



Student Life
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MUCEP/ISWEP Supervisor Guide

1. Introduction

Memorial's Undergraduate Career Experience Program (MUCEP) and International Student Work Experience Program (ISWEP) are a signature on-campus employment programs that provides a dynamic array of work experiences to undergraduate students and international students that develop their skills and create valuable learning opportunities. Facilitated by Career Development, Student Life, MUCEP/ISWEP provides grants to academic and administrative units to hire students for part-time employment each semester (MUCEP/ISWEP positions are either 40 or 80 hours per term in duration).

Through reflection, a mandatory component of MUCEP/ISWEP, students are encouraged to look back on their employment experience in order to gain insights about the knowledge and skills gained, and how these may be applied both in and out of the classroom. Feedback from employers suggests that post-secondary students aren't graduating with the skills and competencies¹ necessary to successfully transition into the workforce, and likewise students are graduating feeling underprepared. Using intentional reflection (led by supervisors) our goal is to demonstrate the value of the experience students' are gaining through their MUCEP/ISWEP employment to increase their awareness of the skills and competencies they are developing as a result.

This guidebook is intended to be a resource to MUCEP/ ISWEP supervisors that provides an overview of the MUCEP/ ISWEP process, expectations of the supervisor, timelines, and information/resources that can be used to simplify and clarify the reflection process.

Questions about MUCEP/ ISWEP or the contents of this guidebook can be directed to the On-Campus Employment Coordinator at mucep@mun.ca.

¹ Future-Proof: Preparing young Canadians for the future of work, Brookfield Institute for Innovation & Technology, March 2017, p. 15

2. Overview of MUCEP/ ISWEP

The purpose of the MUCEP/ ISWEP is to position on-campus employment at Memorial as a high-impact practice using intentional reflection - a critical component of experiential learning. Reflection has always been a part of the MUCEP/ ISWEP process through the Learning and Reflection Agreement.

Using several key sources (Memorial's Teaching & Learning Framework, Memorial University School of Graduate Studies, the National Association of Career Educators' Key Career Readiness Competencies, and the Conference Board of Canada's Employability Skills 2000+) Student Life has created ten Student Success Competencies (Appendix A), that students will gain as a result of their experiences both in and outside the classroom upon graduation. These competencies are being used to guide the MUCEP/ ISWEP, with supervisors being asked to identify the top three to five skills that students will gain as a result of their work experience. Competencies will be posted with the MUCEP/ ISWEP job description to increase awareness and encourage students to start thinking about the kinds of skills they are gaining through their experiences.

There will be two brief, structured conversations between students and supervisors aimed to increase students' awareness of their skills development and connection to their academic learning. At the end of MUCEP/ ISWEP job, students will be encouraged to document their reflection by adding their on-campus employment to Memorial's Online Record of Experience (MORE).

Dedicated resources for both MUCEP/ ISWEP supervisors and students have been created to support and simplify the facilitation of the reflection process.

3. Experiential Learning, Reflection, High Impact Practices and MUCEP/ ISWEP

Experiential learning is learning through practice. A student engages in an activity, reflects on the engagement, gains insights and lessons from the engagement, and then applies and tests those insights through active experimentation in new experiences (learning cycle).

Reflection is an integral part of the experiential learning process that embeds structured, meaningful conversation(s) that are focused on the learning experience in order to help students see the value of the work they are doing and the skills being gained. Reflection does not have to be an onerous or burdensome process. It can be as simple as a guided conversation, using intentional questions that allow the student to consider certain aspects of their experience and how it impacted them.

In helping students gain insights about their work experience, skills development, and how they can connect these to their academic learning, on-campus employment can be positioned as a

high-impact practice (HIP), which has been shown to increase student engagement and success (Kuh, 2008)².

On-campus employment has significant positive impacts, providing valuable learning and development opportunities beyond the classroom. When intentionally structured, MUCEP/ ISWEP supervisors can provide meaningful learning opportunities that benefit students (and graduates) both during their academic journey and throughout their careers.

4. Memorial's Online Record of Experience (MORE)

Memorial's Online Record of Experience (MORE) provides a (digital) mechanism for students to record and capture their various experiences, both curricular and extra-curricular, to better articulate the skills and competencies gained throughout their university experience. By contributing to MORE, students will be able to:

- catalogue their experiences;
- recognize specific competencies they've gained;
- quantifies their experiences by time and competency development; and
- share those competencies and experiences with various academic and professional stakeholders

Supervisors can encourage students to add their on-campus work experience to MORE during check-in meetings to further build students' awareness of their skills and competencies.

For more information about MORE, contact more@mun.ca.

5. Detailed Summary of Supervisor Expectations

- Please use this Qualtrics link to fill your Student Selection Form. Specify the name of the student(s) you are hiring and indicate if this is a \$1440 grant (80 hours) or a \$720 grant (40 hours). Enter your FOAP in the space provided at the bottom of the form to ensure the transfer of funds. Completing this paperwork as early as possible will ensure students receive information about their participation expectations
- Complete two scheduled check-ins with the MUCEP/ ISWEP student employee(s), one at the start of employment, and one at the end, to discuss the goals and expectations/outcomes of employment in terms of the students' skills development
 - Conversations should be embedded into the students' hours of employment (e.g. two 30-minute meetings). It is suggested to schedule these meetings at the beginning of employment

² Kuh, George. (2008). Excerpt from high-impact Educational practices: what they are, who has access to them and why they matter. *Association of American Colleges and Universities*. 14 (3).

- We suggest a minimum of two reflective conversations, but supervisors may wish to meet with their MUCEP/ ISWEP students employee(s) more regularly
- Conversations can take place as individual meetings, or in groups; virtually or in-person, if you supervise multiple students
- The provided sample reflection questions (Appendix B) can be used to guide the conversation, if necessary
- At the conclusion of the MUCEP/ISWEP students' employment, students are encourage to add their MUCEP/ ISWEP work experience to Memorial's Online Record of Experience (MORE) – a digital platform that tracks students' participation in curricular and extra-curricular experiences, and highlighting competencies gain from those experiences.

6. Timeline

Beginning of Semester

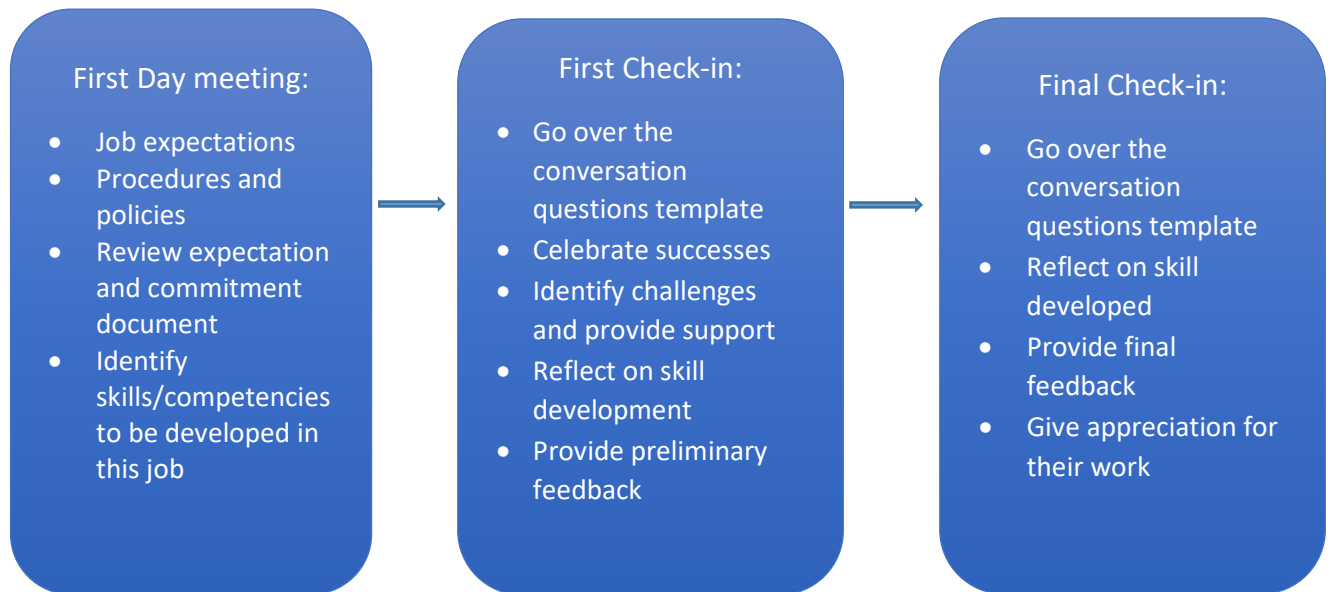
- Once student is selected, submit required documentation,
 - Student Selection Form via Qualtrics
 - Personal Action form to myhr@mun.ca
- First day meeting with the MUCEP/ ISWEP student employee(s) explain,
 - Job expectations
 - Procedures and policies
 - Review expectation and commitment document (Appendix B)
- Schedule and complete first check-in meeting with the MUCEP/ ISWEP student employee(s)
 - First check-in meeting should ideally take place after one month of the MUCEP/ ISWEP students' employment

Mid-semester

- Continuous supervision of the MUCEP/ ISWEP student employee(s)
 - Ensure MUCEP/ ISWEP student employee(s) are on track to complete their assigned hours
- Schedule final check-in meeting
- Supervisors may choose to conduct an optional mid-semester check-in meeting with their MUCEP/ ISWEP student employee(s)

End of Semester

- Final check-in meeting with the MUCEP/ ISWEP student employee(s)
 - Final check-in should take place in the final two weeks of students' employment
- Encourage MUCEP/ ISWEP student employee(s) to add their on-campus work experience to MORE



7. The Check-in Meeting Process (Reflection Facilitation)

Check-in meetings are key to the student’s learning and reflection process, providing a dedicated mechanism to establish intentional and meaningful dialogue between student and supervisor. Through this process supervisors will engage students in structured conversations, using guided reflection questions, to facilitate students’ awareness of the skills, competencies, and knowledge they are gaining through their on-campus employment, and how this connects to their academic learning. Check-in meetings are intended to be brief (approximately 30 minutes each) and embedded into the student’s MUCEP/ ISWEP hours (i.e., check-in meetings will be included in the students’ allotted employment hours for which they are paid). They should occur twice per semester during the students’ employment (one after one month of employment and one at the end).

Day One:

- Explain job expectations, procedures and policies
- Review expectation and commitment document

First Check-in

- Occurs after one month of the MUCEP/ ISWEP students’ employment
- Can be done individually or with a group of students
- Consider setting learning outcomes/objectives for the students’ employment period

- Review the student success competencies that were identified in the initial job ad
- Refer to sample conversation questions template (Appendix B)
 - You may wish to send to the MUCEP/ ISWEP student employee(s) the questions ahead of time to allow them time to think about their answers

Final Check-in

- Occurs within the final two weeks of employment
- Can be done individually or with a group of students
- Refer to sample conversation questions template (Appendix B)
 - You may wish to send to the MUCEP/ ISWEP student employee(s) the sample questions ahead of time to allow them time to think about their answers
- Allow the student to provide their own observations/thoughts on their MUCEP/ ISWEP employment experience
- Provide any relevant feedback to the student, if applicable
- Encourage student employee(s) to add their on-campus employment to Memorial's Online Record of Experience (MORE)

Confirming check-in meetings

Supervisors should schedule the check-in's at the beginning of the placement. These check-in's are design to help students reflect on their on-campus employment opportunity, and discuss learning outcomes, skill development, and linkages between their position and their academics.

If a check-in meeting hasn't occurred, supervisors should schedule a check-in meeting as soon as possible with their student.

Supervisors' failure to participate in the reflection/check-in meeting process with students' will impact future MUCEP participation.

Support

If you have questions or need support in the check-in conversations with the MUCEP/ ISWEP student employee(s), please contact Career Development at 864-3151 or email mucep@mun.ca. We're happy to help over email, phone, or in-person.

Appendix A

Student Success Competencies



What do Memorial's learners gain as a result of their experiences in and outside the classroom?



Academic Knowledge

Graduates will be knowledgeable and competent in their area of study with an enthusiasm for learning.



Creative Thinking / Problem Solving

Graduates will be critical, practical and creative thinkers using sound reasoning to analyze challenges and address problems.



Social / Civic Responsibility

Graduates will be responsible and engaged citizens contributing to their communities and society at large.



Diversity Awareness / Intercultural Understanding

Graduates will be mindful of individual differences, while promoting equity, fairness and justice.



Professionalism

Graduates will be productive, demonstrate responsible behaviour, and have ethical, moral and intellectual integrity.



Teamwork

Graduates will recognize the skills and strengths of others while using their own to work together towards a shared goal.



Communication

Graduates will be effective communicators, capable of active listening, presenting and persuading others about their own ideas, and providing constructive feedback.



Adaptability / Resilience

Graduates will reflect and demonstrate self-awareness, flexibility and confidence in the face of change.



Leadership and Innovation

Graduates will take initiative to recognize and solve important problems and help others to do the same.



Digital Literacy

Graduates will be familiar with current, new and evolving technologies, and use them to research, evaluate, create and communicate.

These competencies originated out of Career Development as a synthesis of the *Qualities of a MUN Graduate* from the Teaching & Learning Framework, the National Association of Career Educators' *Key Career Readiness Competencies*, and the Conference Board of Canada's *Employability Skills 2000+*. See reverse page for a breakdown of these sources.

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Appendix B

Expectation and Commitment Document Questions

Supervisor:

Student Name:

MUCEP/ ISWEP Job ID:

1. Why are you interested in this position?
2. What do you want to learn from this position?
3. How is this position related to your academic studies? Career goals?
4. How will this position benefit you professionally?

First Check-in Questions

Supervisor:

Student Name:

MUCEP/ ISWEP Job ID:

1. What specific skills/competencies are you actively applying during your work? Was that what you anticipated?
2. Are you meeting your goals? Do you have any questions for me or need guidance?

3. What has been a success for you so far? What have you learned from that success?
4. What has been surprising or challenging in the work you have done so far?

Final Check-in Questions

Supervisor:

Student Name:

MUCEP/ ISWEP Job ID:

1. What connections do you see between this position and your academic program/classroom learning?
2. What are some examples of skills/competencies you gained during your work that will benefit you in future jobs and/or in university?
3. What did this experience tell you about yourself and your future skill development and career decision-making?