

Career Services

The Employer Guide to Work Study

2024 – 2025



Queen's
UNIVERSITY

STUDENT AFFAIRS
Career Services

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Introduction

Thank you for hiring a Work Study student! We hope that this will be a rewarding experience for you and for the students working with you.

Queen's Work Study program creates experiential learning opportunities for students with financial need. This program, which provides subsidies for on-campus units and non-profit organizations in Kingston, is offered jointly through Career Services and Financial Aid and Awards and is funded by Queen's University. These opportunities not only provide students with an important source of income, they also provide valuable experiences and opportunities for students to develop the necessary skills to succeed at Queen's and post-graduation.

We welcome any suggestions or input that you might have, as we are continuously looking to improve our program and this manual. Please contact the program coordinator, Sheila Hutchison, with any comments or suggestions.

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">• Posting Jobs• Student Application Process• Hiring Process and Agreements	Sheila Hutchison Work Study Program Coordinator wkstudy@queensu.ca 613-533-6000 x74044

Getting Started

Eligible Work Study Roles

Queen's University

Work Study positions are not a replacement for staff roles and responsibilities. Work Study positions should be designed to enhance the unit's programming and to support students' skills development in addition to their academic experiences.

Departments wishing to hire students through the Work Study program are responsible for first ensuring these arrangements comply with all provisions of Queen's collective agreements and HR policies. Contact your HR Advisor prior to submitting a job posting should you have any questions.

Please also note that student roles, including Graduate Teaching Assistants, Graduate Teaching Fellows, Graduate Research Assistants, and JD and MD Teaching Assistants at Queen's are covered by the PSAC Unit 1 collective agreement. Additional information can be found on the [Faculty Relations Webpage](#).

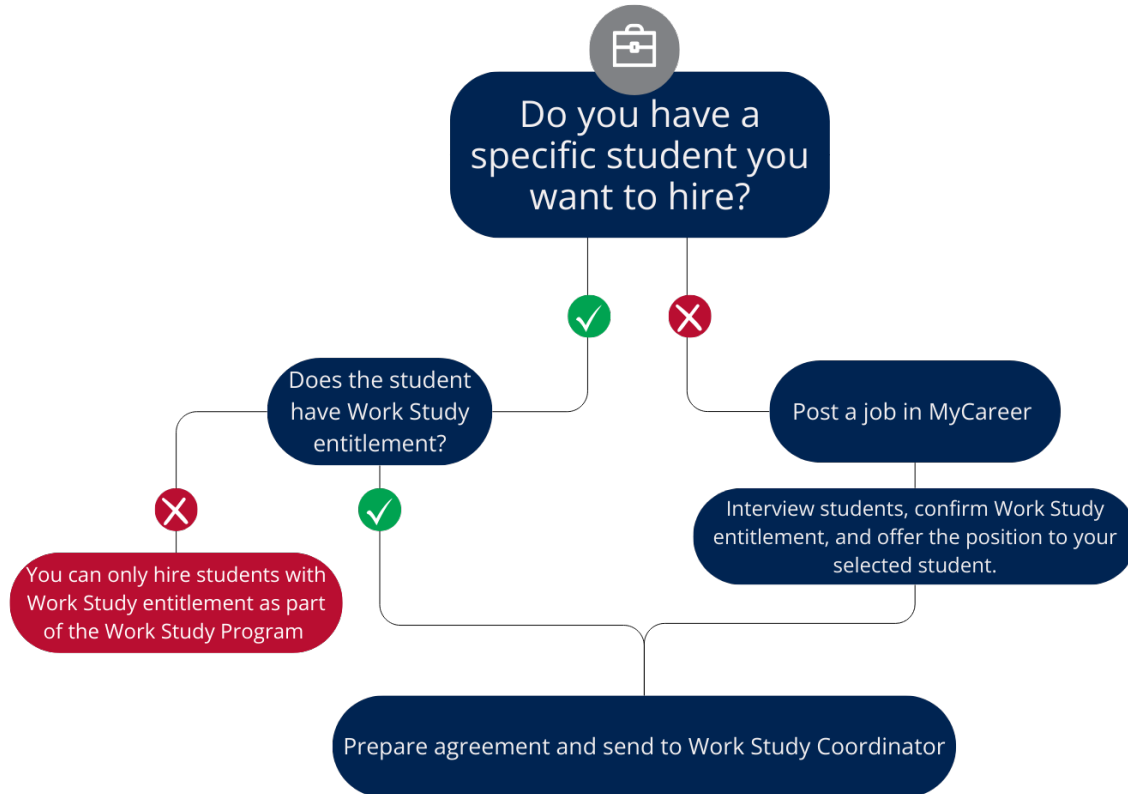
Non-Profit Organizations

To meet our criteria for being eligible as a Non-Profit Organization to use the Work Study program you must be able to answer yes to each of the following statements:

- Your organization is located in Kingston or area
- You have a formal workplace (not in the employer's home)
- Student will work at formal workplace under supervision
- You have a business email address
- You have a website
- You have a registered charity number

Eligible Students

The program is open to current undergraduate students and graduate students, as well as domestic and international students.



Incoming exchange students, studying on a letter of permission at Queen's but paying tuition and fees at their home institution are not eligible for the Work-Study program.

Please confirm students have received an entitlement from [Financial Aid and Awards](#). Please note that a student may not commence work until a signed and confirmed agreement has been returned by Career Services to the employer.

Note: If a Work Study Student discontinues their studies at Queen's at any point throughout their employment agreement, their Work Study position must immediately end.

Finding a Candidate for Your Job

Job postings are to be posted online through [MyCareer](#), unless employers have a particular student in mind to hire. The job posting must include:

- Job description
- Required skills or qualifications
- Application procedure

If you do not already have access to MyCareer please register at:

<https://careers.sso.queensu.ca/employers/registration.htm>.

If you are ready to post your job and have a MyCareer ID and password please go to:

<https://careers.sso.queensu.ca/home.htm>.

Please ensure you are posting to the Work Study job board in MyCareer. You should see this option in the red bar on the left-hand side of the page when you log in. If you don't see the Work Study job board, please let me know at wkstudy@queensu.ca.

Deadline to post a job

You can submit your job and hire a Work Study employee at any point throughout the Fall/Winter or Summer term; however, it is not recommended to post job opportunities near the end of the respective school term.

Application review and interviews

The departments, faculty, school or organization which has posted the job is responsible for verifying eligibility of the candidates, arranging interviews, selecting a candidate, and making a job offer.

Social Insurance Numbers

To work on campus in the Work Study Program students MUST have a Social Insurance Number (SIN).

International students cannot apply for a SIN until after being hired by a Work Study employer.

- To get a SIN number, students should seek direction at: [Queen's University International Centre website](#)

- Service Canada is at 1300 Bath Road in the Frontenac Mall

Hiring Procedures and Onboarding

Hiring Procedures

Verbal Offer & Confirmation of Work Study Entitlement

Once you have selected your successful candidate(s), the next step is to make a verbal offer to the student and verify their Work Study Entitlement status. When you are offering a position to a student, please be clear with them about the number of expected hours and advise them that this number could change.

To verify that your successful candidate has a Work Study entitlement, you may ask your student to forward the email confirmation they received from Financial Aid and Awards or a snapshot of their SOLUS account showing the award. In addition to confirming their eligibility, this email will also inform you of your students' entitlement. You can use this to calculate how many hours your student is eligible by dividing their entitlement by \$17.20 (hourly wage effective Sept. 1, 2024).

Creating a Work Study Agreement & Formal Offer

Once you have confirmed your student's entitlement, you may proceed with creating the Work Study Agreement using our self-serve agreement system. You can find the fillable pdf and instructions on our [webpage](#) under Work Study Agreements.

This Work Study Agreement must explicitly state the number of hours which the student is eligible to complete.

Once you have completed this form, including signatures from the supervisor, the student, and the Timekeeper, scan (as a pdf) and email this document to wkstudy@queensu.ca. You must receive a confirmed Work Study Agreement from the Work Study Program Coordinator to ensure the student has been hired under the Work Study program.

Non-Profit Organizations

Provide the name and student number of the student you wish to hire. Career Services will prepare and forward the agreement for signatures.

Definitions:

Supervisor: The person to whom the student reports directly to

Timekeeper: The person in your department who is responsible for processing student payroll.

Onboarding

Work Study 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. **Please note:** Operational need and student availability will influence the number of work hours available, up to the maximum provided by the program, which is posted on your signed agreement.

Mandatory 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](#)

Hours of Work and Payroll

Work Hours

Work Study entitlements dictate the total number of hours students may work and get paid by a Work Study employer. To calculate this, simply divide the total Work Study Entitlement amount by \$17.20 (effective Sept. 1, 2024) plus vacation pay, which is the ~ hourly rate of pay. A sample breakdown is as follows:

- \$3000 = 174 hours (International students only)
- \$2000 = 116 hours
- \$1500 = 87 hours
- \$1000 = 58 hours

Be sure to remember that this entitlement is allocated for the entire school year, and not just for a single semester. When you hire a Work Study student, you, as the employer, should indicate to the student approximately how many hours will be available. Any agreement signed will indicate the number of hours that the student is hired for.

Students with More than One Position

If for any reason the student is not getting the amount of hours that were agreed upon, or there has been a change and it doesn't look like the number of hours that were agreed upon will be available, students have the liberty to find more than one job to achieve the full entitlement as long as the total amount of hours combined does not exceed their maximum entitlement.

In the instance that a student finds a second Work Study job, the student will need to notify and gain the consent of the original employer. The original employer needs to send an email to the Work Study Program Coordinator confirming agreement and indicating the number of hours they will use, and the remaining number of hours are available for the other department.

Payroll

Work Study students 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 Work Study 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.

Timekeepers: set agreement up in PeopleSoft at \$17.20 per hour. The system will automatically add 4% vacation pay. All Work Study students receive this wage and cannot be paid at a higher or lower rate.

Observed Holiday Pay

Please note that the following Queen's Policy applies to Work Study students and should be used where applicable. If you have questions, please contact Human Resources ext 32070.

The Employment Standards Act, 2000 (ESA) and its regulations came into force September 4, 2001. They replace the Employment Standards Act R.S.O. 1990, c.E. 14 (the old ESA). However, the new ESA governs employment standards entitlements arising after September 4, 2001. There are only a few changes which impact on our policies at Queen's University. The following is a description of the one area which results in a change to a Queen's policy for casuals and student employees.

Public Holidays

Most employees are entitled to take the following ten public holidays off with public holiday pay: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day, December 26 (Boxing Day)

Qualifying for Public Holiday Entitlements

Generally, employees qualify for public holiday entitlements unless they fail, without reasonable cause, to work:

- Their entire regularly-scheduled shift before or after the public holiday; or
- Their entire shift on the public holiday if they agreed or were required to work that day.

Public holiday pay is an amount equal to an employee's regular wages (\$) earned in the four work weeks prior to the public holiday divided by 20.

Employees who qualify for public holiday entitlements can be full-time, part-time, permanent, or on a limited-term agreement. They can also be students. It does not matter how recently they were hired or how many days they worked before the public holiday.

Employees not Eligible for Paid Public Holidays

Some employees are not eligible for public holiday entitlements because public holiday provisions under the Employment Standards Act, 2000 do not apply to certain jobs.

These employees include:

- Professionals such as lawyers, doctors, teachers, architects, chiropractors, chiropractors, dentists, massage therapists, optometrists, pharmacists, professional engineers, physiotherapists, psychologists, public accountants, surveyors, veterinarians and those covered under the Drugless Practitioners Act
- Students in training for any of the professions listed above
- Students who instruct or supervise children or who work at a children's camp or recreational program operated by a charitable organization

How to record on timesheet

For a stat holiday no hours are recorded for that day. For a vacation day issued by the Principal, record the number of hours the student was scheduled for that day.

Reimbursement

The Work Study Program reimburses 75% of the used entitlement.

As the employer, you are expected to pay 25% or \$4.30 an hour, plus 4% vacation pay and all benefits (~11%). The Work Study subsidy does not cover the employer's regulated deductions, i.e. Canada Pension Plan (CPP), Employment Insurance (EI), Employment Health Tax (EHT), or Worker's Compensation (WSIB).

You are responsible for paying the student in full on a bi-weekly basis throughout the term and will be reimbursed when the student has completed their agreement, upon receipt of a completed self-audit form that you will receive from Financial Aid and Awards.

Queen's University

Queen's University employers will receive their reimbursement via journal entry to the account code you provided.

Non-Profit Organizations

Non-Profit Organizations will receive their reimbursement via cheque.

Work Term 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.

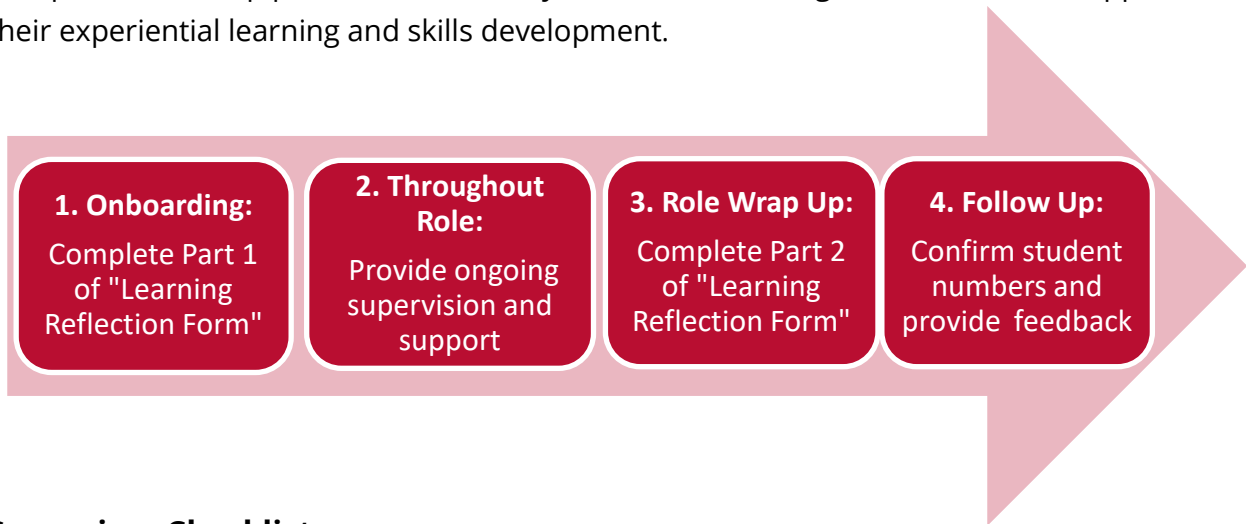
By creating and facilitating student reflection and dialogue in the workplace, supervisors can see an increase in overall productivity and professionalism in their student staff. Similar programs (e.g. Iowa GROW at The University of Iowa) have reported that students who engaged in conversations designed 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: