# Appendix A: Principles of Ignite Student Job Design

Ensuring student roles are educational, supportive, and appropriate within the institutional framework.

1. **Keep Job Titles Student-Centric**

   Clearly identify that the position is designed for a student by naming the title accordingly.

   | ✓ Use titles that reflect the supportive nature of the role, such as: | ✗ Avoid titles commonly associated with permanent staff positions, such as: |
   |---|---|
   | ✓ Peer Support<br>✓ Program Helper<br>✓ Outreach Assistant<br>✓ Student Ambassador | ✗ Coordinator<br>✗ Administrative Assistant<br>✗ Secretary<br>✗ Technician |

2. **Emphasize Supportive Contributions in the Job Description:**

   Frame the student's work as assisting, supporting, or complementing core functions of existing staff.

   | ✓ Use phrasing like: | ✗ Rather than: |
   |---|---|
   | ✓ "Assists with program logistics"<br>✓ "Supports events under supervision" | ✗ "Responsible for office operations"<br>✗ "Manages communications strategy" |

3. **Define Scope and Supervision:**

   Student roles should have a clear, limited scope and include staff oversight.

   | ✓ Outline that student positions: | ✗ Rather than: |
   |---|---|
   | ✓ Operate under the guidance of a staff or faculty member<br>✓ Focus on clear, task-based duties (e.g. "helping set up events") | ✗ Operating independently with decision-making authority<br>✗ Focusing on broad responsibilities (e.g. "managing operations") |

4. **Assign Roles That Complement (Not Duplicate)**

   Student roles enhance the work of existing staff, rather than replacing or mirroring responsibilities.

   | ✓ Student positions should be: | ✗ Rather than: |
   |---|---|
   | ✓ Additive to the team, helping with projects, events, peer engagement, or other tasks | ✗ Fulfilling ongoing institutional needs that mirror administrative, technical, or academic staff role |

5. **Highlight Learning and Skill Development**

   Center the experience around student growth to distinguish roles as educational opportunities.

   | ✓ *Focus on opportunities for students to:* | ✗ Rather than: |
   |---|---|
   | ✓ Learn, apply, practice, and build employability skills | ✗ Repetitive tasks that don't foster growth |