

Career Services

The Employer Guide to SWEP

2024 – 2025



Queen's
UNIVERSITY

STUDENT AFFAIRS
Career Services

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Introduction

The Summer Work Experience Program (SWEP) provides Queen’s undergraduate students with an engaging, challenging and rewarding summer experiential learning opportunity. Funded partially through the undergraduate portion of the Student Assistance Levy, the program provides a wage subsidy to support the creation of on-campus summer jobs that provide valuable experiences for Queen’s undergraduate students.

Staff and faculty members submit proposals, which are reviewed and ranked by a committee and results are sent to everyone who submitted no later than mid-December. Once a proposal has been approved, Career Services will make the job live on MyCareer for students to view and apply. If your proposal is approved, you conduct your hiring process (short listing, interviewing).

Throughout the student’s work term, SWEP Supervisors take part in an Experiential Learning (EL) WrapAround Learning process. By creating and facilitating student reflection and dialogue in the workplace, supervisors can see an increase in overall productivity and professionalism in their student staff. This form requires only a minimal additional investment of supervisor time to make a significant impact on students’ learning and professional development.

Statement on Acknowledgement of Traditional Land

Queen’s University is situated on the territory of the Haudenosaunee and Anishinaabek.

Questions

Questions?	Contact
<ul style="list-style-type: none">• Proposal Process• Student Application Process• Hiring Process and Contracts	Sheila Hutchison SWEP Program Coordinator swep@queensu.ca 613-533-6000 x74044

Program at a Glance

Positions

2025 SWEPP positions are:

- **May-August.** Employment can commence on or after May 1st and must terminate by August 31st. Jobs may run a maximum of 16 weeks in this 18-week window. Actual start and finish dates will depend on the needs of the employer.
- **Full time (usually).** The program does not require that employers submit only full-time positions; however, the vast majority of jobs received are for 16 weeks at 35 hours per week. A few employers offer students some flexibility in when those hours are worked.
- **\$18.20/hour** plus vacation pay.

Employers may submit more than one proposal for more than one SWEPP position. Units must ensure that SWEPP positions are not a replacement for staff roles and responsibilities. Work performed by SWEPP students must not be covered by any collective agreement.

Dates to Remember 2024-25

31 Oct 2024	Deadline for submission of SWEPP job proposals from employers
13 Dec	Notification to employers regarding job proposals (successful/not successful)
16 Dec	Summer 2025 job postings available for students to view in MyCareer
13 Feb 2025	Deadline for students to apply to SWEPP Summer 2025 job postings
14 Feb	Student applications are sent to employers
31 Mar	Employer deadline for hiring a student and returning signed contract
1 May	Beginning of Student Work Term period
31 Aug	End of Student Work Term period

Proposal Process

Call for Proposals

In mid-September, Human Resources sends out a call for proposals (on behalf of the SWEP program) to unit directors and leaders. Departmental leaders are asked to forward this call to all staff and faculty members in their unit who may be interested. This call is also available on the [SWEP website](#).

All Proposals must be submitted in [MyCareer](#) by October 31, 2024.

Please note: if it is your first time using the [MyCareer](#) system for SWEP, please start the process before October 31 to ensure you have time to get your account set up.

Completing the Proposal

Please review the proposal guidelines below and submit by the deadline.

1. Access to MyCareer System

Log in to [MyCareer](#) using an **employer** account. Note, this is not a Staff/Faculty net ID account.

If you do not already have an employer account, [register online](#).

If you do not see the SWEP module, contact the program coordinator.

2. Draft your Proposal

Resources

As you are writing your proposal, you may find the following resources helpful:

- [SWEP Budget planning information](#): Guide to help you calculate your employer contribution.
- [SWEP Proposal Word Template](#): this Word template allows you to work on a draft of your proposal before submitting it into the MyCareer system. Once you start working in MyCareer, edits can still be made, but it is easier to start with the Word template and then copy and paste your final draft into MyCareer so the system doesn't time out.

Employer Contribution

Please indicate the wage percentage you will contribute. While the committee may approve highly ranked positions with 0% employer wage contribution, given the limited funds available, employers are encouraged to consider using other sources of funding to enable a significant contribution. In addition to ranking the merits of the position, the employer contribution also factors into the committee's decision-making process. The SWEPP committee aims to maximize the number of students who can benefit from the program, while also recognizing that not all departments can provide the same level of funding from other sources.

Project & Job Description

This section should provide an overview of the project and its size and scope. It should provide a layperson's description of the project's importance/relevance in relation to, but not limited by, academic discipline, Queen's strategic goals, and the greater Kingston community. This section will also include the position's required academic background, special skills required to successfully perform the position, and the technical and professional skills required for the position. Please include:

- A brief overview and history of the project
- A description of the role, including duties and responsibilities
- Required qualifications, including academic, technical, and professional skills as relevant

Learning Plan

The Learning Plan is your opportunity to demonstrate the value of this experience for students. Learning Plans should demonstrate what students will gain from working with your unit. A strong proposal will include a detailed learning plan that explains a process through which a student will enhance the skill sets already acquired through academic study and prior work experience, as well as the addition of completely new workplace skills.

Consider the following questions:

- What skills will a student demonstrate and develop during their SWEPP experience?
- What opportunities and/or activities will be provided to the student to allow them to develop these skills? Please list specific examples where possible.
- What, if any, unique opportunities will the student be able to participate in?

Samples of top ranked proposals can be found under Ready to Post a Job on the [SWEP website](#).

3. Submit Your Proposal

All proposals must be submitted through [MyCareer](#).

- From the MyCareer website, select the **Employers & Educators** tab at the top
- Login using your login and password
- Select Post a New Job
- Select SWEP Job Postings
- Fill in all required information
- Submit posting for committee consideration

Proposal Ranking and Decisions

Each year, there is a limited SWEP funding budget. A subcommittee of the Scholarships and Student Aid Committee meets in late November/early December to review and rank proposals. The committee will review each proposal received and rank on the merits of the submission. This is an annual process, and receiving funding in one year does not guarantee funding in a future year.

The committee's goals include creating many student positions, ensuring a range of types of positions to appeal to a wide variety of students, and distributing the funding to a range of units across campus.

See the SWEP proposal stats below for the number of positions that have been approved in the past three years.

	2024	2023	2022
Proposals Received	197	173	173
Positions Requested	277	250	263
Proposals Approved	114	126	114
Positions Created	159	183	171

The committee also confirms a short list of "stage 2 wait list" proposals, so that if an employer whose proposal was successful later decides not to take their SWEP funding,

those dollars can then be re-directed to the wait list. Each year, 1 to 3 wait list positions are usually funded. The recipients of the top 3 positions on the wait list will be notified.

Each proposal is scored for a potential high score of 8:

- Project & Job Description (4 marks)
- Learning Plan (4 marks)

Committee discussions are confidential and final.

Communication of Decision

All employers who submitted a proposal will be notified whether their proposal was successful or not. This communication will be sent out in the first or second week of December.

This email will include the number of positions awarded along with the hours per week and number of weeks per position.

If your proposal is successful, the job(s) will be made live on the student career portal, MyCareer, on the second or third week of December to start the student application process.

Student Application Process

All approved SWEP positions will be made visible to students in MyCareer by mid-December.

Students must apply through the MyCareer system to positions they are interested in (they are not to apply directly to the employer).

All applications must be submitted by February 13, 2025.

All applications for your approved SWEP position(s) will be forwarded to you by email the day after the closing date. You can then start the next phase: Shortlisting and Interviewing.

Student Eligibility

To be eligible to apply for SWEP positions, students MUST be:

- Currently registered in their first full-time Queen's undergraduate degree program

AND

- Returning to the same full-time Queen's undergraduate degree program in the fall (not graduating this year)
 - Please note that students in the concurrent B. Ed. program ARE eligible
- Students must have submitted their application through MyCareer
 - Student eligibility must be confirmed before hiring (see next section: Hiring and Onboarding Process)
- Students with disabilities who are registered with Queen's Student Accessibility Services will be evaluated as equivalent to full-time as long as they are in at least a 40% academic load (6.0 credit units in each term of study) in the term prior and after the SWEP summer term

Social Insurance Number (SIN #) Requirements

- To work in the SWEP program students MUST have a Social Insurance Number
- To learn how to get a SIN number, go to: [Queen's University International Centre website](#)

Hiring Process

1. Confirm your preferred candidate

Once you receive the student applications for your position(s), conduct your own screening process (including shortlisting, interviewing), then decide on your preferred candidate.

2. Confirm SWEP Eligibility

Send the SWEP Coordinator your job number plus the name and student number of your preferred candidate so that their eligibility can be confirmed.

You will receive a response back within approximately 48 business hours with either:

- i. Confirmation that the student meets the eligibility requirements so you can make an offer to the student; OR
- ii. Confirmation that the student does not meet the eligibility requirements. You can then move to your next preferred candidate and seek confirmation of their eligibility

Do not make an offer to a student until you have received confirmation they are eligible. Most students who apply are, but it is important that this is confirmed.

Please also note that students must remain eligible throughout the work term. If their status changes (ie. they get accepted to a different program and are not returning to their undergraduate program) their work term must end.

3. Offer Position to Student

Make a verbal offer to the student and provide them with:

- The job description (print or electronic)
- Number of total hours and preferred schedule over the summer
- Start and end date

4. Request SWEP Contract

Once the student has accepted the verbal offer, send an email to the SWEP Coordinator (include the job number, the student name, and student number) so that a SWEP contract can be forwarded to you to obtain signatures.

The signed SWEP contract MUST be returned to swep@queensu.ca electronically no later than the deadline date of March 31, 2025.

Note: The Supervisor is the person whom the student reports directly to, and the Timekeeper is the person in your department who is responsible for processing student payroll.

Onboarding and Payroll

Onboarding

SWEP employees are paid employees of your unit. For most onboarding, supervision, and other employment related matters, please follow your normal HR procedures. If you have questions, contact your HR Advisor.

You will receive a welcome email with information about the SWEP Lunch 'n Learn Series in early May. Encourage students to attend the series to help them develop additional, valuable professional skills.

Students will also receive emails including a welcome with information on the Lunch 'n Learn series, in early May, a follow-up and request for testimonials and pictures, and a wrap up with an experience feedback survey. If students come to you with questions you are unable to answer, please direct them to swep@queensu.ca.

Timekeeping and Payroll

SWEP student staff are categorized as casual hourly employees at Queen's. All policies and procedures for casual hourly employees (including Queen's Payroll Services deadlines) also apply to SWEP students.

Students complete timesheets and give them to their supervisor for approval. Students then submit their approved [timesheet](#) to the unit's timekeeper for processing. The timesheet for hourly employees can be found in the Human Resources SharePoint and is called 'Timesheet for Casual and Bi-Weekly Paid Employees'.

Timekeepers: set contract up in PeopleSoft at \$18.20 per hour. The system will automatically add 4% vacation pay. All SWEP students receive this wage and cannot be paid at a higher or lower rate.

The May stat holiday is partially paid to students. Based on the Ontario Employee Standards Act (ESA), the system will automatically compensate them by taking the 4 weeks prior to the week with the stat, adding up the hours, and dividing by 20 days. Since the student likely will not have worked 20 days prior to this stat, they will only receive partial pay for this holiday. Timekeepers leave this date blank in PeopleSoft.

Reimbursement

You are responsible for paying your student in full on a bi-weekly basis throughout the term and will receive the funds transfer May or June. In August, you will receive a self-audit form from Queen's Financial Aid and Awards. Complete and submit this form to finalize the position.

Required Training

The following training components are mandatory for all Queen's University employees. All modules for training are available online using the student's **Employee NetID** and password through the University website. If the student has already completed this training at Queen's, they do not need to complete it again.

1. [Health and Safety Awareness Training](#)
2. [AODA Training Suite \(required\)](#)
 - Accessible Customer Service Module (required)
 - Human Rights 101 (required)
 - Access Forward (required)
3. [Working Together](#)
4. [It Takes All of Us: Staff and Faculty](#)
5. [Harassment and Discrimination Training Link \(Video module\)](#)
6. [EI Wraparound](#)

Summer Work and Supervision Process

EL WrapAround

Overview

Adding an Experiential Learning framework to existing on-campus work and volunteer student roles is an important opportunity for students to develop essential skills and knowledge. Working in professional settings with the support of trained supervisors, students are in a natural venue to reflect on the professional skills they are developing through these invaluable learning opportunities. Providing support for Experiential Learning in these contexts is an important way to meet MASED and the university's goal to increase the number of experiential learning opportunities for students.

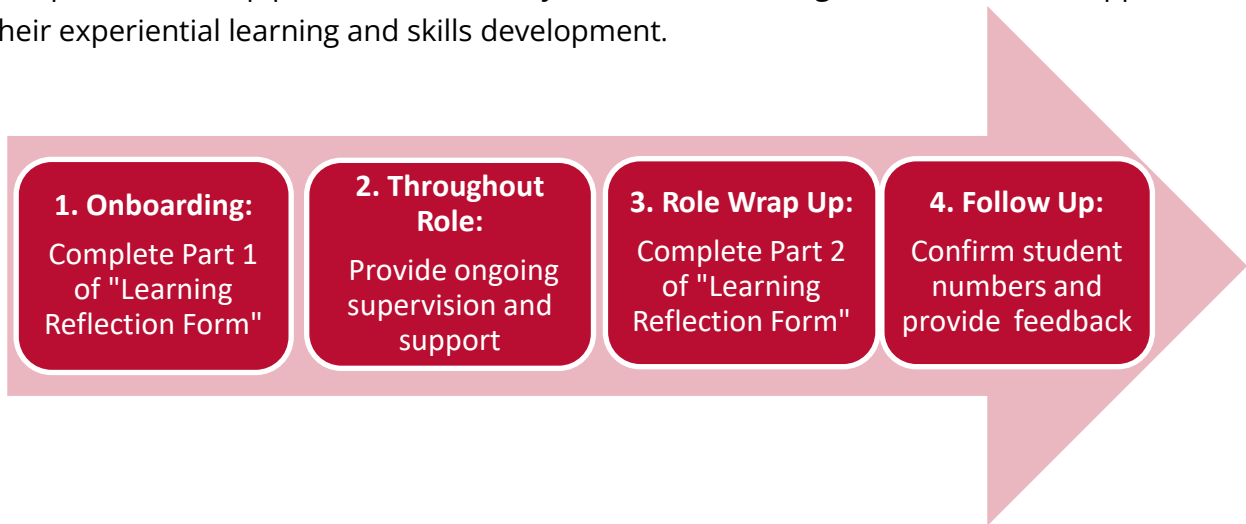
By creating and facilitating student reflection and dialogue in the workplace, supervisors can see an increase in overall productivity and professionalism in their student staff. Similar programs (e.g. Iowa GROW at The University of Iowa) have reported that students who engaged in conversations designed to encourage reflection on the work experience “were more likely to report that their jobs helped them reach goals outlined by the university for on-campus employment” (e.g. improving writing, speaking, and time management).¹ These programs have found that when students make connections to the workplace, they are more invested in the experience, produce higher quality work, and are more committed to their role and the university.

The Experiential Learning WrapAround requires only a minimal additional investment of your time to make a significant impact on students' learning and professional development. Thank you for being a part of this initiative – you are making a significant difference for our students.

¹ Gose, B. (2014, September 15). How to Make Students' Campus Jobs More Meaningful. The Chronicle of Higher Education. Retrieved from <http://chronicle.com/article/How-to-Make-Students-Campus/148731>

Process

Complete the 4-step process below with your students throughout their role to support their experiential learning and skills development.



Supervisor Checklist

1. Onboarding

During your first (e.g. onboarding) meeting with the student(s)

- Complete **Part 1** of the Learning Reflection Form
 - Review the job description and associated responsibilities
 - Complete the Employer Information and Student Information
 - Select 2-5 skills that the student(s) will have the opportunity to develop in their role

Alternative Option

If you supervise a large number of student staff and would like to facilitate this process as a group, please contact el.hub@queensu.ca for support.

2. Throughout the Role

- Provide ongoing coaching and support to help the students be successful in their role and in reference to skills selected in Part 1

Optional Supports (see page 3 for more information):

- Attend "Supervise for Success" workshops to gain skills to facilitate EL process
- Access additional resources in the EL WrapAround Living Library for Supervisors
- Encourage students to attend Student Reflective Workshops with EL Hub

3. Role Wrap Up

Near the end of the student(s)' work/volunteer term

- Remind the student(s) to complete Part 2 of the Learning Reflection Form
- Schedule a final meeting with the student(s)

During the meeting, complete **Part 2** of the Learning Reflection Form

- Discuss the student(s)' answers to their questions
- Discuss and record your Supervisor Comments
- Sign and date the form
- Provide a copy of the completed form to the student (NOTE: You may choose to keep a copy of the completed form, you DO NOT need to submit the form to the EL Hub.)

4. Follow Up

Near the end of the term, the EL Hub will email you asking you to complete the following information

- Confirm the total number of students with whom you completed the Learning Reflection Form.
- Complete survey to provide valuable feedback on the program.

Resources for Supervisors

Supervise for Success Workshops

This workshop series will assist supervisors in the implementation of the EL WrapAround Project. To register or inquire about hosting a workshop for your unit, email el.hub@queensu.ca.

How to Implement the EL WrapAround

Do you want more engaged and committed student employees? Attend this session to learn how to build student skills and capacity by helping them identify and reflect on the professional skills they will be developing in their role. During the workshop you will practice using the EL Reflection Form and explore strategies for identifying learning outcomes and guiding student reflection.

Strategies for Effective Student Supervision for on campus, remote or hybrid situations

Great student employees can be fostered through great supervision. Attend this session to learn how to develop supervision structures and strategies (for remote, hybrid and in-person work) that will help your student employees develop their professional skills while making a significant contribution to your workplace.

Reflective Student Workshops

Facilitated by the EL Hub, these workshops will help students understand the EL process and prepare them for reflective conversations with their supervisors. Students can register for these workshops through MyCareer.

Getting the Most out of your Queen's Work or Volunteer Experience: Part 1 of the EL WrapAround Learning Reflection Form

Engaged in a volunteer, extracurricular, or paid position on campus? Interested in learning how to make the most out of your experience? During this workshop we'll introduce you to the EL WrapAround Learning Reflection Form! We'll complete Part 1 of the form together by looking at the tasks you'll be performing in your role and matching those to the types of skills you hope to develop. We'll end with an overview of how you can engage in reflective practice throughout your role so that you are prepared to articulate what you learned during the experience to future employers, grad schools, or other opportunities!

Assessing your Skills Development: EL WrapAround Mid-Point Reflection

For students at the mid-point of their Experiential Learning roles, this workshop will help you assess which skills you've been developing the most and which ones you want to continue to work on. We'll discuss successes and challenges in the role so far and reflect on some of your most significant learning experiences to date. Be sure to bring your EL WrapAround Learning Reflection Form!

Articulating your Skills and Planning for the Future: Part 2 of the EL WrapAround Learning Reflection Form

You've gained some great skills and experiences through your Experiential Learning role, but not sure how or where you could use these skills in your future? Attend this workshop to engage in a final reflection, complete Part 2 of the EL WrapAround Learning Reflection Form and start thinking more broadly about your experience and its applications. Leave the workshop feeling confident in your ability to

articulate what you've learned to future employers, grad schools or other opportunities!

Online Resources for Supervisors

EL WrapAround Living Library for Supervisors

The "EL WrapAround Living Library for Supervisors" will allow supervisors to share resources through a OneDrive shared folder. If you would like access to this please email el.hub@queensu.ca and you will be able to upload useful resources, as well as learn from and adapt resources from other supervisors.

Queen's Events Calendar

<https://www.queensu.ca/eventscalendar/>

Inclusive Queen's

<https://www.queensu.ca/inclusive/learning/training>

Positive Space

www.queensu.ca/positivespace/home

EL WrapAround Learning Reflection Form

Student Information	Supervisor Information
Name:	Name:
Position:	Department:
Faculty:	Email:
Email:	Tel:

Introduction

Participation in on-campus, co-curricular roles is an important part of your transformative learning experience at Queen's. In these roles, you are developing the skills that will prepare you for a successful and meaningful career. Using this reflection form brings your co-curricular experience into an experiential learning framework, helping you to:

- Consider how the tasks and projects in this role contribute to your skills development
- Reflect on this role and how it contributes to your long-term career goals

Part 1 – Beginning of Role

Supervisor and student complete together as part of initial orientation/onboarding meeting with student

Review your job description and the list of skills below. During your meeting discuss the following:

- As the student, what skills are of most interest to be developed?
- As the supervisor, what are the skills the student would have the best opportunity to develop?
- Together, what tasks and projects will create opportunities to develop the identified skills?

Skills	
• Collaboration (Accountability, Navigating Group Dynamics, Teamwork)	• Communication (Creative Expression, Marketing, Oral Communication, Writing)
• Connection (Community Building, Empathy, Interpersonal Skills, Networking)	• Growth Mindset (Adaptability, Initiative, Resilience, Self-Improvement)
• Engaged Citizenship (Advocacy, Civic Participation, Global Perspective)	• Inclusivity and Intercultural Competence (Actively Anti-Oppressive, Fostering Inclusion, Indigenous Cultural Awareness, Intercultural Skills)
• Knowledge (Financial Literacy, Indigenous Ways of Knowing, Research, Teaching and Facilitating)	• Leadership (Mentoring, Coaching, and Advising, Persuasion, Supervision and Leading, Understanding Leadership Styles)
• Professionalism (Attention to Detail, customer Service, Organization and Time Management, Utilizing Technology)	• Self-Awareness (Ethics and Integrity, Identity Development, Maintaining Health and Wellness, Self-Management)
• Thinking (Analysis and Synthesis, Critical Thinking, Creativity, Problem Solving)	• Other (Add additional job specific or industry specific professional skills)

To learn more about the skills listed in the chart above, visit the [Queen’s Skills Cards](#) website. The website includes definitions, examples, and an interactive digital skills assessment tool.

Complete the chart below by choosing 2-5 skills that you will develop in your role and record the related tasks and projects that will help you develop those skills.

Skill	Related Task/Project
1.	
2.	
3.	
4.	
5.	

Part 2 – Near End of Role

Student records reflections below and brings form to meeting with supervisor to discuss.

Student Questions *(to be completed by student):*

1. Comment on how you developed and/or demonstrated the 2-5 work-related skills that were identified in Part 1.

2. How did your work contribute to the department?

3. How has this experience helped to inform your long-term options and/or goals?

Supervisor Comments *(to be completed by supervisor at meeting):*

Student Signature:

Date:

Supervisor Signature:

Date: