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Work-Integrated Learning Special Section

Faculty Willingness and Ability to Engage with Work-Integrated Learning (WIL): Piloting the Faculty Engagement Model in the WIL Sphere

ABSTRACT

Much of the literature that addresses faculty engagement in work-integrated learning experiences (WIL; i.e., internships, practicum, and co-op experiences) focuses on experiential education broadly or on specific forms of WIL programs, such as service learning. The faculty engagement model (FEM) is the primary model of faculty participation in community-based learning experiences, and it accounts for the myriad factors known to influence faculty engagement, including personal, professional, communal, and institutional factors. Although relevant to WIL, this model has not been used specifically in WIL communities. Thus, the current study sought to examine the utility of the faculty engagement model within the context of WIL. Participants included 72 full-time university faculty drawn from the United States, Canada, and other countries. The researchers recruited participants through personal networks, and the participants completed an online survey asking about the domains of the FEM. Results indicated that faculty are primarily engaged in WIL in the form of internships, and that they highly value both department and discipline support for WIL. The aspects of the FEM that clearly related to faculty engagement in WIL were high department support, high community interest in university collaboration, personal history of participating in WIL, and low institutional support. This pattern suggests that factors across the faculty engagement model contribute uniquely to each faculty member's decision to engage with WIL activities, and that the FEM can be a useful tool in the WIL realm.

KEYWORDS

work-integrated learning, internship, faculty engagement

INTRODUCTION

Work-integrated learning (WIL) is a type of experiential learning that “formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student” (Co-operative Education and Work-Integrated Learning [CEWIL] Canada n.d.). WIL is an umbrella term that encompasses apprenticeships, entrepreneurship, internships, co-operative education, field placements, practicums, applied research for a non-academic partner, and

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community service learning (CEWIL Canada n.d.). WIL can range in its duration, with the shortest experiences usually being around 35 hours and the longest being year-long internships or practicums. In some disciplines—teacher education, social work, nursing, the trades—WIL is a long-established norm; in others—literary studies, astronomy, languages—WIL is unconventional.

The successful offering of WIL programs requires significant involvement on the part of each stakeholder in order to ensure student success (McCurdy and Zegwaard 2009). The current project focuses on the role of the university within the WIL relationship, particularly on faculty involvement. While some institutions have staff, faculty, or centers devoted to facilitating student engagement in WIL, individual faculty are responsible for running WIL programs for their students at other institutions. Even in those well-resourced institutions with dedicated WIL staff and offices, faculty members typically serve as academic mentors to students participating in internships and similar experiences, which involves individual or group mentorship of the internship experience from the disciplinary or academic perspective. Faculty members also integrate WIL experiences into their classroom teaching, usually through applied research, field placements, or community-based projects (for a review of faculty activity in WIL, see Carpendale and Mitchell 2023; and Zegwaard, Pretti, Rowe, and Ferns 2023). Faculty also serve as important mediators to access, both through their support for WIL programming in curricular reviews (McCurdy et al. 2009) and through conversations and advising appointments with students, in which they might encourage participation in WIL.

To maximize student engagement and success in WIL, faculty need adequate training, support, and resources. And yet a number of impediments hinder their active participation in work-integrated learning initiatives, such as administrative load, relationship management, pedagogical differences, and a lack of recognition for WIL-related labor in promotion and tenure decisions (Arsenault and Fenton 2021). One primary issue is the increased workload that comes from organizing, hosting, or facilitating WIL experiences, with faculty often performing multiple additional tasks each term when they facilitate WIL (Bilgin, Rowe, and Clark 2017; Peters 2012). Relationship management can also be a barrier when faculty must secure external partnerships without sufficient industry contacts (Kosnik, Tingle, and Blanton 2013). WIL also comes with its own set of pedagogical best practices, meaning that faculty must adopt new teaching approaches and assessment methods as they integrate WIL into their coursework (Bilgin et al. 2017). Yet this substantial additional workload is frequently undervalued in academic settings and tenure processes, with many faculty feeling unrecognized for their efforts (Arsenault et al. 2021; Emslie 2011). To address these issues, researchers have recommended developing institutional tools to reduce administrative burdens, recognizing WIL in tenure and promotion processes, and leveraging existing institutional resources for partnership development (Arsenault et al. 2021).

Much of the literature that addresses faculty engagement in these types of experiences focuses on experiential education broadly or on specific forms of WIL programs, such as service learning (i.e., Cooper 2014; Demb and Wade 2012). The available research points to a number of barriers preventing faculty from facilitating experiential education options such as WIL, but what is less clear from the literature is the motivators that might cause them to passively support or actively facilitate WIL in their classes or degree programs. Faculty members' perceptions of WIL—whether or not they think it is valuable for students or a necessary part of postsecondary education—may be shaped by any number of personal, professional, or institutional factors. For example, Miller, Silberstein, and BrckaLorenz (2021) found that faculty members' discipline shapes their perception of internships, a specific type of WIL, while Morales, Grineski, and Collins (2016) found that career stage, gender, and ethnicity shaped faculty members' perception of WIL experiences. Consequently, further

research focusing on both barriers and facilitators that are specific to the WIL sphere is needed, as well as research that addresses the specific factors involved with faculty engagement in WIL.

In the design of the current study, we sought a conceptual model that would guide the development of further research on faculty engagement in WIL. Finding none specific to WIL, we looked further and located Wade and Demb's Faculty Engagement Model (FEM; Demb et al. 2012; Wade and Demb 2009). The FEM, as Demb et al. (2012) describe it, encompasses faculty members' participation in community-based research or service as well as their facilitation of community service learning. Although community-based work is often considered a type of WIL, their studies focused on specific types of community learning and did not focus on WIL practices such as internships. Their FEM framework—first published in 2009 and then revised in 2012—accounts for the myriad factors known to influence faculty members' engagement activities across the domains of research, teaching, and service. It reflects the “dynamic interaction of elements [described in the FEM] that affect faculty choice about [their] level of participation in outreach and engagement” (Wade et al. 2012, 343).

The revised faculty engagement model suggests that four domains affect faculty involvement with community-based programs; these domains are personal, professional, communal, and institutional (Demb et al. 2012). In the personal dimension, the model suggests that identity, values, motivation, and personal beliefs, as well as experiences, relate to the involvement with community-engaged research, teaching, and service. Of these factors, their research shows that learning epistemology is particularly related to engagement. In the professional dimension, the FEM suggests that faculty rank and status are related to engagement, although these factors were not strongly correlated in their 2012 study. The communal dimension refers to department, disciplinary, and professional community norms around engagement in community-based programming. In this work, “department” refers to the faculty member's institutional department in which they currently work, while “discipline” refers to the faculty member's field at large. These might match, such as a psychologist working in a psychology department, but they may not match, such as a psychologist working in a business school. Professional community refers to the professional organizations and scholarly associations the faculty member is a part of. Wade et al. (2009) examined perceived levels of support across each of these domains, and found that department and professional community support were of particular relevance to faculty engagement patterns. Finally, the institutional dimension addresses institution type, mission, leadership, budget, and policies. In the 2012 study, these factors did not relate to overall engagement, but variation in responses to these questions related to engagement when considered in isolation. Also, these factors did produce interesting results in terms of faculty perception of and support for WIL in the 2012 study. Thus, they will again be examined in this study.

Current study

There are clear parallels and overlap between engagement in community-based service learning and in WIL. Like community service learning, WIL can touch on the core aspects of faculty work: teaching, through the supervision of a WIL student or the facilitation of in-class WIL experiences or of programs; research, by integrating research opportunities into students' work placements or by conducting research on pedagogy in WIL; and service, by sitting on a WIL program's advisory committee or overseeing a department WIL program. Likewise, faculty WIL engagement is likely similarly impacted by the personal, professional, community, and institutional factors that also affect experiential education more broadly, although each type of pedagogy is impacted by unique factors (Dean, Mundy, Price, Kennedy, Wheeler, Sherridan, and Iskra 2023; Miller et al. 2021; Morales et al. 2016).

Given the parallels between the FEM and the possible factors involved with faculty engagement of WIL, the current study piloted the faculty engagement model in a sample of university faculty with a specific focus on faculty engagement in work-integrated learning, mirroring the survey and analysis of Wade and Demb's work. This study focused on three research questions:

1. How do faculty participate in various WIL activities (e.g., internship, co-op, placements)?
2. How do faculty feel supported in WIL across different levels (i.e., department, discipline, professional community)?
3. Based on the FEM, what factors are related to engagement (i.e., personal, professional, communal, institutional)?

METHOD

Participants

Seventy-two full-time university faculty from primarily undergraduate-serving institutions participated in this study. Participants were drawn from the United States (72.2%, $n = 52$), Canada, (13.9%, $n = 10$), and other countries (6.9%, $n = 5$). Five participants did not report location. Of the participants, 21.4% (15) were full professors, 41.4% (29) were associate, 27.1% (19) were assistant, and 2.9% (2) were adjunct. An additional 4.3% (3) were lecturers or senior lecturers (2.9%, $n = 2$). Two did not report. Of the sample, 54.3% (38) reported being tenured, and 22.9% (16) reported being on the tenure track. The remainder said that they were not on the tenure track (14.3%, $n = 10$), that tenure was not relevant to their position (8.6%, $n = 6$), or they did not report this information (2.8%, $n = 2$). Most of the participants reported being in a discipline that was primarily in the arts and sciences and was not typically pre-professional—e.g., sciences, humanities, social sciences (76.4%, $n = 55$)—while some reported specifically pre-professional disciplines (i.e., business, law, medicine, social work, 23.6%, $n = 17$).

The average age of participants was 45.3 years ($SD = 10.8$). The sample was 57.7% female ($n = 41$), inclusive of one participant who identified as a transwoman, and 42.3% male ($n = 30$). One participant did not report gender. In terms of race and ethnicity, 6.9% ($n = 5$) of the sample was Asian, 5.6% ($n = 4$) was Black, and 6.9% ($n = 5$) preferred not to say. The remainder of the sample (80.6%, $n = 58$) identified as White, inclusive of one participant who identified as Latine.

Procedure

We distributed an online survey via the Qualtrics platform to the personal networks of the authors and their colleagues. Given the snowball sampling method, no response rate is available. Initially, we sent the survey to 106 participants, and 72 participants completed the entire survey (68% completion rate). We advertised the survey as a questionnaire regarding faculty engagement in work-integrated learning, and we encouraged participants to respond whether or not they were currently engaged in WIL. Participants had the opportunity to enter a raffle for one of fifteen \$25 gift cards. The local IRB approved this study, and participants completed informed consent at the beginning of the survey.

Measure

Participants reported on their personal characteristics, including demographics such as age, race, and gender. The survey also asked about their professional characteristics, including their own experience with WIL, years in academia, rank, tenure, and discipline.

This study primarily used the Survey of Faculty Engagement, with permission from the authors of the original measure (Demb et al. 2012; Wade et al. 2009). We adapted the survey from its original version—that is, with a focus on faculty community engagement—to be focused on work-integrated learning in its various forms. We used items and measurements in a manner as similar to their paper as possible. Participants were first presented with the following definition of WIL:

Work-Integrated Learning (WIL) is a form of “experiential education that formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to: employability, agency, knowledge and skill mobility, and life-long learning.” (CEWIL n. d.)

Then, the survey asked participants, “Based on that definition, over the past twelve months, have you facilitated, coordinated, supervised, or otherwise engaged in supporting WIL?” with response options for yes/no/unsure. The survey also asked participants if they were involved in specific WIL activities in the classroom, out of the classroom in mentoring/supervision, or in research in the following areas of WIL: mandatory professional practicum/clinical placement, apprenticeship, co-operative education, internship, field placement, entrepreneurship, community and industry research and projects, and other. The survey defined classroom teaching as, “you teach a WIL course with multiple students,” and out of the classroom as, “mentoring students in WIL 1:1 or otherwise out of a classroom.” The survey asked participants to indicate their perception of their support of WIL, with response choices for active support (actively engaged), passive support (not actively engaged but would recommend to students), active opposition (actively against WIL), passive opposition (do not prefer WIL but would not steer students away), and totally neutral.

The survey then asked participants questions drawn from the faculty engagement survey in the domains of epistemology, professional motivation, personal values, institutional factors, and engagement support. Please see the appendix for copies of the instruments described below.

Epistemology

We evaluated faculty views on the value of learning with five items measured on a 4-point scale from strongly disagree to strongly agree. In Demb et al. 2012, the Cronbach’s alpha for epistemology was low, so they used a single item to represent this construct: “I believe knowledge is constructed through experience.” Alpha in this study was similarly unacceptable, and likewise, we used the single item.

Professional motivation

We measured motivation with seven items on a 4-point scale from strongly disagree to strongly agree. For example, the survey asked participants, “In my professional pursuits, I am motivated by: potential for career advancement” or “opportunities to improve the quality of life for others.” We then summed items and calculated subscales for outward motives (e.g., helping others) vs. status motives (i.e., advancing oneself). The status subscales had acceptable reliability (alpha = .74), but the outward subscale did not. This single item used to represent outward-focused motives was: “Opportunities to improve the quality of life for others.” This item was strongly correlated with WIL participation.

Personal values

We evaluated values using the same items as professional motivation, but we asked participants to rate how important each issue was to them personally. We rated these items on a 5-point scale from not at all important to extremely important. Like for motivation, the subscale for status was reliable ($\alpha = .80$), while the alpha for outward focus was lower. Although technically acceptable, we made the decision to also use just the first single-item, which was highly correlated for consistency.

Institutional factors

We evaluated institutional support using 10 total items on a 4-point scale from strongly disagree to strongly agree. We summed items one through seven to make an institutional support scale, with items such as, "There is adequate financial support for WIL participation." The final three items asked about community interest in university collaboration as well as the university and participant's interest in achieving prestige. The alpha for items one through seven was .85.

Engagement support

We evaluated support at multiple levels. To assess discipline, professional community, and department support, the survey asked participants about how important they believe WIL was within those domains on a 5-point scale from not at all important to extremely important. It then asked participants, "I would be more likely to engage in WIL if:" with eight items such as, "It were easier to account for these activities in faculty evaluation documents." They rated responses on a 4-point scale from strongly disagree to strongly agree.

Data analysis

Analysis began with the evaluation of frequencies for faculty participation in WIL overall and within the specific domains of WIL activity. Next, we examined the frequencies for faculty perceptions of support at the level of department, discipline, and professional community, as well as for faculty indications of which types of support would increase engagement. Finally, we considered all variables as predictors of binary participation in WIL in a logistic regression.

RESULTS

The first research question focused on how faculty engage with WIL activities. The survey asked faculty to endorse what type of WIL activities they engaged in and if they engaged with their chosen activities in the classroom, out of the classroom, or as a researcher (see Table 1). A majority of faculty reported participation in WIL (76.4%, $n = 55$), and when asked about their feelings of support for or opposition to WIL, all indicated that they generally felt supportive (65.3% active support, 34.7% passive support). Across types of WIL, participants reported the most participation in mandatory practica, internships, field placements, service learning, and community and industry projects. On the whole, faculty engaged more with teaching and mentoring of WIL than with research, and more out of the classroom than within it.

Table 1. Faculty participation in WIL activities (N = 72)

	Classroom teaching	Mentoring/supervision of individuals or groups outside of the classroom	Research
Mandatory professional practicum/clinical placement	20.3%	24.2%	10.4%
Apprenticeship	2.9%	7.8%	4.6%
Co-operative education	7.1%	6.2%	4.6%
Internships	24.6%	61.2%	9.2%
Field placement	19.1%	29.2%	10.9%
Entrepreneurship	7.1%	9.5%	6.3%
Community and industry research and projects	24.3%	26.2%	23.4%
Service learning	27.1%	23.4%	12.1%
Other	5.4%	5.4%	7.3%

The second research question focused on faculty perceptions of support for their WIL activities. When asked about perceptions of support at the department, discipline, and professional community levels, over half of faculty rated WIL as very or extremely important at each level (see Figure 1). When asked about university support for WIL, participants generally reported that the mission and priorities of their universities valued WIL, but that they were less confident that WIL is appropriately funded as well as less confident that WIL is supported by the promotion and tenure process (see Table 2). When asked what would increase engagement with WIL, faculty reported high agreement with the need for additional infrastructure and funding (see Table 3). They also noted high agreement with the need for ease of reporting and counting WIL activities in evaluation documents and for greater weight for WIL in faculty promotion decisions.

Figure 1. Levels of endorsement of support by discipline, professional community, and department (N= 72)

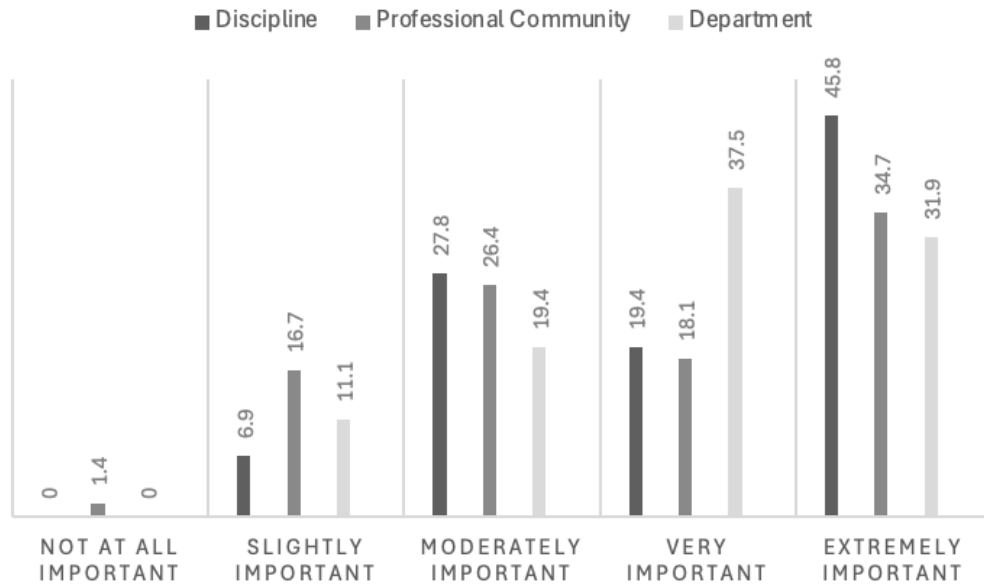


Table 2. Perceived university support for WIL engagement (N= 72)

Support	Strongly disagree	Disagree	Agree	Strongly agree
Part of univ. mission	2.8% (2)	8.3% (6)	40.3% (29)	48.6% (35)
Part of univ. priority	4.2% (3)	16.7% (12)	50.0% (36)	29.2% (21)
Focus for univ. leadership	2.8% (2)	11.1% (8)	45.8% (33)	40.3% (29)
Adequate univ. financial support	18.1% (13)	36.1% (26)	36.1% (26)	9.7% (7)
Part of univ. promotion and tenure	20.8% (15)	36.1% (26)	37.5% (27)	5.6% (4)
Supported by univ. infrastructure	8.3% (6)	22.2% (16)	41.7% (30)	27.8% (20)
Clear univ. faculty commitment	4.2% (3)	27.8% (20)	52.8% (38)	15.3% (11)
Community collaboration interest	0% (0)	33.3% (24)	54.2% (39)	11.1% (8)

Table 3. Perceptions of support that would increase engagement (N= 72)

Support	Strongly disagree	Disagree	Agree	Strongly agree
Better univ. infrastructure	5.6% (4)	11.1% (8)	54.2% (39)	27.8% (20)
Increased funding for WIL	4.2% (3)	15.3% (11)	31.9% (23)	48.6% (35)
Increased weight in promotion and tenure decisions	6.9% (5)	20.8% (15)	30.6% (22)	41.7% (30)
Increased disciplinary support	8.3% (6)	27.8% (20)	36.1% (26)	27.8% (20)
Increased prof. community support	5.6% (4)	29.2% (21)	45.8% (33)	19.4% (14)
Increased department support	8.3% (6)	26.4% (19)	41.7% (30)	23.6% (17)
Increased univ. leadership support	6.9% (5)	20.8% (15)	38.9% (28)	33.3% (24)
Easier to account for in evaluation documents	4.2% (3)	19.4% (14)	36.1% (26)	40.3% (29)

The third research question focused on which factors suggested by the faculty engagement model clearly related to faculty engagement in WIL activities. In keeping with the model and past studies, variables related to professional and community issues (discipline, professional community, department support, tenure and rank, and past participation in WIL), university issues (i.e., university support, policies, and community relationships), and personal issues (i.e., demographics, values, motivation, and epistemology) were all considered as factors relating to WIL participation in a binary logistic regression. Given past findings (e.g., Morales et al. 2016), it stood out immediately that demographic factors, such as age, race, and gender, were unrelated to participation, so we removed these from consideration.

The results of the logistic regression are presented in Table 4. The overall model was significant ($p < .001$) with a Nagelkerke R^2 of .72, meaning that the model accounts for 72% of the variance in WIL engagement. In the table, the variable of interest is the “Exp. B” Column. This statistic reflects the relative contribution of each variable to the model, with values above one indicating a positive relationship with the outcome variable and values below one indicating a negative relationship to the outcome. The magnitude of the value indicates the strength of the relationship. Findings suggest that faculty engagement was significantly related to department support, community interest in university collaboration, and personal history of participating in WIL, such that increased levels of those variables was related to a higher likelihood of participating in WIL. Faculty

engagement also related to institutional support, such that those with low institutional support were reporting more engagement in WIL.

Table 4. Logistic regression evaluating relationship of factors to participation in WIL

Variable	B	SE	Wald	df	Exp. B
Tenure status	2.239	1.480	2.289	1	9.385
Grad participation in WIL	4.300	2.094	4.217	1	73.677*
Discipline support	-1.434	.936	2.347	1	.238
Professional community support	.323	.720	.201	1	1.381
Department support	3.539	1.411	6.292	1	34.424*
University support	-.578	.217	7.071	1	.561**
Community involvement	3.219	1.362	5.582	1	24.995*
Univ. drive for prestige	1.213	.853	2.022	1	3.364
Professional motivation (outward)	2.493	1.363	3.346	1	12.097
Personal values (outward)	-.195	1.004	.038	1	.823
Professional motivation (status)	-.633	.458	1.910	1	.531
Professional values (status)	-.164	.331	.246	1	.849
Epistemology	-1.176	1.153	1.040	1	.309
Intercept	-3.487	5.474	.406	1	.031

Note. $N = 72$. * $p < .05$

DISCUSSION

The results speak first to patterns of faculty engagement with WIL. The primary type of engagement with WIL was mentoring internships, both in and out of the classroom (85%+). On the whole, faculty engaged with WIL more as a teacher/mentor and less from a research capacity, and most of the faculty research activity fell within the area of community- and industry-based projects. The finding that relatively few faculty are involved in WIL-focused research (<10% on average) underscores the need to combine WIL work with larger research on the scholarship of teaching and learning (Eady, Abrahamson, Green, Arcellana-Panlilio, Hatfield, and Namaste 2021) in order to provide further insight on how best to support students in WIL experiences and how to foster collaboration among WIL stakeholders. These results also suggest that many faculty are supportive of WIL passively, even if they are not engaged themselves. This begs the question: how do we then

engage those who are interested in or supportive of WIL but not yet facilitating WIL experiences for their students? The rest of our results speak to this inquiry.

With regard to faculty perceptions of and support for WIL, an interesting pattern emerged in the data for perceived support by department vs. discipline. Participants rated both as either “extremely” or “very” important by about two-thirds of the sample, but the frequency patterns differed. Discipline was more highly rated as extremely important (45.8% extremely, 19.4% very) while department support was rated more consistently across categories (31.9% extremely, 37.5% very; see Figure 1), which suggests a perceived value of disciplinary norms. This pattern may reflect people whose home disciplines do not match their current department, which may lead to tension between the two priorities. It may also suggest that WIL is happening in places where the practice is supported by disciplinary norms, but that WIL is also still happening in places without strong disciplinary support for it. Comparing back to the work of Demb et al. (2012), endorsement of high importance of support was higher across the board in the current study, suggesting perhaps that WIL is more affected by professional context than more general community-engaged work. Similarly, perceived support overall was rated more frequently in this study than it was in Wade and Demb’s work, which suggests the unique role and needs of WIL relative to similar programs.

With regard to institutional support, faculty reported that WIL work is a big part of the university mission (almost 90% agree or strongly agree), but rated lower actual support for WIL (i.e., 45% agree or strongly agree for good financial support), indicating a disconnect between the perceived value of WIL vs. the amount of resourcing. Faculty reported also that they would be more likely to engage in WIL if better funding for WIL existed and if WIL was more clearly valued as a part of the faculty evaluation process. Participants rated perceived support higher overall in this study than in Demb et al.’s (2012), but the pattern of high perception of WIL in the mission vs. low perception of resourcing was similar.

The final portion of the results looked at which factors most clearly related to faculty engagement in WIL when considering personal, professional, communal, and institutional factors as a whole. The factors that emerged included high department support, high community interest in university collaboration, personal history of WIL experience, and low perceived institutional support. This pattern of results suggests that factors across the faculty engagement model contribute uniquely to each faculty member’s decision to engage with WIL activities. It was interesting to find that participants rated disciplinary support as the most wanted type of support, but that department support was more strongly related to engagement. This discrepancy likely suggests that a faculty member’s immediate environment has more relationship to their day-to-day activities than the more distal discipline norms and may relate to support for faculty time and compensation. This pattern differs from what faculty endorsed as important, suggesting that theory and practice may differ.

The importance of community interest as a factor again indicates the critical importance of a strong relationship between stakeholders. The importance of personal WIL experience likely speaks in part to discipline and professional community norms, while also suggesting that the development of strong WIL programming may require specifically searching for and building community among people with WIL experience. Past research has suggested that previous WIL experience has a positive and significant impact on future WIL mentoring and supervision (Martin, Rees, Fleming, Zegwaard, and Vaughan 2019), and that indeed specifically working with prior WIL students as current mentors can be beneficial for student development. Findings further suggest that those who do not have a history with WIL may need additional encouragement and professional development in order to feel comfortable in this arena. It may be surprising to some that less institutional support was related to more engagement. This finding may reflect that those doing the most WIL are simply doing so with

limited resources and may also suggest that people who do engage in WIL have a more accurate impression of the amount of support that actually exists (which is to say, low), whereas people who are not actively engaged hear it promoted and imagine there is adequate institutional support.

By comparison, in Wade and Demb's studies of community-engaged work, the factors that stood out were department support, professional community support, and epistemology. In both studies, immediate norms and support were important, but beyond that, the factors relevant for WIL seemed to be unique. On the whole, we believe that our study indicates that the faculty engagement model is relevant for WIL and can be applied effectively in the WIL context, but that WIL does present a unique context for faculty work that needs its own consideration and research base. We encourage the WIL community to consider the WIL framework when designing future studies, as it provides helpful aspects of WIL engagement that can help us to standardize our measures/assessments and provide a common language of sorts across disciplines. We also believe that institutions would benefit from considering WIL engagement from the perspective of the FEM in the service of assessing barriers and facilitators of faculty WIL work across institutions.

Returning to the question of how we can most effectively engage faculty, our results suggest several avenues for practical consideration. We see the same patterns repeated in this study of high-level value and mission at the university and discipline level, but less implementation at the day-to-day level. This gap may reflect a need for more staffing support for WIL programming, as well as a clearer compensation plan and value during evaluation for faculty in WIL. Of course, major funding and resourcing are not always available, but that does not mean that faculty need to go at it alone in the WIL world. Better professional development and internal resources to facilitate effective WIL programming do not have to cost big money. For example, communities of practice in which faculty can find partnership and support internally can make a major difference in the day-to-day experience of faculty in experiential education (Wenger-Trayner and Wenger-Trayner 2015). It seems that work with faculty to bolster WIL experiences should begin at the department level, with an assessment of department needs and resources, as well as an understanding of the department's disciplinary and professional norms. For programs that are looking to start or increase WIL opportunities, bringing in faculty and staff who have themselves participated in WIL may be a consideration when hiring or staffing and for identification of potential mentors more generally, as is considering the importance of providing adequate time and compensation for the significant WIL workload.

This study is an important step in considering the unique factors that relate to faculty engagement in work-integrated learning. However, it is not without its limitations. Although the sample size is on par with similar social science survey research, it is smaller than the original work on the FEM completed by Demb et al. (2012). Most participants were from teaching- or undergraduate-focused institutions, and because some opted not to report on their demographic information, it is difficult to draw firm conclusions about the role of personal identity factors. This study does suggest that the FEM is a relevant tool in the WIL space, but further research and replication with more diversity of participant identity and institution type is necessary. It will also be important to recruit more people to discuss engagement in WIL who are not engaged in WIL. Although we recruited for those who were and were not engaged with WIL, and did have participants who were not actively participating, hearing more from those who are opposed to WIL may grant a broader sense of the challenges. Additionally, some of the terms in the study may have been interpreted differently by faculty in different contexts. Each university and department handles promotion, review, and WIL coursework differently, so there is likely some variability in the interpretation of our items. We encourage institutions to investigate these concepts within their own faculty as well as to use these results broadly. We also recommend standardizing the scale points for the instrument so that all are

measured with 4-scale anchors. Finally, this study gets at the “what” of WIL engagement—what faculty are practicing, what support they perceive and want, and what factors are related to their engagement based on the faculty engagement model—but further research is needed on the “why” of faculty work in WIL. Our hope is that this paper starts a conversation about the need for further work and attention to the unique and important context of faculty involvement with work-integrated learning.

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ETHICS

Elon University’s institutional review board approved this project.

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