

ACE-WIL PROFESSIONAL DEVELOPMENT RESOURCES

Report on ACE-WIL Provincial Project #111/125

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Context & Background

TABLE 1 (right): Participating Institutions.

The following report is part of the ACE-WIL Professional Development (PD) Resources provincial project, #111/125. All 25 ACE-WIL BC/Yukon post-secondary institutions were invited to contribute to the project objectives. The two main project goals are to collect and share data on: (1) PD resources, and (2) PD interests and needs.

PD resources were collected from representatives from each participating institution. The representative participated by either Zoom (synchronous) interviews or SurveyMonkey (asynchronous) submissions.

Representatives were asked to share any resources that their institutions use to support professional development and quality practice within their WIL departments. In some instances, multiple departments within an institution (i.e. co-op and service learning) participated, providing broader insights into the scope of WIL processes offered. Larger institutions (SFU, UBC) convened small working groups to ensure the breadth and depth of their operations could be explored. Resources were either designated as non-proprietary or proprietary; non-proprietary resources will be shared with the ACE-WIL membership via the ACE-WIL Resource Hub, an online repository, which will present a categorized and curated set of easy-to-navigate resources for WIL practitioners to use in support of quality practice. Proprietary resources will not be shared but have been **included in the inventory** to acknowledge the breadth of resources available within institutions. Institutions not represented in the list above (Table 1) either elected not to participate or did not have resources available that reflected the project's objectives.

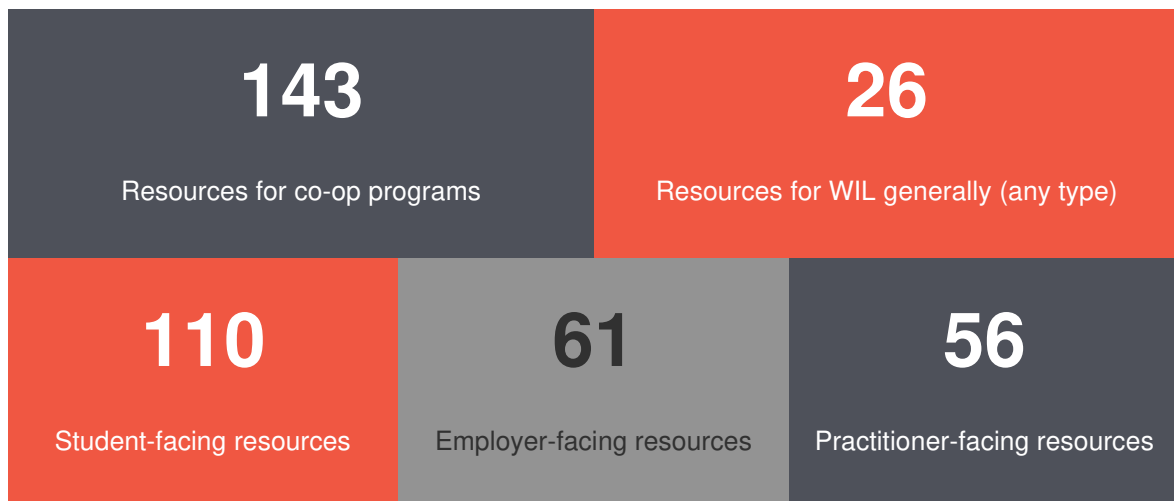
INSTITUTION/ORGANIZATION	RESOURCES CONTRIBUTED
ACE-WIL BC	**
CEWIL	8
BC Campus	4
Emily Carr Institute of Art & Technology	10
Kwantlen Polytechnic University	9
Royal Roads University	10
Simon Fraser University	41
University of British Columbia	82
University of the Fraser Valley	9
University of Victoria	44
Vancouver Community College	13
TOTAL RESPONSES	230

Each representative or group of representatives was presented with a set of resource categories that span the WIL lifecycle: pre-WIL experience, during the WIL experience, following the WIL experience, and across the WIL lifecycle. In response to the dramatic shift to online service delivery in 2020, we also collected resources that institutions use to support remote work and learning in the WIL context. Each representative or group of representatives was also asked about gaps in the professional development resources available within their institutions.

Summary of Results

PROFESSIONAL DEVELOPMENT RESOURCES BREAKDOWN

Of a total 230 resources collected, about 200 are non-proprietary and will be shared with the ACE-WIL membership via the ACE-WIL Resource Hub. Most resources collected were developed within a co-operative education program (143), 26 resources were developed for WIL more generally (any type of WIL). Most resources are student-facing (110), with employer-facing resources totaling 61 and practitioner-facing resources totaling 56. The remainder of the resources in the inventory speak to any/all audiences.



Based on this initial breakdown, there is a clear need for additional resources intended for use more broadly with WIL types other than co-operative education, and which are developed specifically for the practitioner audience. Most resources collected here support practitioners by mediating their interactions with employers and/or students (i.e. fact sheets, questionnaires, guidebooks for employers or students).

Participants were asked to share resources representative of the following five categories:

- **Pre-WIL Experience:** orientation, job development, advising, quality assurance of experiences
- **During the WIL Experience:** reviewing work term reports, monitoring progress and providing support
- **Post-WIL Experience:** debriefing the experience, capturing student and employer feedback on experiences, using feedback and data effectively

- **Across the WIL Experience:** equity, diversity and inclusion; international student resources; mental health and wellness; cultural sensitivity; supporting Indigenous students and employers; using supportive technologies
- **Remote Work and Learning:** supporting WIL experiences in the COVID-19 context

TABLE 2 (below): Summary of resources collected, by WIL phase

WIL PHASE	TOTAL RESOURCES COLLECTED	TOTAL RESOURCES TO BE SHARED
Pre-WIL Experience	106	94
During the WIL Experience	54	48
Post-WIL Experience	24	21
Across the WIL Lifecycle	19	15
Remote Work & Learning	27	22

By far, participants had the most resources to share under the “Pre-WIL Experience” category. Based on the interviews and the resources shared, the advising, orientation, and job development processes are the most labor-intensive for practitioners, and therefore most resources have been developed to support the quality of those processes. Many organizations shared similar resources. For example, over 20 of the resources collected under this category are aimed at assisting practitioners to ensure a high quality of WIL experiences (i.e. supporting employer onboarding, quality assurance checklists, checklists for required documents and agreements).

A complete frequency chart is available as a supplement to this report, which includes a breakdown of all resources collected throughout the project and additional charts with breakdown by process and by audience. Obvious gaps exist within the “Across the WIL Lifecycle” category and in the “Post-WIL Experience” category. The following section will explore the gaps within these categories.

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GAPS IN RESOURCES AVAILABLE

Post-WIL Experience

TABLE 3 (below): Summary of resources collected, within the “Post-WIL Experience” category, by WIL process

WIL PHASE	TOTAL RESOURCES COLLECTED	TOTAL RESOURCES TO BE SHARED
Debriefing the experience	8	8
Capturing student feedback on jobs/experiences	6	5
Capturing employer feedback on jobs/experiences	10	8
Using feedback/data effectively	0	0

Multiple resources were shared to support debriefing WIL experiences and capturing feedback, and several similar resources within each category. For example, within the “debriefing the experience category,” three offboarding checklists, two exit interview scripts, and three reflection tools were shared. The clear gap in post-WIL experience resources is *the effective use of feedback and data*. No resources were shared that support this process. In addition, several participants expressed interest in better understanding how to use the data the capture through student or employer questionnaires or expressed that their departments do not have a structured plan for use of feedback and data

Note: In the Professional Development Interests and Needs survey completed in an earlier phase of this project, 74% of practitioners expressed an interest in learning more about the topic of using feedback and data effectively.

Across the WIL Experience

TABLE 3 (below): Summary of resources collected, within the

The clear gap in post-WIL experience resources is the effective use of feedback and data.

“Across the WIL Experience” category, by WIL process

WIL PHASE	TOTAL RESOURCES COLLECTED	TOTAL RESOURCES TO BE SHARED
Equity, diversity and inclusion	3	3
International student resources	3	3
Mental health & wellness	2	2
Cultural sensitivity	2	1
Supporting Indigenous students and employers	1	1

Each process within the “Across the WIL Experience” phase appears to be under-resourced. The resources shared within each of these categories are of an especially high quality and are unique, with very few duplicate resources existing between institutions. Only one resource collected is targeted specifically at a practitioner audience, with the remainder being employer or student-facing resources that practitioners may use to mediate their work with either group.

Some work is already under way within the ACE-WIL PD provincial project which addresses gaps identified within this category:

1. PD opportunity, in partnership with ACE-WIL Professional Development Committee: Inclusion Literacy and Unconscious Bias
 - Led by Alden Habacon, a leading diversity and inclusion strategist, this series of three 90-minute sessions will educate WIL practitioners on how to disrupt unconscious bias within their own work. At time of writing, 60 ACE-WIL members have registered to complete the series.
 - As a part of this opportunity, we will also produce a short (10 minute) video with Alden, in an interview format examining common questions about bias and his work.
 - Addresses (partially) the gap in resources to support equity, diversity and inclusion
2. PD opportunity, in partnership with ACE-WIL Research Committee: Strategies for Recruiting, Onboarding and Retaining Students from International Pathways
 - This session will highlight the ACE-WIL Research Committee’s extensive work understanding how best to support employers in recruiting, hiring and onboarding students from international pathways. This session will take place in early December 2020.
 - Addresses the gap in resources to support international students

There remain three additional areas of need within the resources available to ACE-WIL members: mental health and wellness, cultural sensitivity, and supporting indigenous students and employers. Suggestions for resources or events to support these areas of need are included in the following section.

Next Steps

The resource collection process has clearly highlighted the areas of need for ACE-WIL Professional Development resources. With event planning underway for one webinar series and one stand-alone webinar, plans to address the remaining gap can be finalized with input from key stakeholder. The following list of topics focuses on the areas of need not yet addressed and presents multiple options for addressing each gap.

USING FEEDBACK AND DATA EFFECTIVELY

- **Survey data:** examining best practices for using employer and student feedback effectively
- **Interview** with ACE-WIL experts on practices used within their institution in Fall 2021

PROFESSIONAL DEVELOPMENT INTERESTS & NEEDS

There is a clear eagerness to learn more or become more competent in these areas. Of the WIL Practitioners who completed the Professional Development Interests and Needs survey in an earlier phase of this project:



- 71% expressed interest in participating in PD around **Equity, Diversity and Inclusion**
- 59% expressed interest in participating in PD around **international student resources**
- 67% expressed interest in participating in PD around **mental health and wellness**
- 63% expressed interest in participating in PD around **cultural sensitivity**
- 73% expressed interest in participating in PD around **supporting Indigenous students and employers**