



IGNITE

THE UNIVERSITY OF WINDSOR'S
WORK STUDY PROGRAM

2019-2020

Agenda

- Intro
- 2018-19 Data
- Key Changes for 2019-20
- Job Proposals and Evaluation
- Next Steps
- Q&A





What is Ignite?

Ignite is the University of Windsor's Work Study program

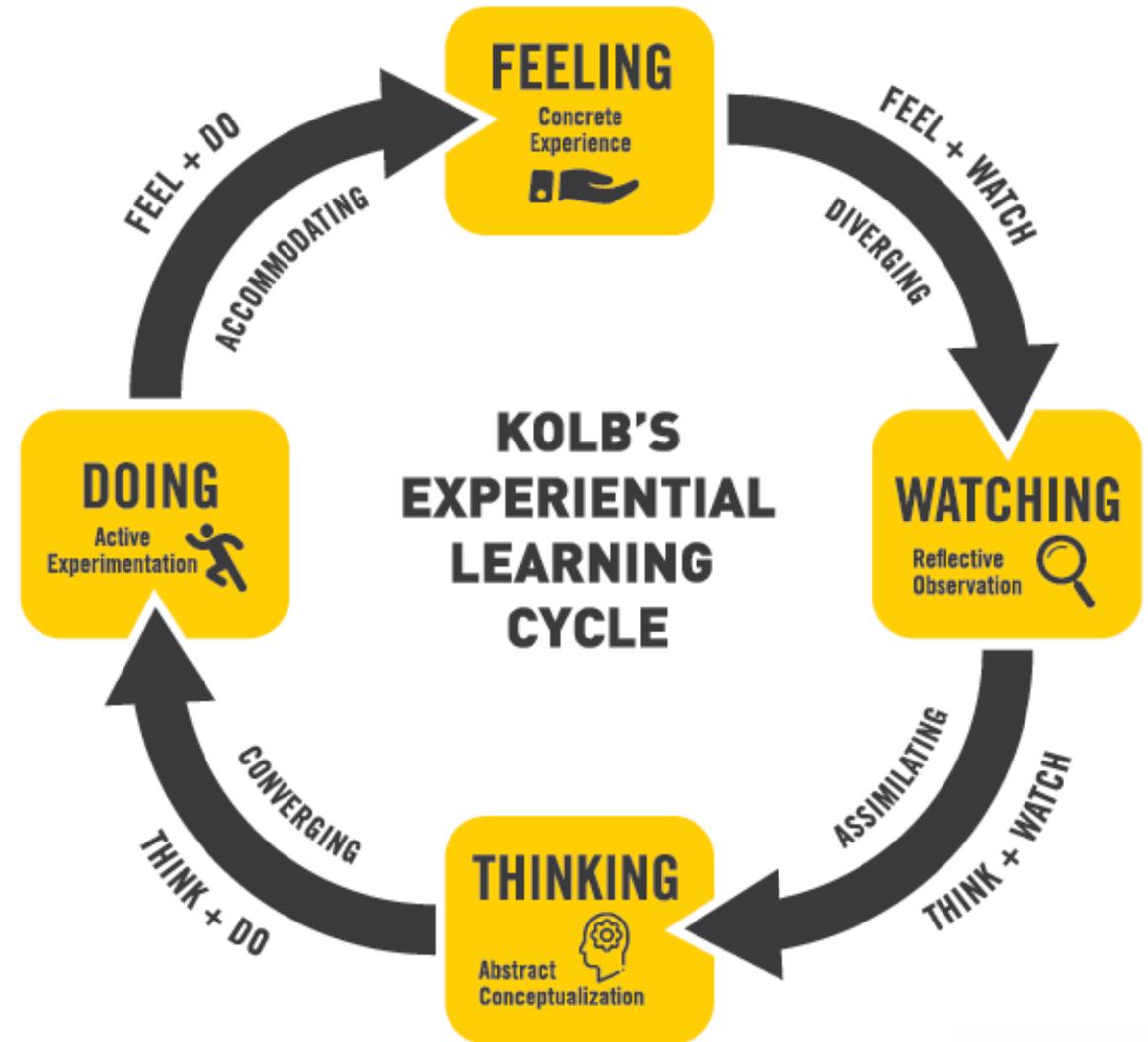
Ignite is a co-curricular experiential learning program that subsidizes wages for various part-time jobs on campus.



What is Experiential Learning?

“The process whereby knowledge is created through transformation of experience.” (Kolb, 1984, p. 38)

- Learning by doing
- Sees experience as the source of learning and development
- Reflection on experience plays a central role in the learning process
- Understand how their values, strengths or interests align with employment



Reflection

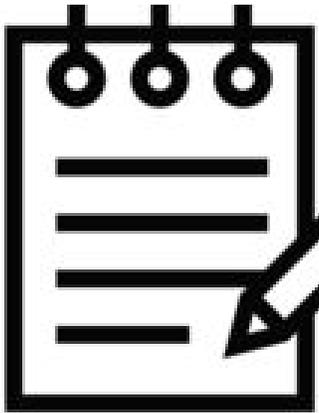
WE DO NOT LEARN FROM EXPERIENCE...
WE LEARN FROM REFLECTING ON
EXPERIENCE. - JOHN DEWEY

Recite

made with  Recite.com

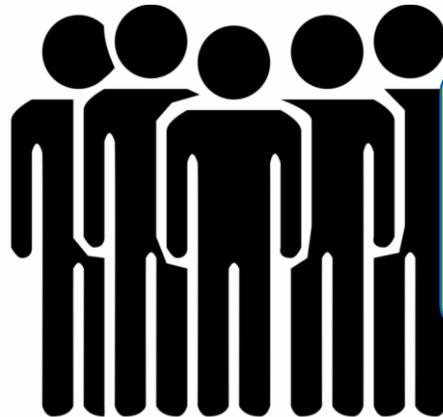
Ignite 2018-2019 Data

Job Proposals



880 positions requested; 380 approved (most Fall & Winter) = \$900K in funding

Student Participation



1673 attended a Launch Session; 440 Hired

Spending Per Student Hired



\$1,907 average and \$1995.46 median; less than ¼ were over \$2500

What do we know about Ignite students from the 2018-19 Launch Session Surveys?

89% were participating for the first time

When asked what motivated them to participate, top reasons were:

1. to gain work experience to enhance their resume
2. financial reasons – I need a job

What do we know about Ignite students from the optional feedback survey and the final reflections?

95% of students answered "Good", "Very Good" or "Excellent" when asked to rate Ignite as an EL opportunity to enhanced their academic degree

71% of students reported increased confidence in "Career planning: knowing what I am interested in and what I like doing"

85% indicated they would participate again.

94% - 97% students received a "Good" or "Excellent" from their supervisor on the competencies in the performance evaluation.

85% felt Ignite made them more marketable to employers or post-grad programs.

98% indicated that they achieved the goal they set for themselves at the initial check in.

Have your career options been expanded by your Ignite experience?

“Yes, my career options have definitely been expanded by this experience. The working opportunities and networking skills in particular have been invaluable”

“Work Study program definitely helped me to expand my career options. One of the most important skills that I developed was communication skills which is vital in working in any organization.”

How will you use the skills and knowledge you have gained from Ignite in future situations?

“My experience with Ignite has provided me with valuable work experience that will assist me in my job search in the future. I have improved my face-to-face communication for interviews, and have more confidence and experience.”

“My newfound leadership skills and confidence have spread into every area of my life. I will use this experience to further develop my skills in hopes of attending grad school. The skills I’ve learned here can also be applied to other positions in practical application, teamwork, and communication.”

A modern conference room with a large window, a long table, and chairs. The room is bright and airy, with a white wall and a ceiling with exposed pipes and a fan. A large window on the left side of the room offers a view of a cityscape. A long, light-colored table is set up in the center of the room, surrounded by black chairs. Small potted plants are placed on the table. A blue box with white text is overlaid on the right side of the image.

Changes for 2019- 2020

New for 2019-20

- Supervisors will be reimbursed up to \$2,000 for a two-term position or \$1,000 for a one-term position
- Job Proposals will be submitted via Qualtrics.
- When submitting more than one proposal, you will be asked to rank importance of each one.
- Individuals that sit on Provost's Council (i.e. those in a dean or AVP role) will have an opportunity to review and select a set number of positions that are deemed a priority for the operations in their portfolios.
- Leaving a significant portion of allocated funds unused may reduce likelihood of receiving future funding.
- After being hired, the student will be required to attend a one-hour paid launch session within 2 weeks of their start date.

Same as 2018-19

In order for your positions to be considered, a job proposal must:

- Provide an opportunity for the students to apply their skills and knowledge in the workplace;
- At least one competency that can be developed by the students;
- At least one learning outcome that can be achieved;
- Include a plan for direct supervision, mentoring and feedback.

Student Eligibility

- Good academic standing: cumulative average of 60% or higher
- Registered in a minimum course load (60% for domestic, 80% for int'l, 40% for students with a documented disability)
- Not be on a co-op work term
- Not work more than 24 hours a week on campus
- GA's limited to 100 hours per semester

A student can only hold one Ignite-funded position each year

What will Wage Subsidy Cover?

Hours Per Term: Wages, Vacation Pay, Holiday Pay and Add'l Payroll Costs
EI, CPP, EHT and WSIB included.

***The amounts below represent an estimate of how many hours \$1000 will cover and includes approximate costs associated with **EI, CPP, EHT and WSIB** to minimize affect on departmental budget.

- If you pay \$14.00 per hour = 63 hours of work per term
- If you pay \$15.00 per hour = 59 hours of work per term
- If you pay \$16.00 per hour = 55 hours of work per term
- If you pay \$17.00 per hour = 52 hours of work per term
- If you pay \$18.00 per hour = 49 hours of work per term



Job Proposal

Tips for Submission

Qualtrics Survey Outline

Part 1	<ul style="list-style-type: none">- Contact and Department Information
Part 2	<ul style="list-style-type: none">- Number of students- Term- Ranking
Part 3	<ul style="list-style-type: none">- Job Title and Description- Skills and Qualifications- Pay rate
Part 4	<ul style="list-style-type: none">- Supervision and Mentoring Plan- Working hours- Departmental Account
Part 5	<ul style="list-style-type: none">- Student Hiring- Student's Application Process
Part 6	<ul style="list-style-type: none">- Learning Outcomes- Competencies

Job Proposal Tips

- Think about how the student will benefit from working in this position
 - Skills they will have a chance to develop
 - People they will interact with
 - What they will have the opportunity to learn
- Be detailed yet concise with the job description; point form is easier to read
- Be clear when outlining duties, responsibilities and tasks – avoid jargon/acronyms
- Develop a plan for mentoring and supervision
- Make sure duties and responsibilities are clearly connected to learning outcomes and competencies
- Consider combining roles for more flexibility and control or to strengthen learning opportunities in smaller roles

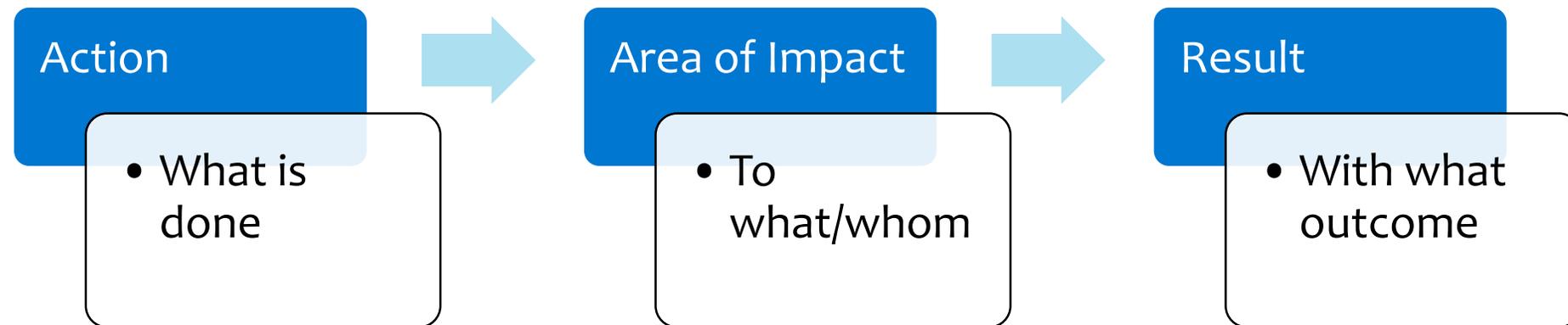


Formula for How to Write a Job Description

[University of Windsor](#) HR's “A Guide to Writing Job Descriptions”

1. Start with an action verb to begin each statement
2. Responsibilities – make a list of key functions and duties that is detailed and concise
3. For each key function, identify key duties associated (ensure they are major duties and not specific tasks)

Example: Design marketing and communication materials to promote recruitment activities across the University of Windsor.



Learning Outcomes and Competencies

“Learning outcomes are statements that indicate what successful students will know, value or be able to do by the end of the course or program.”

“Competencies, in the most general terms, are “things” that an individual must demonstrate to be effective in a job, role, function, task, or duty... Competencies are identified through the study of jobs and roles.”

Examples of Competencies?

Competency	Outcome- Students who demonstrate this competency	Ways Ignite student can attain this competency
Communication	<ul style="list-style-type: none">• Demonstrate active listening• Write in a clear, professional and accurate manner	<ul style="list-style-type: none">• Oral presentations
Critical Thinking and Problem Solving	<ul style="list-style-type: none">• Assess the situation to understand the problem• Implement solutions	<ul style="list-style-type: none">• Assignments require problem solving and decision making• Assignments require goals
Teamwork and Collaboration	<ul style="list-style-type: none">• Understand the team purpose• Negotiate and manage conflict• Give and receive meaningful feedback	<ul style="list-style-type: none">• Group assignments that require student and staff to work together to achieve a goal
Professionalism and Work Ethic	<ul style="list-style-type: none">• Understand and follow the standards of practice• Exercise personal accountability	<ul style="list-style-type: none">• Conduct self-evaluations• Model this behavior amongst your professional staff
Career Management	<ul style="list-style-type: none">• Assess personal strength and weakness	<ul style="list-style-type: none">• During Check-Ins, discuss the competencies the student has developed and how those skills will transfer to their career field

Evaluation

Part One:

- Provost's council will have opportunity to review positions and identify priorities

Part Two:

- Job proposals will be scored using a rubric with 3 criteria:
 - Competency development
 - Mentorship/Supervision
 - Quality of learning outcomes

Part 3:

Consideration for overall mix of departments/units receiving funding

Criteria	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Competency Development /50	Job description does not clearly outline tasks involved in the job. Lists at least 1 competency a student can develop but does not adequately describe how they will develop it.	Job description clearly outlines tasks involved in the job, lists at least 1 competency a student can develop, and describes how they will develop it.	Job description clearly outlines tasks involved in the job, lists more than 1 competency a student can develop, and draws a clear connection between the role and the development of selected competencies.
Mentorship & Supervision /30	Addresses only 1 of the following areas: plan for orientation, plan for training, plan for ongoing supervision/mentorship.	Addresses 2 or more of the following areas: plan for orientation, plan for training, plan for ongoing supervision/mentorship.	Clearly describes plan for orientation, training, and ongoing supervision/mentorship.
Quality of Learning Outcomes /20	Learning outcomes are not observable or measurable or it is unclear which tasks will help students demonstrate their learning.	Learning outcomes are observable or measurable and relate back to the job description.	Learning outcomes are observable, measurable, and clearly describe how students will demonstrate their learning through specific tasks.

Funding will be announced the week of August 19, 2019

Hiring and Check-Ins

- If your proposal is approved, jobs will be posted on mySuccess on September 3, unless otherwise stated on the proposal
 - Students can be hired up to November 1, 2019 (Fall) or February 24, 2019 (Winter)

If your position has been funded and you have identified who you want to hire, follow these steps:

1. Fill out the Ignite Student Hiring Authorization form(s) and submit it to Samantha
2. Have the student(s) attend a launch session within the first two weeks of their start date

****If a student is found to be ineligible to hold an Ignite-funded position, no funds owing/paid to that student will be reimbursed. It is advised that supervisors wait for a confirmation of the student's eligibility prior to having them start work ****

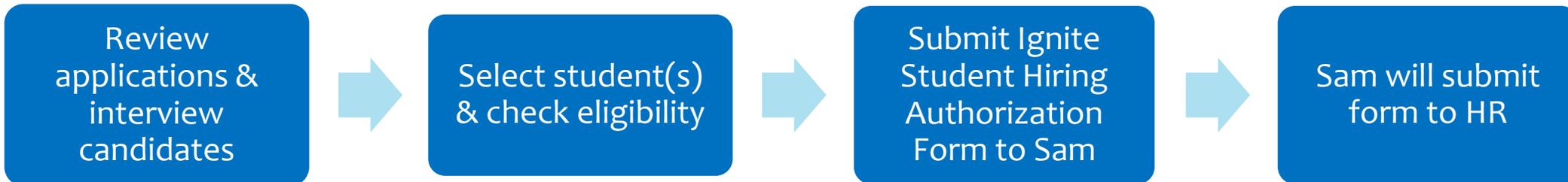
- Onus is on both supervisors and employees to complete check-ins

Summary

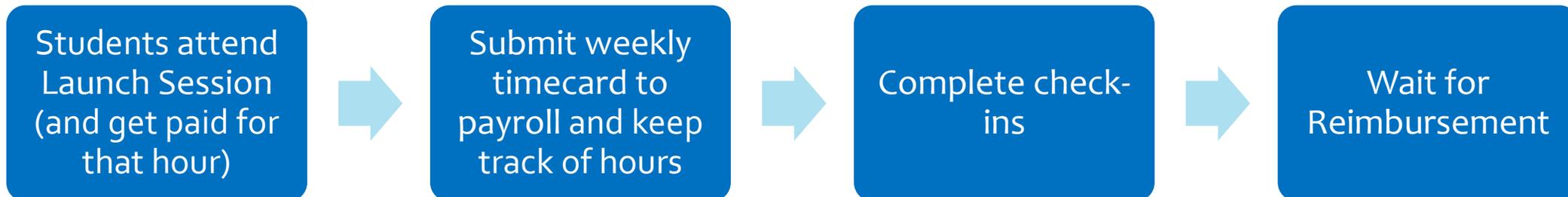
BEFORE HIRING



HIRING A STUDENT



AFTER HIRING



Timeline

Summer 2019 Important Dates

- **Week of Jun. 24:**
 - Job proposals open
- **Jul. 11 & 16:**
 - Employer info sessions
- **Jul. 21:**
 - Job proposals close
- **Jul. 29 - Aug. 12:**
 - Opportunity for Dean/AVP proposal review
- **Aug. 12 - 18:**
 - Proposals evaluated/decisions made
- **Week of Aug. 19:**
 - Funding announcements made
- **Aug. 29:**
 - First Launch Session

Fall 2019 Important Dates

- **Sept. 3:**
 - Eligible first day of work
 - Fall and Fall/Winter jobs go live
- **Sept. 4:**
 - First Fall Launch Session
- **Nov. 1:**
 - Deadline to hire a student
- **Dec. 13:**
 - Fall final payroll submission
- **Dec. 23:**
 - Last day of work for Fall
- **November/December:**
 - Unused funds reallocated

Winter 2020 Important Dates

- **Jan. 2:**
 - Eligible first day of work for Winter
 - Winter job postings go live
- **Jan. 3:**
 - First Winter Launch Session
- **Feb. 24:**
 - Deadline to hire a student for Winter
- **Apr. 17:**
 - Last day of work
- **Apr. 24:**
 - Final payroll submission
- **February & May:**
 - Reimbursements Processed



Thank You

Samantha DesRosiers



Ext. 2577



sdesros@uwindsor.ca



www.uwindsor.ca/ignite

