



Overview

At the University of Alberta, we are committed to creating meaningful and productive interactions between you and our students. We prepare our Experiential Learning (EL) Students to make the most of their experience with you.

Experiential Learning (EL) and Work-Integrated Learning (WIL) programs at the University of Alberta welcome all qualified students, including Indigenous persons; members of visible minority groups; persons with disabilities; and persons of any sexual orientations and gender identities and expressions.

You may find this document useful in preparing EL Students to succeed in your organization. Some of the items below may not be applicable to your situation, but they are a good reminder for anyone who is interacting with students through their EL term with your organization. We are here to support you if you have any questions or concerns. Please contact us at 780-492-2221 or science.internship@ualberta.ca.

Before

- Is your job posting up-to-date and inclusive? Does it give an accurate picture of your organization and the role? Have you included accurate information about your workplace culture in your job posting?
- Is there someone in your organization who can answer questions from applicants about the role? Are they prepared to answer questions about the workplace culture, policies and procedures around physical and psychological safety, and supports provided to equity-deserving groups?
- Are the direct supervisor(s) and all other parties involved, in agreement on the purpose and outcomes of the role and what a positive experience look like?
- Consider who is responsible for screening applicants. Are they clear on the skills and experience they are screening for? Does your screening process mitigate bias?
- Have you assembled an interview panel that represents the diversity in your organization? Are your interviewers aware of the biases they bring? Have your interviewers decided on a process to mitigate bias?
- Do your interview questions focus on relevant skills and abilities?
- Have you taken steps to make your interview as accessible as possible? Have you offered to make accommodations for any candidates who might need them?
- Have you contacted the Experiential Learning program office at your student's institution to ensure they are aware of your hiring decision?
- Do you need an employment contract, agreement, terms and conditions, waiver, and/or informed consent signed by the student, their academic department, and/or their experiential learning program office which lays out expectations and responsibilities for all parties involved?
- Is the student's work space accessible and ergonomic? Does your student require any accommodations? Can accommodations be in place prior to the start date of the student?



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- Have you reached out to your student prior to their first day of work to clarify any details they might need or you would like them to have? (e.g. location, start time, parking, contact person, dress code, etc.)?

During

- Will the student be assigned a designated person(s) from your organization to provide supervision, guidance, and support throughout their experience with your organization? Will they have access to other levels of leaders or management in the organization both for mentorship and in case they need to escalate a complaint or concern?
- Is the supervisor clear on the expectations around supporting the student? Are they aware of support in place for them?
- Have you clearly communicated your expectations around hours of work, location of work, time off requests, etc.
- As a supervisor, have you shared your communication needs/preferences with your student? Do you understand any communication needs/preferences your student might have? How will communication work if students are working remotely or off-site?
- Does your training include how to achieve a healthy and safe environment? A healthy and safe work environment supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination, harassment (including bullying, racial harassment, and/or sexual and gender-based harassment), and abuse.
- Consider the training provided to leaders and other staff within your organization on equity, diversity, and inclusion. Will that training also be available to your student? Are there any peers, mentors, affinity groups, or other supports you can connect your student with?
- Have you made efforts to learn about intersectional identities, reflected on how yours has affected your positionality at work, and considered the steps you and your team can take to ensure that your student feels safe and supported in your workplace?
- Have you made your student aware of any policies or procedures that address any potential misconduct? Is your student aware of how to address, disclose, or report any misconduct?
- Have you provided training on digital security, privacy, confidentiality, records management, non-disclosure agreements, intellectual property, etc.? Does your student understand how to protect both their information and that of your organization?
- Does your student understand how to protect their physical safety and that of others? Does your student have easy access to personal protective equipment (PPE), first-aid and medical services?
- Do you collect emergency contact information, allergies and food restrictions, medical insurance information, or other personal information from your student? If so, is there an emergency action plan that lays out how personal information is properly handled?
- Does your student have sufficient [health insurance coverage](#)? [WCB coverage](#)? [Travel medical insurance](#)?



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- Are you providing the student with timely, developmental, and ongoing feedback and coaching? Are you pointing out the student's strengths and successes as well as areas for growth and development?
 - Are you making full use of the supports available through the university's experiential learning office? Are you raising questions or potential issues through email, phone, at site visits?

What happens if there is an incident?

Your EL Student may advise you of misconduct they have experienced or witnessed. Alternatively, your student may reach out to the experiential learning office or another office at the U of A to disclose. We encourage students to disclose where they feel the most heard and supported. We also encourage you to reach out if you or any of your colleagues witness misconduct directed towards or involving your student.

If you are receiving the disclosure, listen without judgment, assess if the student needs access to immediate support (see resources below), and then, with your student's permission, contact the experiential learning office as soon as you can. The safety of the student will always be your first concern.

Many times the nature of a disclosure or complaint will necessitate privacy and confidentiality. We will provide you with as much information as possible about how the incident might be addressed and will support your office in remedying the situation. That may require discussions about both interim measures and long-term measures to support and protect everyone involved.

After

- Do you need support from the experiential learning office in accurately completing the evaluation of your student?
- Reflect on how the experience was for you. Debrief with the other parties involved at your organization. What would you do the same? What would you do differently for future students?
- Is there any additional feedback you can give to the experiential learning office to improve future experiences?

Resources

[Alberta Human Rights Act](#)

- Prohibits discrimination based on the protected grounds of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, gender expression, age, physical disability, mental disability, marital status, family status, source of income and sexual orientation.

[Alberta Human Rights Commission - Information for Employers](#)

- Offers information on how to create an inclusive workplace under the Alberta Human Rights Act.

[Assisting Students in Distress](#)

- Resource to help understand common behavioural indicators to determine best how to respond when working with students in distress.

[Charter of Student Rights and Responsibilities](#)



- This document serves as a guide to navigating student rights and responsibilities at the University of Alberta.

[Courage to Act](#)

- Addressing and preventing gender-based violence at post-secondary institutions in Canada.

[Diversity & Inclusion Tool Kit for Employers & Hiring Managers](#)

- This Toolkit provides six tools to increase your engagement with Students from International Pathways, to bring diverse and global perspectives to your organization.

[Indigenous WIL Resource HUB](#)

- Support Indigenous student access, retention, and success in WIL programs and placements.

[Resources for Current Students](#)

- Provides access to students supports such as Counselling & Clinical Services, Sexual Assault Centre, Social Workers, Student Care Coordinators, Ombuds, legal advice, etc.