



IGNITE

THE UNIVERSITY OF WINDSOR'S
WORK STUDY PROGRAM

2020-2021

Agenda

- What is Ignite?
- 2019-20 in Review
- Key Changes for 2020-21
- Job Proposals and Evaluation
- Next Steps
- Q&A



What is Ignite?

Ignite is the University of Windsor's Work Study program

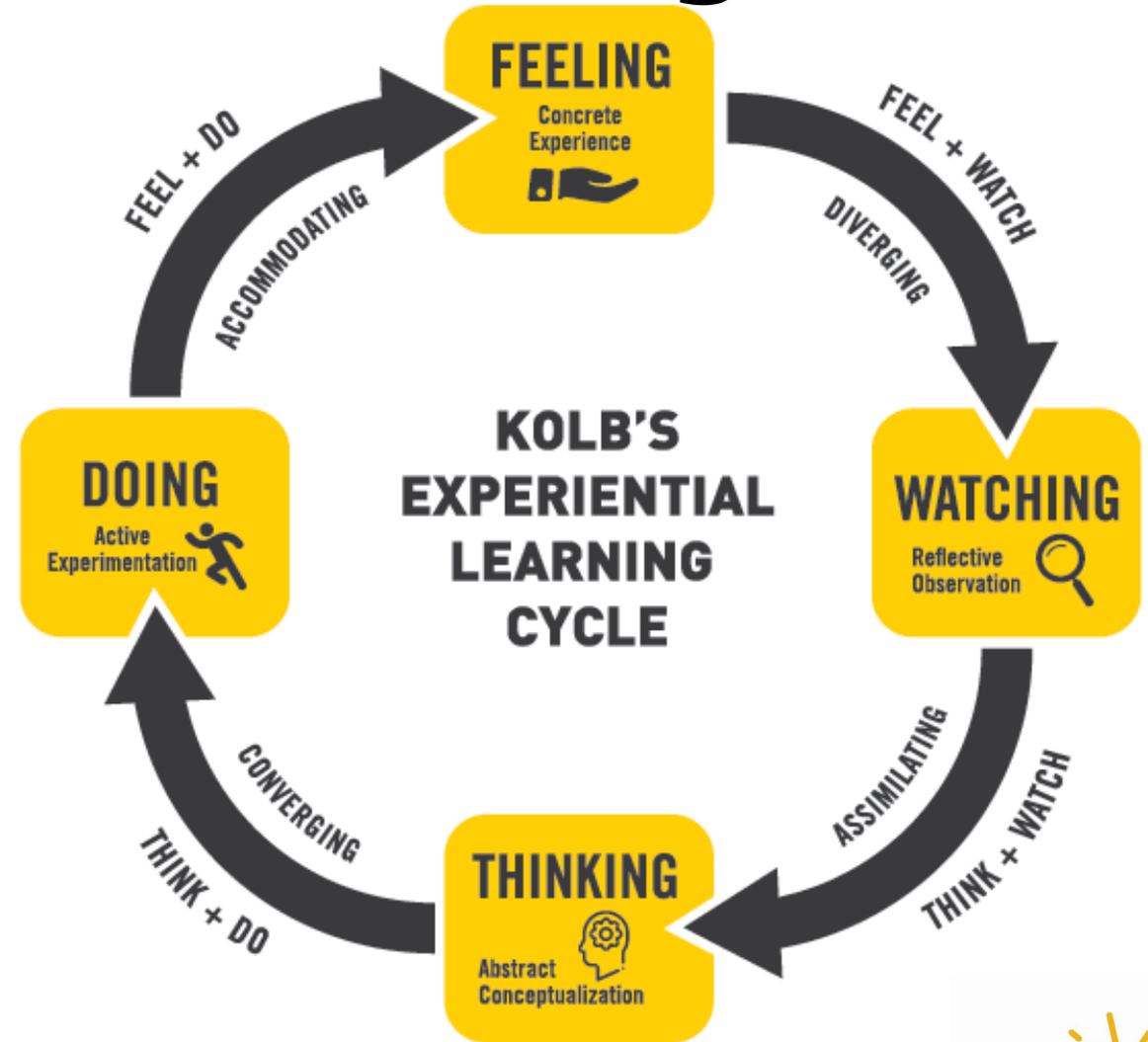
- Co-curricular experiential learning
- Subsidizes wages for part-time jobs on campus
- Recipients (supervisors) get up to \$1000 per semester of employment reimbursed



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

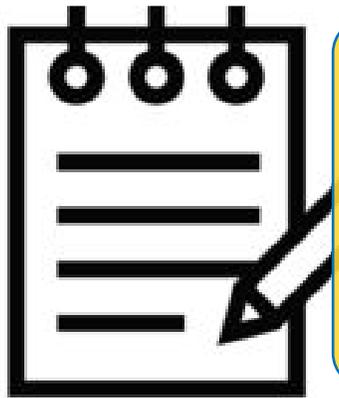
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Ignite 2019-2020 in Review

Total Funding = \$900,000

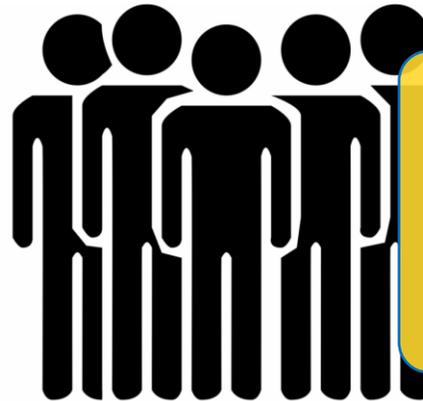
Job Proposals



592
positions
requested

456
approved

Student Participation



507
students
hired

Spending Per Student Hired



\$2,047
average
expenditure
per hired
two-term
student

56,573 hours

219 unique job titles

132 supervisors

62 departments

What we learned from the 2019-20 Launch Session Surveys?

65% first time participants

When asked what motivated them to participate:

2/3 "I want to gain work experience to add to my resume"

1/2 Financial Reasons

"I would like to develop skills used in the workplace as well as learn some of the skills that make a good researcher."

"To improve my working habits, build stronger social skills and enhance my skills in my given field."

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

75% of students reported that they enhanced their communication skills

"I feel a lot more confident after reading my supervisor's final evaluation. I sometimes have doubts about my skill set and experience and knowing that my supervisor has faith in me and thinks that I am doing well makes me feel confident."

89% of students rated their relationship with their supervisor "Very Good" or "Excellent"

89% of students rated their experience "Very Good" or "Excellent"

41% of students noticed a positive change in their job search strategies

Have your career options been expanded by your Ignite experience?

“My experience through Ignite has definitely **allowed me to have a perspective on different career options that I did not consider before**. This experience gave me a chance to **develop and use skills that would apply to my future career** such as seeing sights for the first time and having to adapt quickly in order to succeed in the role.”

“My career options have been expanded because I now **can add all the different skills I developed** while working in an Ignite position and **add my experiences to my resume** while applying for a job in the future.”

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

“I will definitely be using the skills I developed through Ignite in my future career, particularly when I will be applying for medical school. These skills and knowledge will be helpful in both applying, and executing my duties when I am in my career. I think **customer service experience and being able to communicate with others are skills that are used in the majority of careers that exist; they are ubiquitous in society**. I look forward to building more on these skills.”

“I **will use the skills and knowledge I gained from Ignite to my advantage**. Through my experience, I will show future employers or grad school interviews **I am confident in my skills and, capable to do the work and finish in an accurate and efficient manner.**”

What We Heard From Our Year End Surveys

STUDENTS

90% very good or excellent overall experience

91% would participate again

82% said Ignite made them feel like a more desirable candidate for future roles

How well did Ignite meet your expectations?

- **49%** more or much than expected
- **45%** as expected

SUPERVISORS

98% good or excellent experience

Satisfaction with the process of applying for and being approved for Ignite funding:

- **61.90%** Extremely satisfied
- **30.16%** Somewhat satisfied

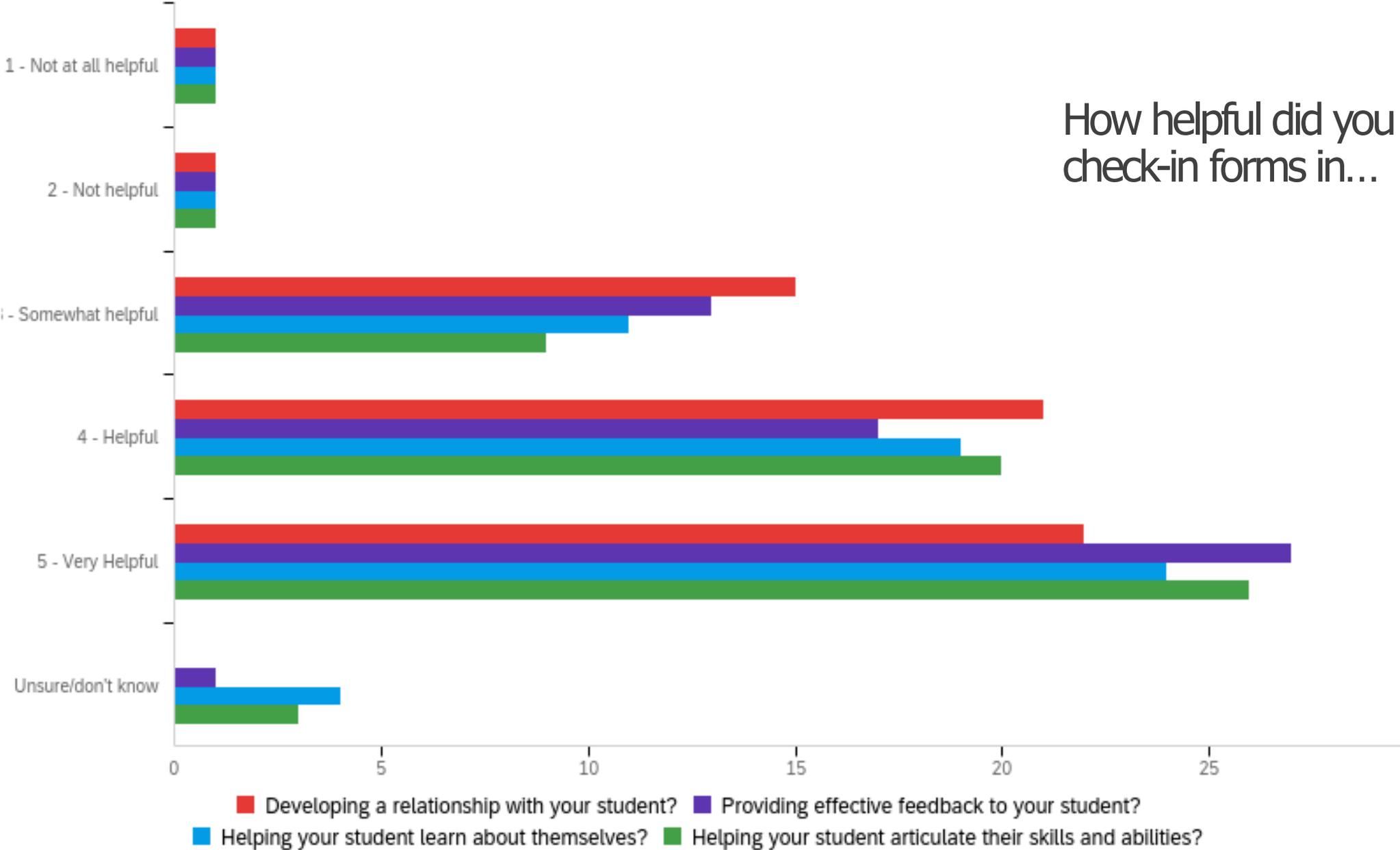
Usefulness of launch session for student's orientation and on-boarding:

- **52.46%** Extremely or Very useful
- **31.15%** Moderately useful

SUGGESTED IMPROVEMENTS

Launch Sessions ● Check Ins ● Community

How helpful did you find the check-in forms in...



New for 2020-21

- Additional call for W21 proposals in F20
- Blackboard site for student participants
 - Launch Sessions
 - Materials
 - Discussion opportunities
- 2 different Launch Sessions – New and Returning students
- Check-ins
 - Initial and Final required (no more mid-point)
 - Option to create/use your own
- Students allowed to work two positions when each one is Fall only and the other is Winter only

Same as 2019-20

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 while employed in Ignite role
- Not work more than 24 hours a week on campus & GA's limited to 100 hours per semester

- Supervisors will pay the student directly from their account and 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 paid launch session within 2 weeks of their start date.

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

A \$2000 subsidy does not need to be balanced between Fall and Winter.

Supervisors are welcome and encouraged to pay students over and above the subsidized amount if their budget allows.

Job Proposal

For your positions to be considered, a job proposal must:

- Provide opportunity to apply skills and knowledge in the workplace;
- Outline at least one competency that can be developed by the students and one learning outcome that can be achieved;
- Include a plan for direct supervision, mentoring and feedback;
- Be authorized by someone with budget oversight and authorization to hire staff;
- Be approved by Human Resources.

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- Where will the position take place? *
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- Authorization to use account *

Job Proposal Outline

Written Qualtrics Questions

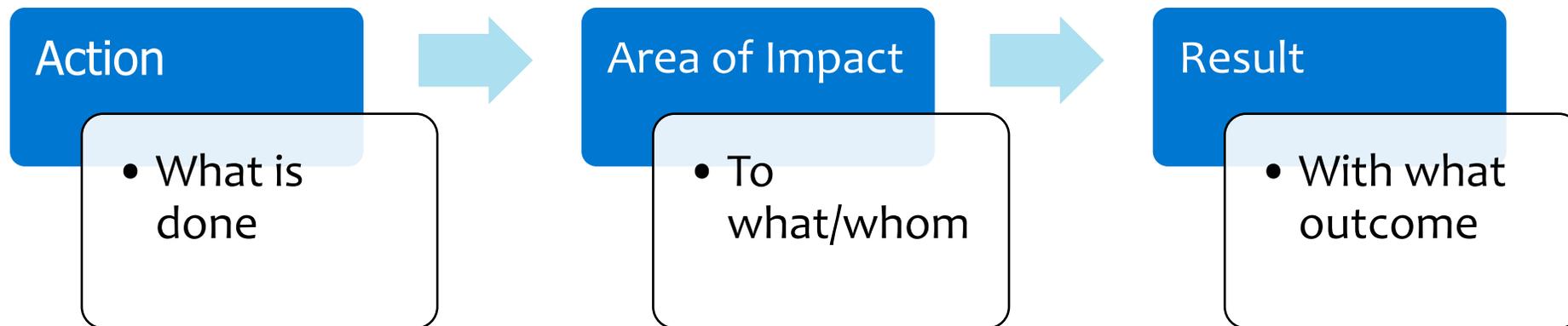
1. Job Description (300-400 words)
2. Skills required (200-300 words)
3. Mentoring and feedback plan (200-300 words)
 - a. Answer should outline any plan for specialized orientation and training (beyond the University-wide requirements) as well as who will supervise the student, the nature of the supervision, and the frequency of contact. Supervision should be regularly available on-site, but if this is not the case, indicate what mechanisms will be put into place to provide consistent supervision.
4. Learning outcomes (150 words)
 - a. After working in this role, a student will be able to....”
5. How will the student develop competencies? (300-400 words)
 - a. After working in this role, a student will be able to....”
 - b. How are the job functions connected to the identified competencies?
 - c. Which specific duties will contribute to development of the identified competencies?
 - d. How are the competencies modeled and implemented in the work of your unit?
 - e. How will you as a supervisor work to ensure that this student is supported in development of the identified competencies?

Formula for How to Write a Job Description

Adapted from [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.

Follow this formula to write about learning outcomes in the proposal:

On successful completion of this position, a student will be able to...

+

Active verb/phrase + concept or skill or value

"After working in this role, a student will be able to..."

-design and build circuits and program audio effects in Python."*
-engage and advise students in career related topics and make recommendations on next steps."*

Examples of Competencies

Competency	Outcome - Students who demonstrate this competency	Examples of how students can attain 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• Verbal interactions with others• Written work
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

Job Proposal Tips

- Where will the position take place?
 - On-campus or remote? Or a combination?
- 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
- Type out answers in a Word Doc before entering in Qualtrics
- 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
- If you don't have authority to spend from a budget or hire staff, talk to the person in your unit that does before you post

Evaluation

Part One:

- Provost's Council (deans and AVP's) 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 Three:

- Consideration for overall mix of departments/units receiving funding & historical data

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 28, 2020

Hiring and Payroll

When Can I Start Hiring?

If your proposal is approved, jobs will be posted on mySuccess on September 8, unless otherwise stated on the proposal

- Students can be hired up to October 30, 2020 (Fall) or February 26, 2021 (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 ****

Payroll must be submitted by the scheduled pay period deadline listed on their website

Check-Ins

- 2 check-ins per student with option to use or create your own
 - 1. Initial Check In** – focuses on how role fits into unit, reviews competencies to be developed, and goal(s) is set. Also includes a checklist of important orientation topics.
 - 2. Performance Evaluation** – important feedback and review of goal/competency achievement which the student also reflects on in their final reflection.
- Ongoing and regular feedback and communication are still essential
- Submitted either through email or student can submit through blackboard

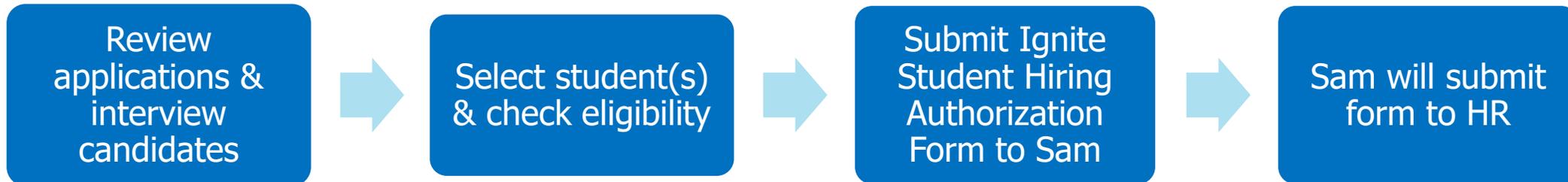


Summary

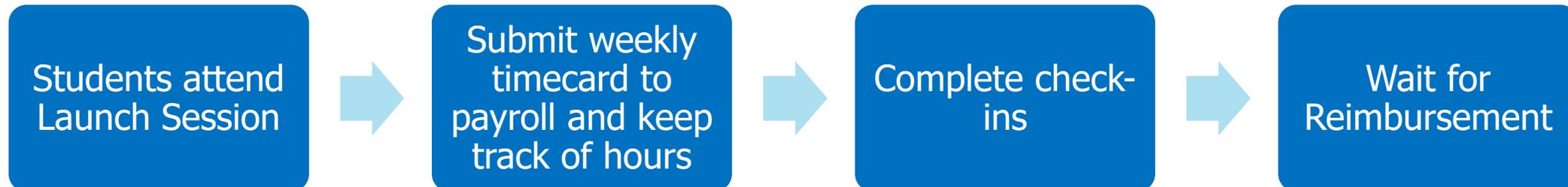
BEFORE HIRING



HIRING A STUDENT



AFTER HIRING



Timeline

Summer 2020

- **Jun. 29:** Job proposals open
- **Jul. 9:** Employer info sessions
- **Jul. 22:** Job proposals close
- **Jul. 27 - Aug. 9:** Opportunity for Dean/AVP proposal review
- **Aug. 10 - 14:** Proposals evaluated/decisions made
- **August 28:** Funding announcements made

Fall 2020

- **Sept. 8:**
 - Eligible first day of work
 - Fall and Fall/Winter jobs go live
- **Sept. 9:** First Fall Launch Session
- **Oct. 30:** Deadline to hire a student
- **Dec. 11:** Fall final payroll submission
- **Dec. 23:** Last day of work for Fall
- **November/December:** Unused funds reallocated and additional call for Winter positions

Winter 2021

- **Jan. 4:**
 - Eligible first day of work for Winter
 - Winter job postings go live
- **Jan. 5:** First Winter Launch Session
- **February:** First reimbursement (some positions)
- **Feb. 26:** Deadline to hire a student for Winter
- **Apr. 16:** Last day of work
- **Apr. 23:** Final payroll submission
- **May:** Final reimbursements Processed



Thank You

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