

Career Services

The Employer Guide to SWEP

2024 – 2025



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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. 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
• 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 SWEP 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 SWEP position. Units must ensure that SWEP positions are not a replacement for staff roles and responsibilities. Work performed by SWEP students must not be covered by any collective agreement.

Dates to Remember 2024-25

31 Oct 2024	Deadline for submission of SWEP 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 SWEP 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 SWEP 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 SWEP 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 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.

	2025	2024	2023	2022
Proposals Received	175	197	173	173
Positions Requested	248	277	250	263
Proposals Approved	145	114	126	114
Positions Created	201	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 based on:

- Project & Job Description
- Learning Plan

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.

Hiring & Engaging Diverse Student Talent

Queen's University is committed to recruiting processes that support diversity, equity, and inclusion. These resources offer best practices to consider when recruiting at Queen's, expanding Experiential Learning opportunities, and helping to foster meaningful engagement with a wide variety of students while offering an inclusive recruiting process:

- [Hiring & Engaging Diverse Student Talent: Employer Toolkit](#)
- [EDII Best Practices through the Recruitment Cycle](#)
- [Experiential Learning: Investing in Student Skills and Experience Development](#)

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 SWEPP Eligibility

Send the SWEPP 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 SWEPP Agreement

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

The signed SWEPP Agreement 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, Payroll, and HR Procedures

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 \(Video module\)](#)
6. El Wraparound – See next section of this document

Terminating a Position

If a student's SWEP contract is terminated by the student or the employer, SWEP@queensu.ca must be notified immediately and the SWEP contract and associated funding will be halted from that date forward.

Student No Longer Eligible for SWEP

If the status of the hired student changes (ie. they get accepted to a different program and are not returning to their undergraduate program) their SWEP-funded work term will cease to be eligible for funding support.

In this situation, you may continue to employ the student but will be responsible for 100% of the student's wages for the remainder of their term. Alternatively, if you terminate the student's employment, you can re-hire for the role from the pool of applicants who had applied through the formal SWEP process.

Termination Due to Unresolved Performance Issues

Prior to considering termination, employers are encouraged to ensure feedback, coaching, and training is provided. Visit the [Experiential Learning \(EL\) Hub](#) for tipsheets and resources related to providing feedback on performance.

If performance issues persist, please consult with your department's Human Resources representative for guidance on the next steps.

Summer Work and Supervision Process

Supervision

When supervising student staff, effective onboarding and supervision processes are important for both the student and the supervisor. Effective onboarding and supervision processes, and clarity in roles and responsibilities and reporting structures, reduce the time it takes for students to reach desired productivity levels, improve their overall performance and learning experience, and increase the student's sense of belonging in a new learning environment.

Visit the [Experiential Learning \(EL\) Hub](#), and review the EL WrapAround information below for tipsheets and resources for supervisors.

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 that complement their academic degrees and help prepare them to have impact in their future careers. With the support of trained supervisors, students can reflect on the skills they are developing and how these experiences are contributing to their career development. Supporting Experiential Learning in these contexts is an important way to meet the University's goal of providing students with opportunities to expand their knowledge and experience personal growth through reflective thinking and co-curricular involvement.

By creating and facilitating student reflection and dialogue in the workplace, supervisors help students make deeper connections to the workplace, increasing their investment in the experience. This in turn produces higher quality work, and students are found to be 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.

***New this year! Online Format, SDGs and Reflection on Impact**

To help streamline the process for staff and students, and to create more opportunities for students to engage with skill and career development content, we have designed two online modules and updated the EL WrapAround Reflection Form.

[EL WrapAround Module 1](#)

[EL WrapAround Module 2](#)

[EL WrapAround Reflection Form](#)

All aspects of the EL Wrap Around will be completed via online links with no student or staff logins required. The EL Hub will monitor the online form workflow and will assist staff and students with any technical difficulties. You can reach out to the el.hub@queensu.ca to enquire about what stage a student has reached in the process (i.e. started the form but not submitted).

We are also introducing the United Nations Sustainable Development Goals (SDGs) as a mechanism to support student reflection on the impact they are having in their roles. Students will be introduced to the SDGs in Module 1 and provided with more examples and guided reflection on the relationship between their role and the SDGs in Module 2. We have added one SDG-specific reflection question (optional) on Part 2 of the EL WrapAround form. For more information about Queen's and the SDGs visit the [Advancing Social Impact website](#) and the [Queen's Career Guide for the UN SDGs](#)

Process

Complete the following process with your students throughout their role to support their experiential learning and skills development:

Step 1: Beginning of Role

1. Share link to 'EL WrapAround Module 1' with students (use standard email in following section of this guide)
2. Students work through Module 1 (approx. 20-30 min)
3. Students fill out online 'EL WrapAround Reflection Form' in Cognito – email notification automatically sent to supervisor
4. Supervisor receives email from Cognito with a link to the form; reviews form and discusses skill development goals with student

5. Supervisor signs form. A PDF version of completed form is automatically sent to student and supervisor via the Cognito email notification system.

Step 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

Step 3: Towards the end of the Role

1. Share link to 'EL WrapAround Module 2' with students (use standard email in the following section of this guide)
2. Students work through Module 2 (approx. 20-30 min)
3. Students fill out online EL WrapAround Reflection Form in Cognito
4. Supervisor receives email notification from Cognito with link to form; reviews form and discusses reflections with student
5. Supervisor signs form; PDF version of completed form automatically sent to student and supervisor

Returning Students

If you are supervising a student who has completed the EL WrapAround modules as part of a previous role at Queen's, we recommend giving them the option to either re-do the modules, OR go straight to the EL WrapAround form. If going straight to the online form, please provide the student with the direct link to the form:

<https://www.cognitoforms.com/SmithEngineering1/ELWraparoundReflectionForm>

Supporting Student Reflection

To help you support the student's reflective process throughout their role, we recommend the following:

- ☐ Familiarize yourself with module content
- ☐ Review the [Queen's Skills Cards](#) so that you are familiar with the skills students will list on their reflection form
- ☐ When possible, meet with your students to discuss skill development
- ☐ 1 x at beginning of role (review Part 1 of Reflection Form, discuss skills chosen and development plan, sign off)
- ☐ 1 x mid-point (discuss progress on skill development; identify new tasks / skills required)

- 1 x end of role (debrief Part 2 of the Reflection Form, share insights into the impact they've had in the role)
- Refer students to Career Services for more in-depth career development conversations
- Reach out to the EL Hub if you're interested in student workshops or supervisor supports

Email prompt to complete Part 1 of EL WrapAround - Beginning of Role

Note to Supervisors: Once students have started their role, copy/paste the following content and send as an email to all students under your supervision who will be completing the EL WrapAround process. Remember to update content with yellow highlight to reflect the specifics of the role/department and personalize/edit the email content where needed.

Dear (student role/title/group),

To support your learning during this on-campus work/volunteer experience, you will be participating in the Queen's Experiential Learning (EL) WrapAround process. The EL WrapAround involves skills assessment and goal setting at the beginning of the role, and reflection on the impact of your experience at the end of the role. This year we are using new online resources, including two online modules and an online reflection form.

Step 1 – Beginning of the Role: Complete "[Experiential Learning WrapAround Module 1](#)". At the end of the module, you'll be prompted to fill out 'Part 1 of the EL WrapAround Reflection Form', an online Cognito form that involves identifying your skills development goals for your time in the role. You'll add your **supervisor's email** address to the form, **choose your program** (look for the name of your department), **fill out a skills development chart**, and once you hit '**Submit**', a copy of the form will be sent to your supervisor. Your supervisor will be prompted to review and sign the form and then schedule a time to discuss the skills chart with you.

Step 2 – End of Role: As you near the end of your role you'll be sent an email prompting you to complete "Experiential Learning WrapAround Module 2". At the end of the module, you'll be prompted to fill out 'Part 2 of the EL WrapAround Reflection Form', which will focus on reflection on the experience. You'll follow the same process as you did for Part 1; your supervisor will get a copy of your completed form and schedule a time to discuss your reflections.

Each part of the process should take approximately 30-45 minutes to complete.

** Smith Engineering is supporting the transition to an online form with the use of Cognito Software to facilitate the online form. You will see 'Smith Engineering' in the URL of the forms, and you may see emails coming through the Cognito platform associated with the email addresses from Smith Engineering.*

The EL Hub monitors submissions of the reflection forms, so please reach out to el.hub@queesnu.ca or your supervisor if you have any questions or concerns along the way.

When you're ready to get started, click here to access [Module 1!](#)

(Supervisor sign-off)

Email prompt to complete Part 2 of EL WrapAround – Near End of Role

Note to Supervisors: When students are nearing the end of their role, copy/paste the following content and send as an email to all students who completed Part 1 of the EL WrapAround. Remember to update content with **yellow highlight** to reflect the specifics of the role/department. role/department and personalize/edit the email content where needed.

Dear (**student role/title/group**),

Congratulations! You are nearing the end of your role, which means it's time for you to complete [EL WrapAround Module 2](#). At the end of Module 2 you'll be prompted to open the EL WrapAround Reflection Form – this time **select 'Part 2' of the form**. Once you hit 'Submit', your supervisor will get a copy of the form and will schedule a time with you to discuss your reflections.

The EL Hub will be monitoring submissions of the EL WrapAround forms, so please reach out to el.hub@queensu.ca if you have any questions or concerns as you complete Part 2.

When you're ready to get started, click here to access [Module 2](#)!

(Supervisor sign-off)