

WIL Impacts Framework

Diversity and Equity Module



In this Module:

This Module explains the Diversity and Equity domain and provides detail regarding its two subdomains: diverse and equitable workplace, and access to work for equity-deserving populations. Tools for measuring impacts are included, with survey questions for host organizations and post-secondary institutions as well as interview questions.

What is diversity and equity?

While diversity and equity can refer to an organization's diverse perspectives and backgrounds while having fair and equitable opportunities for success, the diversity and equity domain specifically refers to the contribution of WIL experiences to having a more diverse and equitable workplace and providing more access to work for equity-deserving populations. The following subdomains categorize and differentiate between different types of impacts within this broad domain.

The term "equity-deserving" is context dependent and could vary depending on how it is currently used and defined at your PSI. The examples provided under some of the Diversity and Equity indicators consist of only some of the existing categories that could fall under this term: the examples are not meant to be a comprehensive list.

For more details, definitions, and a better understanding of how to use this and other equity, diversity, and inclusion terms, you may wish to consult the following resources that were used to develop this Impact Framework in BC:

- British Columbia's Office of the Human Rights Commissioner (2020). *Disaggregated demographic data collection in British Columbia: the grandmother perspective*. https://bchumanrights.ca/wp-content/uploads/BCOHRC_Sept2020_Disaggregated-Data-Report_FINAL.pdf
- British Columbia's Office of the Human Rights Commissioner. (n.d.). *Glossary*. <https://bchumanrights.ca/glossary/>
- University of British Columbia (2022). *54 Steps on the pathway to an anti-racist and inclusively excellent UBC*. <https://antiracism.ubc.ca/task-force-report/>
- University of British Columbia (n.d.). *Equity and Inclusion Glossary of Terms*. <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

Why diversity and equity?

The diversity and equity impacts for host organizations are particularly relevant when working with organizations that seek to increase their diversity and equity and/or their access to a more diverse pool of talent and are particularly interested in providing work opportunities to equity-deserving populations.

Sub-domains of impact

Diverse and equitable workplace

This subdomain includes indicators about the workplace's improved diversity and equity and access to more diverse pools of talent.

Subdomain/Factor	Indicator	Detail	Associated literature
Diverse and equitable workplace	Expansion and diversification of organization's current workforce	How much has participation in WIL programs helped in creating more awareness about the organization for future recruits, making it more attractive for a new diverse workforce	(Braunstein et al., 2011; Sattler & Peters, 2012)
	Increased access to global talent pool and increased diversity and inclusion	How have WIL programs contributed to the organization's access to a global talent pool / how has this contributed to a more diverse and inclusive workplace	(Metzger, 2004)

Access to work for equity-deserving populations

This subdomain includes indicators relating to WIL program participation rates of and access to support for equity-deserving populations and of WIL program participation rates of subject areas that are not commonly part of WIL programs.

Subdomain/Factor	Indicator	Detail	Associated literature
Access to work for equity-deserving populations	Participation rates of equity-deserving students, including racialized students, 1st generation university students, international students	Number of students participating in WIL / total number of students	Primary data
	Access to support for equity-deserving students, including racialized students, 1st generation university students, international students	Available resources that support students from equity deserving populations to navigate the workplace	Primary data
	Participation rates of underrepresented subject areas	Number of placements from each subject area/total placements	Primary data

How to measure diversity and equity WIL impacts

This section will cover the different possible approaches to measuring impacts in this particular domain. It will provide tools to gather data and analytic best practices when implementing this talent development module.

The tools described below can be used as the main method of data collection to measure the indicators included in the above subdomains.

These tools are intended to be used by your WIL program to collect data from (1) your WIL host organizations (e.g., employers and community partners) and from (2) within your PSI (e.g., WIL offices, faculty, etc.)

Quantitative data tools

These tools will facilitate the collection of data that are quantifiable and comparable. They are constructed using the literature as a basis for operationalizing various diversity and equity criteria.

Measurements are based on Likert scale ratings: these scales measure attitudes, knowledge, perceptions, values, behavioral changes, among other concepts. A respondent will answer a Likert scale question by selecting from a series of statements that are ordered from most positive to least positive; e.g., strongly agree to strongly disagree, extremely important to not at all important, or always to never.

While Likert scales can range in the number of items in between the two extreme options, a four-point scale was selected for this tool to have a more marked division between positive and less positive responses by removing a middle or neutral option.

This section contains two series of questions: one for host organizations and one for PSIs. The two questionnaires are intended to be used together for comparison of findings. A questionnaire for host organizations and a questionnaire for PSIs are [available as part of this module](#). Some recommendations on implementation and analysis are included in the [Analytic Best Practices](#) module.

Host organization metrics

Question: In general, thinking about your experiences with students from work-integrated learning programs, please rate how impactful these experiences were in:

	Very impactful (1)	Somewhat impactful (2)	Not very impactful (3)	Not at all impactful (4)	I do not know (5)	Not applicable (6)
Expanding and diversifying your organization's current workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating awareness about your organization for future recruits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing access to a global talent pool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSI metrics

Question: In general, thinking about the WIL programs at your PSI, please rate how impactful these programs were in:

	Very impactful (1)	Somewhat impactful (2)	Not very impactful (3)	Not at all impactful (4)	I do not know (5)	Not applicable (6)
Increasing the WIL participation rates of equity-deserving students, including racialized students, 1st generation university students, international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating access to support for equity-deserving students, including racialized students, 1st generation university students, international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the WIL participation rates of underrepresented subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Qualitative data tools

These tools will facilitate the collection of data that are open-ended and provide a more nuanced description that is not achievable through the quantitative tools.

The following questions can be used as part of a one-on-one interview or as part of a focus group discussion. These questions can be complemented with additional and follow-up questions based on the specific objectives of the data gathering as well as on the responses and conversations that emerge during interviews/focus groups.

These are considered semi-structured interviews in that there is a set series of questions that cover key research questions, while being open to emergent follow-up questions and themes that can arise through a given interview or focus group session.

Host organization interview guide

These questions are a starting point for conducting an interview to build on the quantitative data tool. Note that interviews are meant to be conversations and the interviewer should adapt questions based on the interviewee's responses and on the topics that emerge in each particular interview.

Additionally, and if multiple interviews/focus groups are being implemented, you can use rolling interview guides where the previous interview or focus group sessions inform changes to the questionnaires used for upcoming sessions. This is particularly useful if you want to follow up on emergent themes that are not initially included in your first interview guide.

Additional analytic best practices can be found [here](#).

1. Please share with us how your recent WIL experiences have impacted the development of diversity and equity in your organization.
 - ➔ Probe: think about the diversity in your workforce; how to make it more attractive to a diverse workforce; the access to a more diverse talent pool; other contributions to a more diverse and inclusive workplace
2. Why do you think these WIL experiences had this kind of impact?
3. How would you measure these impacts?
4. What are some ways in which WIL programs could contribute to help with your organizational needs in this area?