

Career Services

The Employer Guide to Work Study

2022 – 2023

**QUEEN'S
CAREER SERVICES**

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Introduction

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

The Work Study program creates experiential learning opportunities for students by providing a subsidy for on campus units to create paid part-time opportunities for students with financial need at Queen's. Not only do these opportunities provide students 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, by phone at (613) 533-6000 ext. 74044, or email at wkstudy@queensu.ca.

We hope that you find the manual useful.

“Queen's University sits on the traditional territory of the [Haudenosaunee & Anishinaabe](#)”

COVID-19 Messaging

Note for Student Positions

As always, the health and safety of our student [*staff/volunteers*] is paramount. Extra consideration is required by departments to ensure [*Work Study Student Staff/Peers/ Student Volunteers*] feel safe at [*work/their volunteer opportunity*] during this period of COVID-19. Departments must apply the same considerations to student [*staff/volunteer*] health and safety as you would to other staff. COVID-19 related information and resources are available on the university's [COVID Information web page](#) and the [Campus Operation Group webpage](#). If you have any questions about health and safety for student staff and volunteers, please contact the Department of Environmental Health & Safety at safety@queensu.ca or ext. 32999.

Getting Started

Posting a Job

Job descriptions are to be posted online through MyCareer, unless employers have a particular student in mind. The job posting must include the job description, skills or qualifications required, as well as how you would like the student to contact you. 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.

As an employer you may then review applications and commence with the hiring process from your applicant pool. 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. There is no deadline as to when you can submit your job and hire a Work Study employee throughout the Fall/Winter or Summer term. However, it is not recommended to post job opportunities near the end of the respective school term, when students as well as the program are winding down.

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 an ID and password please go to:

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

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

Hiring Procedures and Onboarding

Hiring Procedures

1. 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 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 Student 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 the entitlement by \$15.50 (effective Oct. 1, 2022).

2. Creating a Contract & Formal Offer

Once you have confirmed your student's entitlement, you may proceed to creating the contract. We have a self-serve contract system. You can find the fillable pdf and instructions at <http://careers.queensu.ca/faculty-staff/hire-student/work-study> under Work Study Contracts

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

The Supervisor role is considered to be the person to whom the student reports directly to, and the Timekeeper is considered to be the person in your department who is responsible for processing student payroll. This contract must explicitly state the number of hours which the student is eligible to complete.

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 – please have your student complete the following paid training

- AODA Training Suite: [Education, Training and Awareness for Faculty & Staff | Accessibility Hub \(queensu.ca\)](#)
 - Accessible Customer Service
 - Access Forward: Complete all 4 modules
 - Human Rights 101
- Health and Safety Awareness: <https://safety.queensu.ca/training/health-and-safety-awareness-training>
- Human Rights and Equity Office: <https://www.queensu.ca/hreo/education> - **Working Together**

El Wraparound: <https://www.queensu.ca/experientiallearninghub/el-wraparound/experiential-learning-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 15.50 (effective Oct. 1, 2022) plus vacation pay, which is the ~ hourly rate of pay. A sample breakdown is as follows:

- \$3000 = 194 hours (International students only)
- \$2000 = 129 hours
- \$1500 = 97 hours
- \$1000 = 65 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, as the employer, you should indicate to the student approximately how many hours will be available to the student. Any contract 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 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 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 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. The time sheet for hourly employees can be found at (<http://www.queensu.ca/humanresources/forms>) titled 'Timesheet for Casual and Bi-Weekly Paid Employees'

Timekeepers: set contract up in PeopleSoft at \$15.50 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.

Reimbursement

The Work Study Program reimburses 75% of the used entitlement. As the employer you are expected to pay 25% or \$3.88 an hour, plus 4% vacation pay, plus 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 contract, upon receipt of a completed self-audit form that you will receive from Student Awards.

Work Term and Supervision Process

EL WrapAround

1 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.

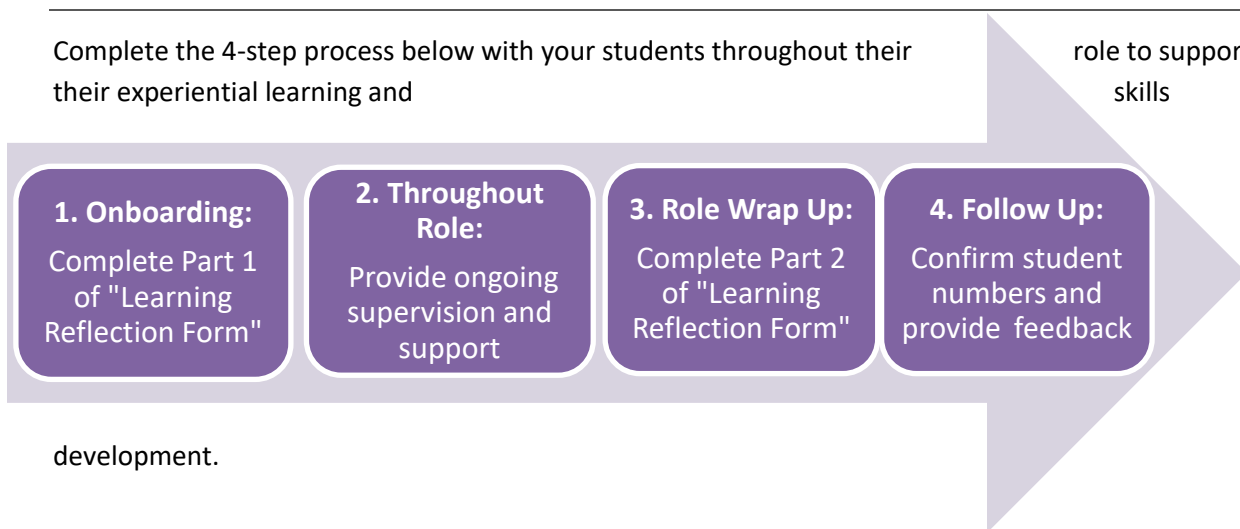
By creating and facilitating student reflection and dialogue in the workplace, supervisors can see an increase in overall productivity and professionalism in their student staff. Similar programs (e.g. Iowa GROW at The University of Iowa) have reported that students who engaged in conversations designed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

2 PROCESS

Complete the 4-step process below with your students throughout their experiential learning and

role to support skills



development.

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>

3 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.

4 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!

EL WrapAround Living Library for Supervisors

The "EL Wraparound Living Library for Supervisors" allows supervisors to view, share, download and customize resources through OneDrive shared folders. All of the EL WrapAround Resources have been uploaded, along with resources found useful by other supervisors. Please upload, view and share documents using this online platform.

All workshop participants will have access to the "EL WrapAround Living Library for Supervisors". If you have questions or difficulties accessing resources, please contact el.hub@queensu.ca.

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 Multifaith Calendar

www.queensu.ca/humanrights/multifaith-calendar

Inclusive Queen’s

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

Positive Space

www.queensu.ca/positivespace/home

Questions

Questions?	Contact
<ul style="list-style-type: none">• Posting Jobs• Student Application Process• Hiring Process and Contracts	Sheila Hutchinson Work Study Program Coordinator wkstudy@queensu.ca 613-533-6000 x74044

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 professional 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)
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If you want to learn more about the skills listed in the chart above, visit the [Queen’s Skills Cards](#) website. The website includes a PDF list of skills with definitions and examples, as well as an interactive digital tool to help you learn more about which skills you already have and which ones would be helpful for you to develop.

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: