s Industry Partnership facility, to accelerate innovation, commercialization, productivity, and competitiveness. Researchers at Queen’s lead one of Canada’s ‘big science’ projects, the SNOLAB International Underground Science Facility, which seeks to find ‘dark matter’ in the universe and continues studies on the properties of neutrinos. Queen’s researchers are recognized nationally and internationally and hold Canada Research Chair positions across various fields including Software Engineering and Green Chemistry.

Queen’s is a leader in Science, Technology, Engineering, and Mathematics (STEM) education and research. Recent highlights of new initiatives and investments include:

The Biosciences Complex - The $52M Biosciences Complex opened 1997 is equipped with some of Canada’s most sophisticated facilities for research in biotechnology and molecular science. Bringing together researchers from many different faculties and departments, the complex facilitates research collaboration and has strengthened the role of Queen’s as a leader in scientific scholarship.

The Integrated Learning Centre – a state-of-the-art centre which functions as a ‘live building’ for students to participate in a multidisciplinary learning model in engineering education with an emphasis on team-oriented and project-based learning.

Chernoff Hall - one of the largest chemistry complexes of its kind in North America and winner of Research & Development Magazine’s High Honours in the 2003 Laboratory of the Year competition.

The Queen’s Cancer Research Institute - home to the National Cancer Institute's Clinical Trials Group, is one of 16 Queen's-based research centres. Research in the Institute extends from population studies of cancer etiology, through tumor biology and clinical trials, to outcomes and health services research. The Institute is committed to fostering transdisciplinary investigation of areas of cancer control that lie at the interface between fundamental, clinical and population research.

Under the leadership of Principal Daniel Wolff, Queen’s University is making support of local economic development an active part of the University’s mission. Queen’s University and the City of Kingston have been collaborating on a town- gown strategic plan that was presented to Kingston City Council on Feb 2, 2011. Specific actions identified in this plan include:

- Foster the development of new research partnerships between academic researchers and companies
- Link industry and research to leverage the attraction of new business to Kingston

Further information on Queen’s University is including governance and accountability structures is presented in Appendix B and the Financial Statements are provided in Appendix C.
Project Partners

The proposed funding is extremely well-timed to advance Queen’s and Career Services’ existing and recently formalized partnerships. Queen’s Career Services will have primary responsibility for managing the proposed Queen’s Graduate Enterprise Internship Program (QGEIP) on behalf of Queen’s University. Supported by community and university partners including the Kingston Economic Development Corporation (KEDCO), Innovation Park, The Monieson Centre, The Eastern Ontario Community Futures Development Corporation Network Inc., Queen’s University Office of Advancement, and the School of Graduate Studies, the QGEIP will allow Queen’s Career Services to build upon a strong existing infrastructure and facilitate new opportunities for graduate students and recent graduates of STEM programs.

The project partners represent a powerful collaboration between university, industry, and government. Such triple-helix partnerships have been identified by policy experts as being critical to innovation in increasingly knowledge based societies. The program will build on existing relationships and networks to promote a cohesive, regional approach as part of an overall strategy to ensure a ‘friendly’ environment for investment by small-and medium-sized enterprises (SMEs) in southeastern Ontario.

Background information on each of the project partners is presented in Appendix D.

Overview of Activities

Funding of this proposal will allow us to greatly improve and support local and regional economic development by designating staff and promotional resources to manage the program, create awareness, and visit and develop new relationships with graduates and small and medium-sized enterprises in Southeastern Ontario. Our proposal includes the hiring of two professional staff for the duration of the program: a Program Manager and an Employer Relations Coordinator, both located at Queen’s Career Services. Full job descriptions for these positions are provided in Appendix E.

These staff, under the guidance of the Director of Career Services will run the program, initiating, developing and managing the following activities:

- Promoting Internship Opportunities
- Identifying Internship Opportunities with Host SMEs
- Matching STEM Interns with SME placements
- Negotiating Agreements between Host SMEs and Queen’s Career Services
- Establishing Mentoring Program for SMEs and Interns
- Monitoring and Evaluating Internships

A program budget is provided in Appendix F and the program will also be partially supported by in-kind contributions from our project partners including provision of office space, administrative support, professional staff, and consulting services.

Program Logistics, Organization, and Administration

The proposed project will be delivered through the following activities and a typical flow is outlined specifically in figure 2:
- Working with host SMEs to identify opportunities for internships
- Negotiating agreements between host SMEs and Queen’s Career Services
- Promoting internship opportunities to Eligible Graduates/Graduate Students
- Matching STEM interns with SME placements
- Invoking mentoring requirements for SMEs and interns
- Monitoring and Evaluating Internships

Fig. 2

In conjunction with our partners, the Employer Relations Coordinator leverages existing relationships and develops new ones to inform, inspire and recruit local and regional SMEs to identify and post internship opportunities.

In collaboration with the relevant project partners (where appropriate), all potential host SMEs submit a thorough internship proposal which the Program Manager reviews to confirm that the proposed project and role meets the objectives of the GEIP.

Students register for the program and rank desired industry sectors. Prior to application, they participate in workshops, information sessions and meet with the Program Manager. They then apply to specific postings. The Program Manager and Employer Relations Coordinator short-list candidates to submit to SMEs. SMEs make the final candidate selection.

The program is promoted to potential interns using a variety of channels and vehicles including a program website, special events, project partners, Queen’s Office of Advancement, relevant Queen’s departments and local and regional employment agencies.

The Program Manager develops and applies a rigorous experiential learning framework. Subsequently, interns and mentors agree upon and set out a plan to achieve agreed-upon learning objectives prior, during and after internship. This ensures reflection, reports and references.

Program Manager, supported by Employer Relations Coordinator collate learning outcomes using a combination of direct, indirect, qualitative and quantitative assessments to ensure expected results are met in each of the subsequent years of the program.

Detailed information on each of these activities is provided in Appendix G
**Expected Results**

At the conclusion of the Queen’s Professional Internship Program in April 2014 it is expected that:

1. 275 interns will have developed their business and management skills through the completion of structured and supervised six-month internships.
2. Interns will have gained significant contacts and career networking opportunities.
3. Interns will have transitioned to full-time employment and will be empowered to aspire to lead business innovation in the future.
4. SME’s will have benefited from intern’s technical knowledge, passion, and creativity in tangible and meaningful ways.
5. New jobs and investment will be directly created in the Kingston/Eastern Ontario region
6. Interns will be aware that Kingston/Eastern Ontario is open for business and significant opportunities for employment exist.
7. Youth attraction and retention will improve in communities across rural eastern Ontario.
8. New connections will be developed between Queen’s University and business leaders from SMEs, enabling future collaborations and technology transfer.

**Accountability Mechanisms**

The Director of Career Services will have overall responsibility for the delivery of the QGEIP. The Program Manager will report to the Director and will submit monthly reports that include up-to-date financial statements and reviews of all performance measures.

A QGEIP advisory board will be established and will meet three times annually for the duration of the program. Advisory board members will include representatives from stakeholder groups including employers, KEDCO, and graduate students. Updates and progress reports will be presented at each meeting to ensure the program targets are being met. Regular meetings will ensure that any matters of concern are identified early and dealt with in a proactive and timely manner.

Ongoing assessment of the program and of each individual internship is a critical component of this proposal. Through rigorous assessment, best practices can be identified and shared with SMEs and interns to maximize the value of the program for both host employers and interns. A detailed annual report will be submitted to FedDev that includes:

- Reports of all project expenditures
- Reports on completion of deliverables
- Achievement of performance indicators including numbers of internships, type of intern, geographic region, and organizational role of mentor
- Reports from interns and host SMEs

A comprehensive final report will also be submitted.
APPENDIX A – Career Services

Career Services is one of 14 units under the portfolio of the Associate Vice Principal and Dean of Student Affairs. There are 10 FTE employees under the management of the Director of Career Services who reports directly to the AVP and Dean. The department has an annual operating budget of $700,000.

Delivery of the FedDev QGEIP project relative to FedDev objectives will be overseen by the Director of Career Services, Jennifer Massey, who reports to the Associate Vice Principal and Dean of Student Affairs Dr. John Pierce.

Career Services currently has an Employer Relations program with 4 FTE staff as well as student staff, who oversee the employment and experiential education programs (internships) and develop relationships with employers. This includes liaising with existing and new employer partners, organizing career events on campus, promoting information sessions to students, coordinating on-campus interviews, and visits, posting jobs online, and assisting employers with appropriately targeting their recruitment efforts. In the past 12 months, over 300 companies have used Queen’s Career Services to meet their recruitment goals.

Career Services also provides education and advising services to students. In 2009-10 over 2000 students attended individual advising appointments and nearly 4000 students participated in workshops and educational programming. Career Services also maintains an informative and educational website which attracts over 1400 daily visitors during the academic year.

Career Services’ successful track record developing, managing and expanding existing employment and internship programs at Queen’s University puts us into a uniquely-skilled position to develop internship opportunities for students within SMEs in Southern Ontario. Our existing relationships with local, provincial, national and international companies provide a bedrock on which to foster connections with small and medium-sized enterprise. We have run a successful undergraduate internship program for over 20 years, placing an average of 50 engineering and science interns each year in 12-16 month internships. We have also coordinated the international science and technology internship (IAESTE) program for full-time students (undergraduate and graduate) since 1954 and have exchanged students in 83 member countries, providing opportunities for Canadian students abroad and providing Canadian employers with technical and scientific labour.

We are a 30-year member of the Canadian Association of Career Educators and Employers (CACEE), an organization that allows us to promote this new program to students across Canada as well as connect efficiently with employers in science and technology. We are members of the Canadian Association for Internship Programs (CAFIP) and the Canadian Association for Cooperative Education (CAFCE).
Appendix B – Queen’s University

Queen’s is one of Canada’s leading universities with an international reputation for scholarship, social purpose, and spirit. Consistently highly-ranked, Queen’s is known for an incomparable 24-hour learning environment that inspires intense, lifelong loyalty among alumni around the world. Outstanding teaching, exceptional students, world-renowned research, community and tradition - these are the hallmarks of the Queen’s experience.

The University’s values include:
- excellence in scholarship and learning
- a commitment to the social responsibility of knowledge and public service
- a culturally inclusive and collegial environment
- transparency in decision-making
- pride in history with a forward-looking and open-minded attitude to change
- the alignment of resources and infrastructure to academic priorities, facilitated by a supportive administration and assessed both qualitatively and quantitatively, and
- an unwavering pursuit of quality across all aspects of academic, extra-curricular and administrative activities.

Board of Directors

The University has three governing bodies: the Board of Trustees, the Senate and the University Council, all of which are administered by the University Secretariat.

The Board of Trustees is responsible for the overall operations of the University, including overseeing financial matters, property, appointments of Vice-Principals and, in conjunction with the Senate, the appointment of the Principal. The Board of Trustees has 44 members: three ex-officio, one appointed by the Queen’s Theological College and 40 elected. The Board of Trustees functions through a standing committee structure consisting of nine committees: Advancement Committee, Audit Committee, Campus Planning & Development Committee, Environmental Health & Safety Committee, Finance Committee, Human Resources Committee, Investment Committee, Nominating Committee, and Pension Committee.

A detailed overview of the University’s governance and accountability structures is found on the Queen’s website at: [http://www.queensu.ca/secretariat/govern.html](http://www.queensu.ca/secretariat/govern.html)

Mandate

The primary purpose of the University is to provide powerful learning experiences and to champion research excellence. Queen’s is a balanced academy that offers an outstanding undergraduate experience enriched by high-quality graduate and professional programs within a research-intensive environment.

The University supports local and regional economic development and is engaged with the City of Kingston to renew the strategic plan for University-City relations, with particular focus on economic development. The University and the City share opportunities to work together and make the community more innovative, vibrant, attractive and sustainable.
Additionally, Queen’s looks beyond its location in Kingston and Canada, by providing international educational experiences for students, research collaborations for faculty, and service beyond national borders.

Past Accomplishments
One of Canada’s post-secondary leaders, Queen’s University is internationally recognized for its distinctive integration of teaching and research, for the diversity of its curriculum and the inclusiveness of its community, for the innovative and imaginative outlook of its students and staff, and for its commitment to social responsibility.

Queen's is a distinguished and diverse community of more than 20,000 students and more than 1,300 faculty and researchers from every Canadian province and 95 countries worldwide.

The learning environment:
- Ranked #1 for student retention and #1 for proportion who graduate
- Ranked #2 (tied) in Canada in the medical-doctoral category for overall academic excellence
- Received more A pluses (4 A+'s and 10 A's) than any other university in the Globe and Mail's University Report Card 2008.

An accomplished student body:
- Ranked #3 in Canada for average entering grade for first-year students (87.7%)

An award-winning faculty:
- Ranked #1 in Canada for awards per full-time faculty
Appendix C – Queen’s University Financial Statements

Audited financial statements:
2009-10

2008-09

Annual reports:
2008
2007
Appendix D - Project Partners

The Kingston Economic Development Corporation (KEDCO)

The Kingston Economic Development Corporation (KEDCO) is committed to the key issue of long-term economic sustainability for the City of Kingston. As the economic pillar for the City of Kingston’s Integrated Community Sustainability Plan, KEDCO endorses the City’s vision of Kingston as Canada’s most sustainable city.

KEDCO’s success is based on the attraction of new business, the growth and retention of existing business, tourism opportunities measured by the resulting economic impact on our community. As the marketing and business development arm for the City of Kingston, KEDCO does not work in isolation to achieve its goals of job creation and investment. KEDCO’s work is contingent upon the strength of our partnerships, such as that with Queen’s University, St Lawrence College, our hospitals, and the military base, the effectiveness of our relationships with City colleagues, and the ability to incubate and nurture a long term vision and maintain a competitive advantage with full understanding of our limitations.

The Strategic Plan 2010-2015 addresses four core fully integrated objectives where KEDCO will focus its operations – Attraction, Growth & Retention, Tourism Marketing & Development and Community Economic Development. Each of these components has significant outreach development arm to them. In fact, KEDCO carries out around 300 company visit per year gathering intelligence from our business community (public, private, and not for profit) which continually informs our directions, our partners, and our outcomes. More specifically, KEDCO’s labour market development portfolio is aimed directly at integration and collaborative efforts between our educational institutions, our employment network groups, and our employers. Investment support provided through the likes of FedDev only goes to strengthen this and accelerate the program’s success.

Innovation Park

The FedDev programs are extremely well-timed and well-designed to advance Queen’s commitment to helping to stimulate regional economic development and develop / retain talent in our region. The launch of Innovation Park at Queen’s University in 2008 was the first step in advancing this new mission for the University. The second step, accomplished in 2009, was clustering economic development and innovation service providers at Innovation Park to better communicate and coordinate activities, particularly those targeting SMEs. As a result of this physical co-location, Queen’s is now an integral partner with the Kingston Economic Development Corporation (KEDCO) on their business and investment attraction efforts targeting technology-based companies. In late 2009, the third step was taken when senior staff personnel were assigned full-time to building more industry-university research relationships, and in particular, reaching out to SMEs in the region. Outreach activities have been underway during 2010 and the FedDev programs are offering a launch pad for very focused effort. The outcome of this accelerated outreach and program activity will be well-developed pathways by which SMEs in our region can access the scientific, technical and business expertise, assets and talent via Queen’s to advance their business development and commercialization objectives.

Innovation Park is currently home to 15 SMEs, most of which are linked to the university via research collaborations and / or student placement and recruiting strategies. Through its Industry Partnerships initiative, over 100 technology companies (85% SMEs) have been identified that comprise the Kingston & Region Industry Ecosystem. FedDev programs, such as
ARC and GEI, are providing the University with meaningful opportunities and vehicles to build or strengthen relationships with these companies and to help them attract talent, solve problems / remove bottlenecks and advance their goals. The GEI program in particular will enable the university to build a 3 year program and tailor it to the needs of our local businesses / industry.

The Monieson Centre
Since 1998, The Monieson Centre has served as a research centre within the Queen’s School of Business dedicated to the knowledge economy, studying how ideas and innovation create value for businesses and communities. The Centre’s research has included community-based studies designed to support Southern Ontario’s economic development needs with useful, academic resources. A series of 24 workshops across Southern Ontario with local business leaders, economic developers, and politicians identified youth retention, education, and economic diversification as the region’s top three economic development priorities. These priorities reinforce the importance of FedDev’s Graduate Enterprise Internship Program for revitalizing Southern Ontario’s economies. The program will provide valuable employment and learning opportunities for youth, allowing them to apply their knowledge to Southern Ontario businesses, while also developing the skills required of tomorrow’s business leaders. It will further support the region’s economic development by helping businesses access leading University research, in turn fostering innovation and business growth.

Through its community-based research programs in Southern Ontario, The Monieson Centre has built an extensive network of businesses and economic development organizations. This includes an ongoing partnership with the Eastern Ontario Community Futures Development Corporation (CFDC) Network Inc., providing access to SMEs across rural Eastern Ontario. Since Sept. 2008, this partnership has mobilized over 250 Bachelor of Commerce and MBA students to study businesses across the region. This has resulted in 12 business consulting projects, 17 analyses of business processes, and 18 case studies of business key success factors (available at www.easternontarioknowledge.ca). FedDev’s GEI funding will build on this success by allowing Queen’s University to place interns in businesses across the region through the Eastern Ontario CFDC Network Inc., and other Monieson Centre partners. The program will consequently strengthen the University’s relationships with these partners, helping sustain a healthy regional economy.

The Eastern Ontario Community Futures Development Corporation Network Inc.
EO CFDC Network Inc. takes a collaborative and coordinated approach to regional economic development. It leverages a unique partnership of economic development agencies to identify need and opportunity through activities including research, communication, advocacy, and professional development.

Since its establishment, EO CFDC Network Inc. has taken an active role in entrepreneurial business development across rural Eastern Ontario through initiatives such as the Regional Lending Pool, Eastern Ontario at the Royal Winter Fair, and the SSHRC-funded Knowledge Impact in Society Project in partnership with the Monieson Centre. Recently, EO CFDC Network Inc. has partnered with Queen’s University in a successful co-application to the Applied Research and Commercialization Program. It will serve as a point of contact for researchers and SMEs with commercialization potential.

Representing the 15 CFDCs that serve the rural regions of Eastern Ontario, EO CFDC Network Inc has formed strong partnerships with Queen’s University, Eastern Ontario Economic
Development Commission and Eastern Ontario Warden’s Caucus. In short, it provides access to a vast network of SMEs, community organizations, and economic development professionals and works toward innovative and collaborative solutions that strengthen local and regional economies.

CFDCs are community-based, not-for-profit corporations with the objective of encouraging local entrepreneurship and economic development by providing business loans, grants, and training. Each CFDC is business-driven, governed by a board of local volunteers, and partially funded by the Government of Canada.

Queen’s University Office of Advancement
The Office of Advancement is responsible for leading and coordinating support for Queen’s priorities among alumni, faculty, staff, students, parents, volunteers and other key constituents. Around the world, and throughout Eastern Ontario, our alumni can be found in boardrooms, courtrooms, art galleries, hospitals, laboratories, libraries, and governments. This extensive alumni network, including those working and leading SMEs, allows Queen’s students and graduates the connections necessary for internships and careers. A vital part of this network is the Queen’s University Alumni Association, a dedicated group of alumni who foster a lifelong association with Queen’s, engaging its members in the life and work of the university. Our alumni understand the high value of a Queen’s degree and work to support new graduates in their career pursuits.

Queen’s University School of Graduate Studies
The School of Graduate Studies (SGS) has responsibility for graduate programs and students at Queen’s University. The SGS mandate includes: setting policies for graduate programs, ensuring quality assurance standards, managing graduate student admissions, administering scholarships and fellowships, and monitoring graduate student progress. The SGS communicates current scholarship and internship opportunities to graduate students and their supervisors in several ways including: websites, social networking (i.e., Twitter, Facebook and Graduate Student Blog), a weekly electronic newsletter, and emails to departmental Graduate Coordinators and Graduate Assistants. The SGS coordinates and promotes the Expanding Horizons Series of workshops for graduate students (in partnership with Career Services, the Centre for Teaching and Learning and the Library), providing professional and soft-skills development opportunities for graduate students.

The SGS currently provides support and advice for graduate students and their supervisors who are involved with companies through NSERC Industrial Postgraduate Scholarships, NSERC CREATE and the MITACS ACCELERATE program. The SGS will work with Career Services to administer the proposed Graduate Enterprise Internships. For example, the SGS will advertise the new program to current and recent graduates and their supervisors, and will enable graduate students to adjust their student status as necessary to accommodate off-campus work. SGS will also work with Career Services to monitor and confirm the eligibility of participating students and recent graduates.
Appendix E – Proposed Job Descriptions

1 FTE Program Manager (located at Queen’s Career Services)

- Department: - Career Services - Effective Date: - July 2011
- Grade: - 70K - Reports to: - Director

### General Accountability

Reporting to the Director, Career Services, the Program Manager is the primary on-campus contact for The Graduate Enterprise Internship Program and the multiple organizations that recruit for students.

### Nature and Scope

The Program Manager must have thorough knowledge and understanding of the Graduate Enterprise Internship process and policies. Strong organizational skills, good judgment, tact and adherence to tight deadlines are essential in order to execute the process effectively and efficiently. Essential are excellent communications skills, both written and verbal, as well as effective interpersonal and decision-making skills.

The Program Manager provides advice and assistance to employers and students participating in the Graduate Enterprise Internship Program and organizes pre-internship professional skills training.

A professional, confident manner and thorough knowledge is essential to the Program Manager to manage the process through each term and in to the next. Communication with high-ranking corporate, international and government clients requires a high degree of maturity and is crucial. The Program Manager must be able to carry out the responsibilities in a timely and effective manner, deal with constant interruptions and use good judgment to provide a smooth and transparent progression throughout the term. An ability to multi-task and maintain an exceptional level of quality work is critical.

The Program Manager must be capable of independently handling the many complexities and consequences that arise.

The Program Manager:

- Is the primary on-campus contact for employers as well as the Southeastern Ontario Employer Relations Coordinator. A consistent and ongoing relationship must be established in order to provide support and on going coverage.
- Is the most accessible contact for the clients and is responsible for informing the Employer Relations Coordinator of any employer activity, (i.e. problems, changes and specific events)
- Is required to complete a thorough assessment of the organization or corporation prior to processing a request for recruitment
- Is responsible for supervision of all aspects of the employment process from the initial employer contact and through out the recruitment process. Good judgment and a thorough knowledge of the recruitment processes are required to identify potential issues and being proactive, taking appropriate positive action to resolve the situation.
- Takes initiative and applies job knowledge to ensure completeness and accuracy in identifying job requirements.
- Is responsible for the management of the positions that are submitted to the Graduate Enterprise Internship program by the employers. Evaluates the information, assigns job levels and disciplines and seeks out missing information. The Program Manager works with the employers to ensure the job descriptions are complete and accurate.
- Confers with employers to expedite interview arrangements and follows up with any last-minute requirements or requests. This may involve contacting students or employers to ensure completeness and a greater number of candidates in order to avoid potential problems that may arise.
- Hosts employers interviewing on campus, by telephone or teleconference
1 FTE Southeastern Ontario Employer Relations Coordinator

Department: Career Services  Effective Date: March 2011
Salary: 55K  Reports to: Program Manager

General Accountability

This position is accountable to the Program Manager. The Southeastern Employer Relations Coordinator has two major responsibilities:
1. job development, which entails securing an adequate number of relevant employment opportunities for interns, and
2. support interns in securing employment and completing work term requirements.

Nature and Scope

The Southeastern Ontario Employer Relations Coordinator will work across Southeastern Ontario to actively pursue new internship opportunities. The Employer Relations Coordinator will visit students and employers on placement during their Graduate Internship to determine students’ levels of performance on the job and to promote the Graduate Enterprise Internship program.

New job development is a major component of the Employers Relations Coordinator’s responsibilities. By attending staff development seminars and other meetings arranged by the Program Manager, and by studying brochures and fact sheets for the various programs, the Employer Relations Coordinator is expected to have a thorough knowledge of STEM related academic disciplines offered by each relevant faculty, school, or department within the University.

Specific Accountabilities

• Develop and Maintain Employment Opportunities for Students
  o identify and research potential sources of employment for students and graduates
  o contact employers to establish interest in hiring Queen’s students and graduates
  o describe/sell the Graduate Enterprise Internship program to prospective employers
  o conduct monitoring visits to evaluate job site and work activities of students
  o evaluate positions for relevant learning experience
  o confirm employment arrangements and procedures
  o maintain accurate records of both employers and students

• Work Site Monitoring/Employer Liaison
  o maintain rapport with employers
  o retain current (and develop new) positions for future work terms
  o explore opportunities in other areas of employers’ operations
  o visit employer/ intern on-site during internship (telephone if unable to visit in person) or more often if required
  o discuss intern’s performance with employer
  o discuss intern’s performance with intern
  o discuss work report progress with intern/employer
  o listen to concerns and review activities (if applicable)
  o resolve conflicts or problems (if applicable), involving Program Manager if required
  o verify suitability of job activities with regard to educational and career objectives
  o suggest alternative work responsibilities for interns (if appropriate)
  o conduct follow-up activities for employers and/or interns
  o maintain accurate records
Appendix F - Proposed QGEIP Budget

Summary of Total Queen’s Graduate Enterprise Internship Program Budget

<table>
<thead>
<tr>
<th></th>
<th>year 1</th>
<th>year 2</th>
<th>year 3</th>
<th>totals</th>
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Detailed Description of Budget

1. Intern Salary Contributions*

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* Based on 50/50 cost sharing between FedDev and host SME and average intern salary of $25k for a six month internship.

2. QGEIP Partner contributions – in kind**

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<td>Innovation Park</td>
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<td>Office of Advancement</td>
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<tr>
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<td>$110,000</td>
<td>$110,000</td>
<td>$330,000</td>
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** Includes dedicated staff time, advising, consulting, and use of partner resources such as databases, mailing lists, professional networks and communications channels.
### 3. QGEIP Staff and Administration***

<table>
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<tr>
<th>FedDev contribution</th>
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<th>year 3</th>
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<td>188100</td>
<td>300750</td>
<td>317650</td>
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</table>

***Includes:
- Labour and operating expenditures – two professional staff as described in Appendix F
- Materials and Supplies – office expenses including phone, photocopying, printing
- Outreach and Promotion – events, brochures, promotional materials
- Travel and meeting costs – based on estimate of annual 100 days of travel for Employment coordinator and Queen’s travel policy requiring use of rental car for frequent travel in excess of 125km/day
- Admin cost – 5% of total FedDev contribution

### 4. Project Management****

<table>
<thead>
<tr>
<th>FedDev contribution</th>
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<th>year 3</th>
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<td>30000</td>
<td>45000</td>
<td>48000</td>
<td>123000</td>
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****Includes:
- Consulting and professional fees – workshop facilitation, referral fees, on-line resource development
- Assessment – use of copyrighted instruments and assessment tools
- Minor and non-capital acquisitions – computers and software
Appendix G – Program Details

1. Working With Host SMEs to Identify Opportunities for Internships

The Graduate Enterprise Internship Program (GEIP) will follow the successful model of similar co-op placement programs and well as our existing Undergraduate Internship Program and the IAESTE Canada model. As a long established Career Services office in Eastern Ontario with a large employer base both here in Kingston and regionally we will be able to build on our contacts to establish the QGEIP while raising the visibility of SMEs and talented STEM students.

These internships will be strategically targeted as follows:

a) The Kingston area – in partnership with KEDCO and Innovation Park
b) Southeastern Ontario - in partnership with The Monieson Centre and Eastern Ontario Community Futures Development Corporations, and existing employers.
c) Broader Southern Ontario. Although the majority of internships will be in Kingston/Eastern Ontario, we will also place some interns across Southern Ontario to exploit already existing connections with SMEs

a) The Kingston Area
One of our project partners, Innovation Park, has already completed a detailed study of the local industrial ecosystem that has identified over 200 local companies. The local firms represent important sectors such as advanced materials, biochemistry, environmental technology, medical devices, and life sciences.

49 of these firms already actively recruit from Queen’s, 51 have an existing research collaboration with the university, and another 20 are involved as partners with providing projects for upper year engineering students. This existing framework provides a firm foundation to ensure that the QGEIP gets off to a strong start and meets its annual placement objectives.

b) Eastern Ontario
Eastern Ontario is home to approximately 1.2 million people (excluding Ottawa). The 15 CFDCs serving the region provide access to vast networks of SMEs, community organizations and economic development professionals. These networks will be utilized to promote and facilitate the placement of interns in accordance with each community’s unique needs and opportunities.

Moreover, CFDCs have proven expertise and significant experience in the selection and placement of youth interns across the region through delivery of the Eastern Ontario Development Program (EODP). Since the program began in 2004, more than 800 youth interns have been placed. $8 million was provided by the EODP and a further $7 million was leveraged though the private sector and not-for-profit organizations. There is strong and persistent demand for youth internships across the region evidenced by $10 million in excess demand for funding between 2004 and 2009.

In addition to our existing contacts, new relationships with SME will be established across Southeastern Ontario as follows:
**Kingston and area:** As a result of the formalized collaborative partnership between Queen’s Career Services and KEDCO, a local Employer Relations Coordinator is on-site at Queen’s University two days per week. KEDCO has agreed to prioritize the objectives of QGEIP and will provide an in-kind contribution to assist in forming new relationships with SMEs. This individual will work in collaboration with staff from Career Services and Innovation Park to identify and develop appropriate internship opportunities.

**Eastern Ontario:** Our project partners The Monieson Centre and The Eastern Ontario Community Futures Development Corporation Network Inc. will identify and actively solicit potential internship hosts in the broader Eastern Ontario region. They will be supported by Career Services staff, the Program Manager, and the Employer Relations Coordinator.

In collaboration with the relevant project partner (where appropriate), all potential host SMEs will submit a thorough internship proposal which the Program Manager will review to confirm the proposed project and role meets the objectives of the GEIP.

2. **Negotiating Agreements Between Host SMEs and Queen’s Career Services**

Queen’s Career Services will provide each potential host SME with clear expectations for the roles and responsibilities of each party along with a schedule of project deliverables.

Host SMEs will contribute 50% of the intern’s salary and FedDev funding will cover the other 50%. Proposed intern salaries for a six month internship are:

- $20,000 for recent graduates of STEM programs (host SME contributes $10,000)
- $25,000 for current graduate students and recent graduates at the masters level (host SME contributes $12,500)
- $30,000 for current graduate students and recent graduates at the doctoral level (host SME contributes $15,000)

Each host SME will complete an Internship Project Proposal which will ensure they are aware of the specific program objectives and requirements. The Project Proposal will include:

- A summary of proposed project
- The name, role, professional biography, and contact information of the proposed mentor/ supervisor. In accordance with the program guidelines the mentor and supervisor will be the same person.
- An overview of specific intern responsibilities that will significantly contribute to the intern’s experience, skills, and understanding of business operations

Potential hosts will also be provided with documentation and resources that clearly outline their responsibilities with respect to:

- The establishment of intern’s learning objectives
- Intern supervision and mentoring
- Monitoring and reporting of intern’s progress
- Submission of all required reports and evaluations
The proposal will be reviewed by the Program Manager who will work with the host to negotiate the internship agreement.

3. Promoting Internship Opportunities to Eligible Graduates/Graduate Students

Our priority is to find internship placements for recent graduates and graduate students from Queen’s University. However, we will also assist recent STEM graduates from other institutions in finding internships especially within Eastern Ontario.

In accordance with the program guidelines, it is proposed that internships be six months in length. Our proposal is to provide 275 internships for eligible graduate students and recent graduates over a 3 year period as follows:

- Year 1: Sept 1, 2011 to March 31 2012: 50 internships
- Year 2: April 1, 2012 to March 31, 2013: 100 internships
- Year 3: April 1, 2013 to March 31, 2014: 125 internships

Promotion of internship opportunities to SME’s will occur through five channels:

1. Existing relationships: Queen’s Career Services currently has relationships with numerous SMEs through our existing programs, events, and services including our internship programs, job fairs, and job posting service. Queen’s faculty also have connections to SMEs through research projects and via design and consulting projects for 4th year students. All current partner companies who fit the program criteria will be contacted and encouraged to participate in the program.

2. Queen’s Alumni Network: Queen’s University Alumni have a deep-seated relationship to the university and actively seek opportunities to support current students and recent graduates. Many Queen’s alumni are employed in executive, senior management and technical roles in target SMEs. The Alumni Relations department maintains an active database and is prepared to identify and contact alumni whose roles and employers fit the criteria for this program.

3. Local Partners: Our local partners (KEDCO, Innovation Park, The Monieson Centre, CFDCs) will promote the program to their clients ensuring a strong local and regional component to the available internships.

4. Employer Relations Coordinator: the proposal includes hiring an Employer Relations Coordinator whose primary responsibilities include new job development. A full job description is included in Appendix F.

5. We will also leverage our professional networks to attract recent graduates and graduate students from other universities who are interested in participating in this initiative. Emphasis will be placed on those candidates who are interested in working in Kingston and the surrounding region.

Promotion of internship opportunities to eligible candidates will occur through the following mechanisms:

1. Program Website: Career Services maintains a popular website that attracts an average of 1000 visitors per day. There will be fixed, visible links on the website with targeted information for eligible candidates.
2. Special events: We will hold a kick-off event to which our regional industry and referral partners, students, faculty and university and college administrative staff will be invited. We will actively promote the program at major campus events such as career fairs and Graduate Student Orientation. We will include a yearly “blitz” that will highlight the successes thus far and goals for the coming year. We will inform new students and interested employers about the benefits of joining or continuing with the program.

3. The School of Graduate Studies and Society of Professional and Graduate Students: These project partners both have strong connections to graduate students and effective communications mechanisms including social networking, regular newsletters, and the Expanding Horizons series of workshops. We will leverage their links and networks to promote the program to eligible students and recent graduates.

It is anticipated that this program will be particularly attractive to international graduate students who become permanent residents in Canada, either during their graduate studies or during the five year eligibility window for this program. Active promotion of the program to this group will encourage their participation and will assist them in gaining valuable work experience so that they can contribute to the Canadian labour force.

4. Queen’s Office of Advancement: Through the Alumni Relations database, eligible recent graduates can be contacted and be made aware of the internship program.

5. Queen’s departments: Many academic departments maintain their own communications channels with program alumni, including websites and newsletters. Professors and staff will be notified of the program and encouraged to promote it to their recent graduates and to alumni in industry who can serve as employers and mentors.

6. Local and regional employment agencies: program brochures and promotional materials will be provided to local and regional employment service providers including workforce development/training boards, college and universities (career centers, graduate studies offices, science and technology academic programs) and regional, rural employment service providers. All marketing materials (including websites) will showcase the funder.

4. Matching STEM Interns With SME Placements

The matching of STEM interns with SME placements will occur through the following process:

Screening and selection of internship candidates:

- Eligible candidates registering for the program will provide their resume, cover letter, transcript and a complete ‘SME Sector Interest Profile’ (SIP). This SIP will allow students to rank industry sectors as well as locations in order to provide information for the screening process and facilitate an appropriate internship match.

- After registering for the program candidates are required to attend/complete requisite workshops and information sessions as well as meet with the Program Manager. Candidates will then be given access to a password protected QGEIP job postings portal. This database will be part of our existing system but only registered QGEIP candidates will have access (whether from Queen’s University or elsewhere).

Screening and selection of internships:

A list of participating SMEs and available positions will be posted so that candidates can tailor their resume/cover letters. Candidates will then be able to apply for up to 10
positions. Career Services counseling staff will provide interns with résumé and cover letter reviews upon registration for the program and again during the application stage.

Matching candidates with host SMEs/mentors:

- After applications have been submitted; the Program Manager and Employer Relations Coordinators will review and select the best candidates for each position and provide the SME with a short-list. The length of the short-list will be selected by the company. The short-listed candidate’s profiles will be forwarded to the SME based on the matching criteria of qualifications, degree requirements, locations, industry sector etc.
- The SME will then make the final candidate selection and the placement process will begin. If the candidate is not acceptable, the SME may consider other candidates on the short-list. The Program Manager will then be responsible for overseeing salary contributions to STEM interns and monitoring and evaluating internship placements.

5. Establishing Mentoring Requirements for SMEs and Interns

In collaboration with Career Services staff the Program Manager will develop and apply a rigorous experiential learning framework to the internships. Experiential learning is a highly effective educational method that engages the learner in a more personal way by addressing their particular needs. This method involves the learner in a four stage cycle of action, reflection, conceptualization, and experimentation. This learning process will begin before the formal internship and continue post-internship. To facilitate the mentoring process, the program website will include an extensive array of resources for mentors and interns along with a comprehensive to-do-list.

Pre-internship:
Interns will be provided with an overview of their project and with resources and guidance so they may complete their proposed learning objectives. Learning objectives will include relevant knowledge, skills, and values and will be assessed pre and post internship. The learning objectives will be built around the broad theme of Leadership Development and will include the following five core competency areas:

1. Effective communication
2. Teamwork and teambuilding
3. Innovation and problem solving
4. Management, organization, and administration
5. Financial management

These objectives will be discussed and revised by the mentor and intern before the intern begins work. The final agreed objectives will be confirmed during the first two weeks of the internship. The intern and mentor will both be provided with an internship handbook that will outline the various policies, procedures, and shared expectations. This handbook will be updated and improved over time, based on feedback from mentors and interns. It will also be available as a resource to other internship program host institutions.
In addition, interns will complete a series of workshops before commencing the internship. These workshops will be focused on the development of relevant business skills and will be facilitated by recognized experts including personnel from some of our project partners. Workshops will be presented in-person and on-line through our website and will include topics such as business etiquette, management skills, and professional communication.

During Internship:
- In the first two weeks of the internship the intern and mentor will negotiate and sign a mentoring agreement that will include:
  - Agreed learning objectives
  - Meetings and supervision details including meeting frequency and duration
  - Expectations regarding communication and information sharing
- At the mid-way point of the internship the mentor will complete and submit an interim progress report
- The program website will provide practical resources for mentors and interns including:
  - Recommended best practices for supervision
  - Assessment and feedback forms
  - Sample discussion questions
  - Self-evaluation tools and resources
  - Reflection exercises for interns
  - Online discussion groups for both interns and mentors
- Internships will be monitored by the Employer Relations Coordinator under the oversight of the Program Manager. The Program Manager will also coordinate facilitated gatherings for regional clusters of mentors and interns.

Post-internship:
- Interns will be provided with resources and guidance to help them to effectively communicate their internship experience in résumés, cover letters and future job applications and interviews.
- Interns will complete a formal review of their learning objectives to measure specific learning outcomes and the effectiveness of the internship program.
- Interns will meet with a career counselor to explore next steps to move forward in their careers.
- Mentors will provide a reference letter to interns.
- It is anticipated that a substantial number of interns will directly transition to permanent employment, many with their host SME. Other interns will be provided with ongoing coaching and career support for up to six months after the completion of their placements.

To ensure that program and learning objectives are met, mentors must meet the following selection criteria:
- A university degree or equivalent experience
- Minimum 3 years professional experience
- Appropriate professional certification (P.Eng, C.A. etc.) where applicable

Current role must be management-level in accordance with FedDev guidelines.

6. Monitoring and Evaluating Internships
The Program Manager will have primary responsibility for monitoring and evaluating internships and will be supported by the Employer Relations Coordinator.

As described in the previous sections, there will be a number of processes in place to monitor and evaluate the internships:

- Submission of an Internship Project Proposal by the SME
- Pre-internship agreement of learning objectives between the intern and mentor
- Completion of a signed Mentoring Agreement between the intern and mentor
- Submission of an interim progress report at the mid-way point of the internship
- Completion of final reports and assessment of learning outcomes and internship program

In addition to these standard reporting documents the program staff will conduct informal and formal check-ins by phone and through site visits.

Assessment of learning outcomes will be conducted using a combination of direct, indirect, qualitative, and quantitative assessment. For example, Kouzes and Posner’s (2002) Student Leadership Practices Inventory or a similar instrument will be administered pre and post internship. This will enable program staff to discern the effects of the internship experience on the relevant competencies and allow for continued improvement in the program over time. Indirect methods such as surveys and interviews will also be used to ask interns to reflect on their learning and host SMEs will also be surveyed and interviewed to ensure the program is meeting their needs and objectives. As a vehicle that fosters program improvement and enhances intern development, assessment can be the determining factor in assuring that program objectives are achieved and public money is well spent. It will allow for best practices to be identified and shared widely with other organizations. We plan to share the findings of this study at conferences, in academic journals and in professional mediums including industry and government publications.