

ACE-WIL PROFESSIONAL DEVELOPMENT INTERESTS AND NEEDS

BACKGROUND

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 outcomes. The two main project initiatives include, sharing: 1) PD resources, and 2) PD interests and needs.

This summary report provides an overview of the results from the ACE-WIL member responses to the 10-minute survey regarding their PD interests and needs. The survey and its communications plan were developed with input from key project stakeholders, including the ACE-WIL PD Committee. The survey was promoted through the ACE-WIL member email list and was open between June 22nd and July 31st, 2020. A further process of resource-sharing surveys and interviews is ongoing and information from that process will inform a future summary report.

While a total of 65 surveys were submitted, four are excluded from this summary for incompleteness (one or no questions completed). Therefore, this summary includes the data collected from 61 respondents.

TABLE 1 (right): Participating Institutions (ACE-WIL Professional Development Interests and Needs survey).

INSTITUTION	RESPONSES
British Columbia Institute of Technology	4
Camosun College	1
Capilano University	1
Coast Mountain College	1
College of New Caledonia	1
Douglas College	2
Kwantlen Polytechnic University	1
Langara College	1
North Island College	1
Okanagan College	2
Royal Roads University	1
Selkirk College	1
Simon Fraser University	12
University of British Columbia	9
University of Northern British Columbia	1
University of Victoria	8
Vancouver Community College	10
Vancouver Island University	2
Not disclosed	2
TOTAL RESPONSES	61

SUMMARY OF RESULTS

1. Respondent Information and Background

Job Titles

58 of 61 respondents provided their job title

31 participants (50%) hold a coordinator title (21 co-op coordinator, 4 program coordinator, 6 other coordinator titles)

Other titles:

- Department Head (3)
- Faculty/Instructor (5)
- Manager (5)
- Director (3)

Type of WIL Supported

70% of respondents primarily support Co-op programs, followed by 8% supporting Work Experience programs and 8% supporting Mandatory Professional Practicum.

47% of respondents support an additional type of WIL. Of those, the majority support Work Experience, Internships or Service Learning as their secondary support role.

Past Professional Development

Respondents were asked to list examples of their past professional development. Of the respondents, 30 provided examples. Common opportunities listed were:

- Webinars (especially those hosted by BCCampus, ACE-WIL BC, and CEWIL)
- In-person conferences (ACE-WIL and CEWIL)
- Institution-specific PD events, such as “SFU WIL PD Events” or “UVic Diversity Forum”
- The WACE Global WIL program
- Many respondents also listed self-directed learning such as research or projects and MOOCs or OERs that they have explored within their roles

Common topics mentioned in respondents’ answers to this question included:

- Moving to online
- Equity, diversity and inclusion topics
- Topics related to mental health and wellness
- Topics related to Indigenous education
- Industry relations and business development

2. Professional Development Models and Preferences

Section 3 of the survey asked respondents to reflect on their preferred models for engaging in professional development, barriers to participation, and reasonable time commitments for professional development activities. Respondents were also asked to provide qualitative information on past professional development opportunities. The summary below includes data from all 61 respondents.

Barriers to Participation

The major barrier to participation in professional development appears to be time limitations. **78% of respondents cited “limited time to devote to professional development” as a factor which prevents or limits them when considering professional development opportunities.** 44% cited that “sessions do not provide concrete tools I am looking for, and 36% cited a lack of variety in opportunities available to them.

Time Commitment

The majority (47%) of respondents indicated that one or two hours **per week** would be a reasonable time commitment for a course offered by ACE-WIL BC. When asked about a reasonable time commitment for a non-course opportunity (webinar, OER, seminar) most (36%) consider one or two hours **per month** to be a reasonable time commitment.

Format Preferences

When asked to rank delivery models, results were mixed, with no overwhelming majority preference. Each of the following delivery models was highly ranked among participants:

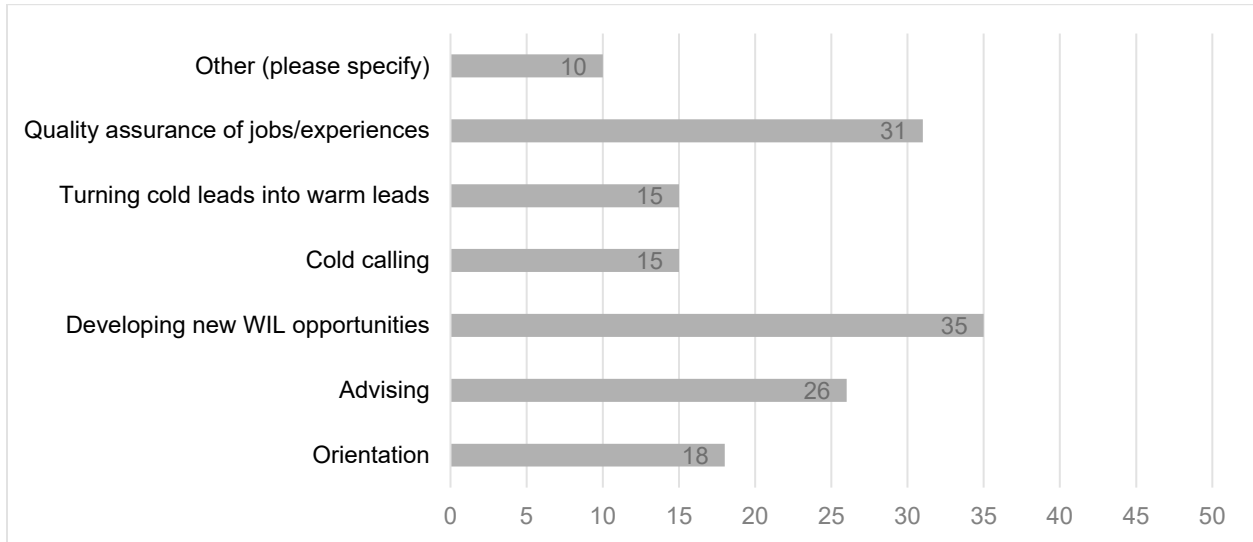
- Series of short webinars (ranked among the top three by 50% of respondents)
- Online course – blended synchronous and asynchronous (ranked among the top three by 47% of respondents)
- In-person only – limited to my local area (ranked among the top three by 44% of respondents)

Notably, 28% of respondents ranked “in person – travel within province” as their least preferred delivery model.

3. Topics of interest

Sections four through seven focused mainly on having participants identify their interest levels in various topics for professional development. These were organized by phase of the WIL experience. Several respondents dropped off the survey following section three (Professional Development Preferences) and therefore did not provide information on their professional development interests or responsibilities within sections four through seven. The following summary excludes those respondents who dropped off after section three and therefore includes data from 52 respondents.

Figure 1: Pre-WIL Experience – Topics of Interest



Other responses included: Equity, diversity and inclusion topics; developing WIL within existing programs/courses; educating employers on WIL; recruiting students and event planning; CRM management

Figure 2: During the WIL Experience – Topics of Interest

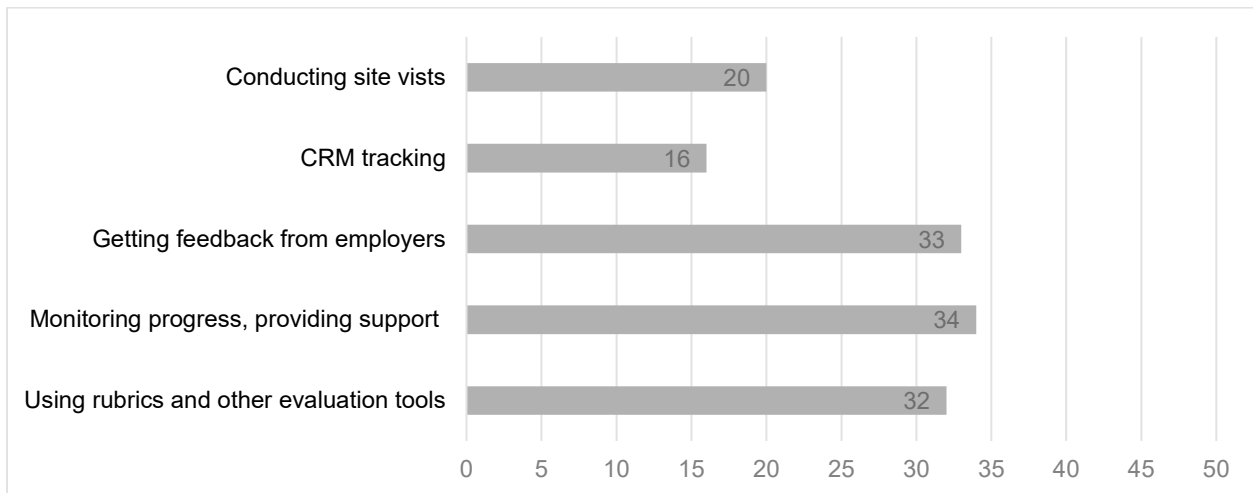
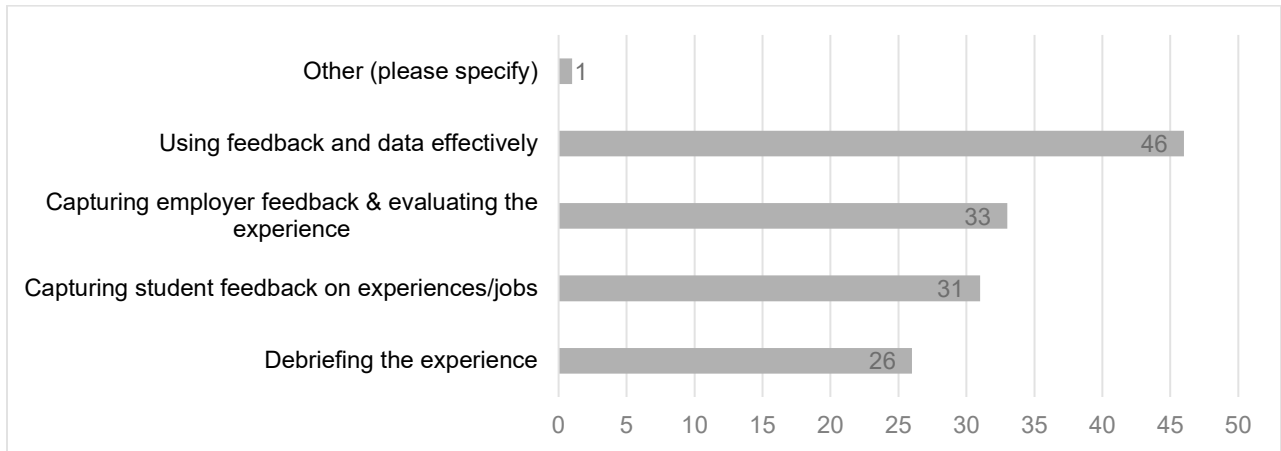
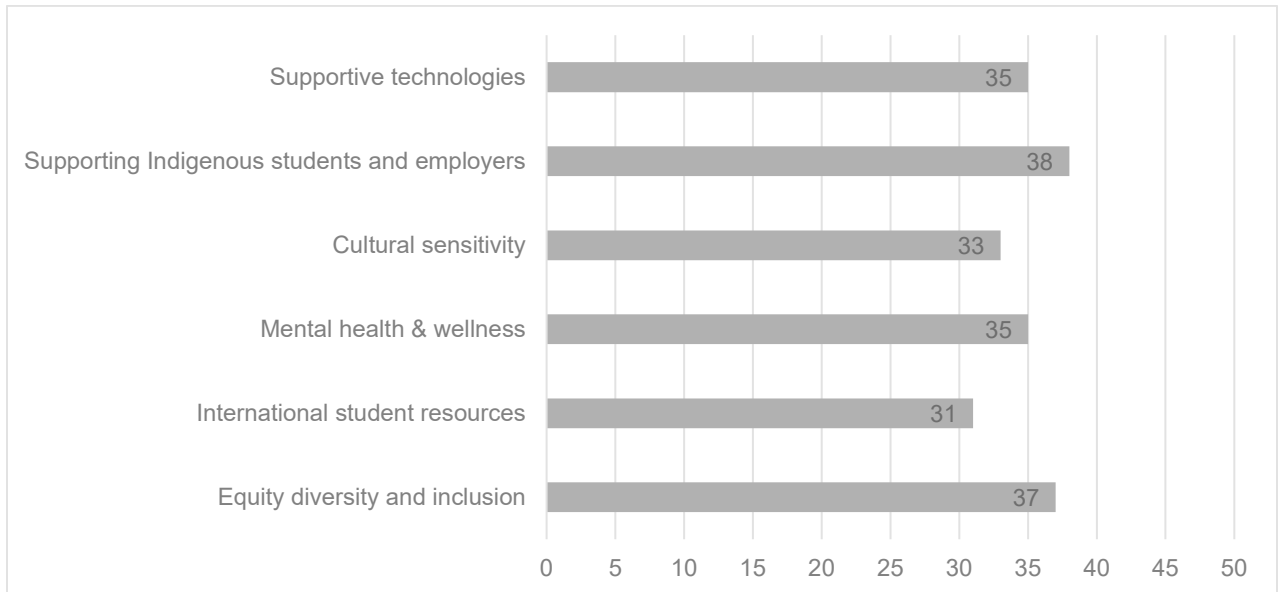


Figure 3: Following the WIL Experience – Topics of Interest



Other topics suggested: Assessment

Figure 4: Across the WIL Lifecycle – Topics of Interest



4. Top choices for Professional Development Topics

Based on the data collected in survey sections 4-7, the below topics are of most interest to the ACE-WIL BC member population.

Table 2 (below): Responses to professional development topics, ranked by popularity among respondents.

Topic	# of respondents who selected this as a topic of interest	% of respondents for whom this is a professional responsibility
Using feedback and data effectively	46	61% (32 respondents)
Supporting indigenous students and employers	38	59% (31 respondents)
Equity, diversity and inclusion	37	59% (31 respondents)
Mental health and wellness	35	59% (31 respondents)
Developing new WIL experiences	35	69% (36 respondents)
Using supportive technologies	35	46% (24 respondents)

“Using feedback and data effectively”; “supporting indigenous students and employers”; and “equity, diversity and inclusion” all emerged as top choices for professional development interests. While the topics “mental health and wellness”, “developing new WIL experiences”, and “using supportive technologies” were equally popular among respondents, a relatively significant portion of respondents listed “developing new WIL experiences” as a responsibility within their day-to-day work, making the case that this may be a useful topic to explore for professional development purposes.

NEXT STEPS

Considering that webinars and online learning platforms were highly ranked among participants as formats for professional development, and with the unlikelihood that in-person opportunities can resume in the foreseeable future, planning will proceed for a series of webinars targeted to the ACE-WIL BC membership. Through consultation with various stakeholders including the ACE-WIL Professional Development Committee, we will select a minimum of four (4) topics for the 2020/2021 series of webinars based on the information summarized in this report. A timeline and workplan for planning and coordinating these webinars will also be developed in consultation with the ACE-WIL PD Committee. Other demographic information and insights into professional responsibilities gleaned through this survey will inform the curriculum for these webinars.