The Value of Downtown Postsecondary Programs

Program Summary

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About the LearningCITY Collective

The LearningCITY Collective is a collaboration of organizations and individuals engaged in Calgary's learning system, including learners, educators, employers, funders, and policymakers. The LearningCITY Collective is independent of government or civic entities. Below are the 2023-2024 LearningCITY Collective Board of Directors.

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Executive Summary

The Talent Challenge

Calgary, like many other cities, is facing revolutionary changes to how its people live, work, and learn. The city's economic plan, _Calgary in the New Economy_, set out an ambitious vision and framework to develop a future-proof, sustainable economy for our city. This plan is anchored to Calgarians adapting to meet new and dynamic demands. To meet this challenge, _Calgary's Skills Development Framework_ is a guide to empower Calgarians to learn, unlearn, and relearn new skills.

Downtown Postsecondary Models

In recent years, policymakers have argued that a key pillar for the revitalization of downtown Calgary is expanding the number of postsecondary programs delivered in the core. Advocates suggest the benefits include increased vibrancy, utilization of unused commercial property, and enhancing employment pathways for learners through increased experiential learning. Today, diverse postsecondary institutions deliver programs in their respective downtowns. This delivery can be categorized in four different models: (1) central campus, (2) satellite campus, (3) embedded learning, and (4) learning commons.

Beyond Geography

To appreciate the potential value of postsecondary programs in downtown Calgary, it is important to recognize that policymakers, employers, and learners increasingly demand flexibility and responsiveness to a dynamic labour market. As a result, postsecondary education is facing pressure to shift from the traditional closed model of learning, to a model based on open innovation, where learning transforms to a co-creation process incorporating the learner, educator, and community partners (such as employers).

The introduction of open learning requires high-level alignment between these stakeholders. For this reason, the current dynamics facing Calgary, including economic and labour market disruption, and a structural change in our commercial real estate, may create an opportunity to accelerate the transition to open learning, anchored to expanding postsecondary programming downtown. For this reason, it is essential to recognize that this question extends far beyond geography. Hence, though geographic proximity of partners can play a role in removing barriers, it must coincide with increased investment in the tangible and intangible processes and infrastructure that remove barriers to and advance opportunities for increased harmonization, collaboration, innovation, and shared learning.

Study Scope

This 12-month study is designed to explore the opportunities and risks of expanding postsecondary programs downtown and is guided by three research questions:

1. What are the aspirations of learners, educators, and community partners?
2. How can the system deliver on these aspirations?
3. How can we operationalize the optimal model?

To answer these questions, the project team will conduct a concurrent mixed-methods study between April 2023 and May 2024. This includes secondary, experimental, qualitative, and quantitative methods. In addition to this study brief, the study team will release three additional reports between September 2023 and May 2024.

Calgary in the New Economy

Calgary in the New Economy is the economic strategy for Calgary. This plan set out an ambitious vision and a strategic framework to develop a future-proof, sustainable economy for our city.

To be the place where bright minds and big ideas come together with an unmatched spirit to help solve global challenges.

To deliver this vision, *Calgary in the New Economy* defines a strategic framework (see below) comprised of five connected drivers to develop a future-proof, sustainable economy for our city.
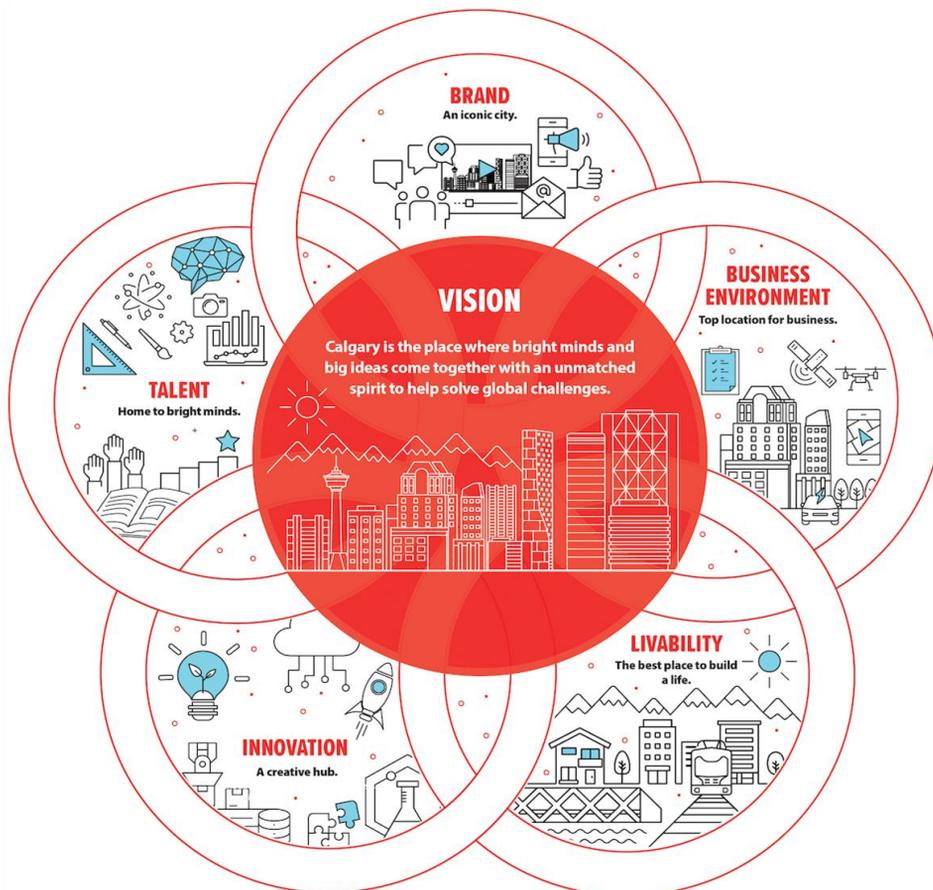
91%

Of hiring managers define adaptability as a core skill.

40%

40 percent of Calgary's labour force is from racialized communities.

17

Young people are forecasted to have 17 jobs in five different sectors over their lifetime.

Figure 1: Calgary in the New Economy

Calgary's Skills Framework

The Vision

The future of Calgary will be defined by the ability of the city to develop, attract, and retain talented people. To meet this challenge, the _LearningCITY Collective_ developed a community-level solution: _Calgary's Skills Development Framework_. This framework is designed to deliver the promise of _Calgary in the New Economy_ by empowering Calgarians and accelerating collaboration across Calgary's vast learning system. This framework is rooted in a vision for the city's learning system:

<div align="center">

Calgary's open learning system develops exceptional, creative, and adaptable talent, who thrive in a fast-changing world.

</div>

Insights

Calgary's Skills Development Framework is the outcome of four years of community engagement and research by diverse partners. This work identified five core insights to guide the learning system.

Insight 1: It's a community challenge

Eighty percent of Calgary's 30,870 current certified and non-certified learning programs are outside the provincial domain. The vast majority are being delivered by Calgary-based organizations. Yet, no mechanisms exist to align community priorities and resources. Aligning these priorities and resources requires community-level leadership.

Insight 2: Recognizing the legacy

For decades, Calgary's labour market supported the demands of the oil & gas industry and adjacent sectors. This included prioritizing job skills and compensating staff far above the national average. One side-effect of this legacy is a significant gap between current labour market skills and the skills essential to meet the demands of a fast-changing world. Transitioning Calgary's learning system to meet these emerging demands requires increased harmonization and collaboration across the full system.

Insight 3: Demand for adaptive capacity

Employers demand people with the capacity to adapt in times of uncertainty. This adaptive capacity is rooted in an ability to learn faster and better than others. This requires a systematic approach that empowers Calgarians to develop both the skills and belief that they can prosper. However, today's learning system is not optimized to meet these demands. Developing adaptive capacity is a critical community priority.

Insight 4: Barriers to an inclusive labour market

There are significant barriers to Calgary becoming a fully inclusive labour market. These barriers range from culture to hiring practices. Calgary must adopt strategies to unlock and develop the potential for all to prosper in a diversified economy.

Insight 5: Barriers limiting system innovation

Though Calgary possesses a vast learning system, significant barriers impede both collaboration and competition. These barriers range from infrastructure to culture. To stimulate innovation, strategies should be adopted to accelerate both collaboration and competition.

The Framework

Today, in <u>Calgary</u>, 3,063 organizations are delivering 30,870 programs and 3.5 million learning experiences annually. In addition, Calgarians have access to an infinite array of learning opportunities from across the globe. Therefore, the challenge is less about capacity and more about how to optimize these isolated learning experiences into an open system that can support the unique goals of every Calgarian.

Confronting this talent challenge extends beyond the capacity of any single level of government, educational institution, sector, or employer. To meet this challenge, the *LearningCITY Collective* proposed *Calgary's Skills Development Framework*. The framework defined four strategic drivers, each with defined specific goals, priority actions, and key performance indicators. Below are the four drivers: **adaptable**, **accessible**, **empowered**, and **open**. For additional information on the goals, priorities, and key performance indicators, refer to the appendix.

Driver 1: Adaptable
Calgarians embrace disruption and change as an opportunity.

Driver 2: Accessible
Justice, equity, diversity, and inclusion are embedded in the learning process and championed by all.

Driver 3: Empowered
Calgary's learning system empowers personalized, purpose-based learning.

Driver 4: Open
Calgary's learning system is open and drives performance and innovation.

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Delivering the Vision

This study explores how expanding postsecondary programs in downtown generates incremental value to learners, educators, and community partners. This includes examining how downtown programming could be expanded to deliver the drivers and goals of Calgary's Skills Framework.

3,063

<u>Number</u> of skill development providers currently in Calgary.

30,870

<u>Number</u> of skill development programs currently offered annually in Calgary.

3.5 M

<u>Number</u> of skill development experiences currently offered annually in Calgary.

Rethink Learning

From Ladder to Climbing Wall

Imagine a Calgary where citizens view disruption as a chance to reinvent themselves. Imagine a Calgary with a dynamic and ever-changing talent pool. Imagine a city that attracts investment and talent from across the globe because it's known as a city that learns its way forward. To create this city, we need to rethink how we learn.

How we've learned for the past 170 years is rooted in the industrial revolution. For efficiency, time and place became the defining characteristics of learning. People studied a common curriculum from age 5 to 17 within the certified learning system. In their late teens and early twenties, people developed job skills that had economic value; because these skills were relatively stable, they could then monetize them for the next 30 years of their lives. In 1900, life expectancy was under 50, so these skills were what most Canadians required to make a living.

However, the world is very different today. In our current framework, most job skills need constant updating to keep their economic value. Moreover, with the rapid extension of life expectancy, careers now exceed 50 years. These changes demand a radical redefinition of when and how people will learn. We now understand that a one-size-fits-all model no longer works. So, we must shift the industrial paradigm and recognize that time and place can be personalized. For example, challenging the assumption that learning is best anchored to time (age) and place (a classroom) will redefine learning. This redefinition will transition learning from a closed model, in which a narrow group of organizations control learning, to an open model of continuous learning, unlearning, and relearning.

In closed learning, educators produce talent and employers consume (hire) talent. However, in open learning, educators, employers, community, and learners are co-creators and share the responsibility to deliver an agile and adaptive learning system. If the closed learning model resembles a **static ladder, this open learning model resembles a rapidly expanding climbing wall**. It incorporates infinite ways to learn, from traditional classrooms to employment, to volunteering, to an art class or playing sports, listening to a podcast and everything in between.

Open learning empowers individuals to define their own destination and map their own path on the climbing wall. It also recognizes that employers must play a more active role in the learning journey of Calgarians. Finally, open learning recognizes that sometimes the most valuable learning is not scripted, rather, it is a spontaneous collision of new ideas and experiences.

The expansion of postsecondary programs in downtown Calgary must reflect this emerging model of open learning.
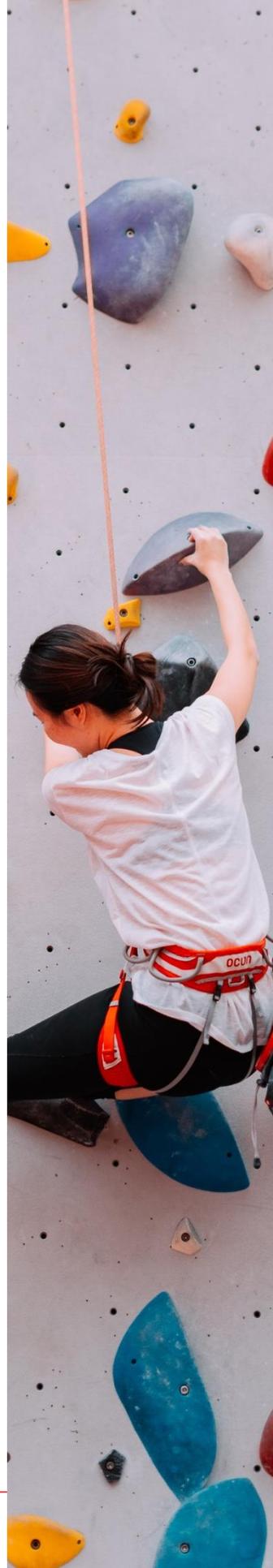
The Downtown Opportunity

Open learning is based on the principle of **open innovation**. Traditional innovation is best described as a hierarchically closed system, where internal staff are responsible for research, development and commercialization of products or services. Benefits of this system include the ability to control the entire innovation process and its outputs. Weaknesses include the slow innovation process, lack of agility, overall costs, and the concentration of the innovation process with internal staff.

Over the last two decades there has been a shift towards open innovation: a networked model of innovation based on collaboration and co-creation. In this open model, an organization transitions from controller to facilitator. Examples include systems designed by Google, Amazon and Lego that enable ecosystem partners to develop and distribute products and services within a defined framework, while encouraging interaction with users, commercial organizations, and their customers.

The benefits of open innovation include increased value creation, access to external resources and capabilities, speed, agility, and reduced cost, as well as the ability to exponentially increase and diversify the people engaged in the design, development, and delivery of new products and services.

In a learning context, embedding the principles of open innovation in the delivery of experiential learning, provides similar potential. Experiential learning is a circular model of education which integrates formal academic learning into a workplace or practice setting. Experiential learning has been shown to support employment readiness and improve student engagement, as well as increase distributed and situational cognition and the rate of employment pre- and post-graduation. Today, experiential learning reflects a more traditional hierarchical closed model, leveraging mechanisms such as co-operative education, practicums, internships, apprenticeships, course-based projects, and field schools. However, the rapid expansion of experiential learning through open learning demands investment in new social and built infrastructure to maximize collaboration across the system of learners, educators, and community partners.

The Open Learning Lab

The Open Learning Lab is an initiative of the LearningCITY Collective supported by the City of Calgary and Oxford Properties. The lab is designed to identify and pilot approaches to talent development through increased collaboration between learners, businesses, universities and colleges, government, and non-profit organizations. The lab will complement and augment Calgary's learning system by focusing on three goals: harmonize, collaborate, and innovate.

The pilot lab will be open from August 2023 to April 2024 in Bow Valley Square. The lab will be a place for employers, skills developers, policymakers, researchers, and learners to work together to pilot new approaches to collaborative learning. In addition to hosting Mount Royal University students as part of the pilot AccelerateU program, the lab will have diverse collaborations with other universities, colleges, businesses, and non-profit organizations.

The Bigger Picture

The opportunity for downtown postsecondary programs contributes to the reframing of downtown and sits as a single component in a much larger opportunity for Calgary's economic and social prosperity. The goal of unlocking city-level innovation through increased harmonization, collaboration, innovation, and shared learning is a priority for many organizations and ongoing initiatives. **Examples** of ongoing initiatives that incorporate system-level collaboration at their core include:

Collaborative Processes

- Calgary in the New Economy
- Greater Downtown Plan
- TalentED YYC
- Innovation District Project
- LearningCITY Collective
- The Open Learning Lab
- ActiveCITY Playbook 2030
- CreativeCITY: Prosperity through the Creative Economy

Collaborative Infrastructure

- East Village
- Central Public Library
- Platform Innovation Centre
- Studio Bell
- University Innovation Quarter
- Arts Commons Transformation
- BMO Centre Expansion
- The Ampersand
- The Edison

The scope of this study will reflect these ongoing initiatives and how investment in postsecondary programming and related social and built infrastructure can contribute to the broader mission of increasing harmonization, collaboration, innovation, and shared learning.

Creativity and Innovation

Creativity is the capacity to generate new or novel ideas. Innovation is about taking this idea and creating value by delivering a new product, service, or process. Research shows that both creativity and innovation are highly social processes that are the outcome of the structured or unstructured interactions between people with diverse backgrounds. To maximize the value of postsecondary programs in downtown Calgary, we must invest in built and social infrastructure to facilitate spontaneous and curated collisions.

$3B

Private sector investment in East Village.

$6.6M

Investment in TalentED YYC work-integrated learning pilot.

$647M

Venture capital investments in Calgary in 2022. .

32%

Downtown Calgary commercial vacancy rate

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Downtown Postsecondary Models

Over the past year, numerous stakeholders have proposed expanding postsecondary programming in Calgary's downtown. Advocates suggest the benefits include increasing downtown vibrancy, utilizing unused commercial property, and enhancing employment pathways through increased experiential learning.

Today, a diverse array of postsecondary institutions are delivering programs in their respective downtowns. This delivery can be categorized in four different models:

The Central Campus Model

This model includes institutions that started and grew in the core of their cities. In Canada, examples include McGill University, Toronto Metropolitan University, OCAD University, NSCAD University, the University of Winnipeg, and MacEwan University.

The Satellite Campus Model

This model includes single institutions that have established a satellite campus (or campuses) in proximity to their professional community. Examples of the satellite campus model in Canada include:

Fanshawe College delivers programs in the digital and performing arts, information technology, tourism, hospitality, and the culinary arts in downtown London.

Laurier University owns or leases 24 buildings in downtown Brantford delivering programs to 5000 learners in the Faculty of Human and Social Sciences and the Faculty of Liberal Arts.

SAIT launched their Culinary Campus on Stephen Avenue in Calgary.

Simon Fraser University opened eight community campuses in downtown Vancouver incorporating programs across arts and business delivering courses to 10,000 credit and non-credit learners, and hosting over 11,000 events annually.

University of Alberta hosts programming in the old HBC location in downtown Edmonton, rebranded, Enterprise Square.

University of Calgary houses their School of Architecture and Landscape, and their City-Building Design Lab in the former downtown public library location.

University of Lethbridge houses programming in Health and Business at a campus co-located with Bow Valley College in downtown Calgary.

University of Waterloo launched their Health Sciences Campus in downtown Kitchener.

Queens University offers a Masters of Finance at a campus in downtown Toronto.

The Embedded Program Model

This model embeds collaborative programming and experiential learning in a professional community. These programs are delivered at a class or cohort-level and are distinct from other forms of experiential learning, such as co-operative education, internships, practicums, and apprenticeship. Examples of embedded programs include:

Mount Royal University piloted delivering business classes embedded at Platform Calgary's Innovation Centre.

Vivacity is a collaborative civic innovation program including learners across Calgary that has been delivered in downtown Calgary since 2017.

The Learning Commons Model

The previous three models reflect the traditional institution-first model of higher education. The learning commons model is designed to bridge the divisions between institutions, between disciplines, and between higher education and community by shifting from the legacy institutional-first model to one founded on the principle of a public commons. In this model, postsecondary institutions and community partners collaborate and work in a common shared space. Learning commons possess a physical and cultural porousness that bridges learners, educators, disciplines, institutions, and community. This model recognizes that sometimes the most valuable learning is not scripted or linear, rather, it is a spontaneous collision of new ideas and experiences - and the Learning Commons is designed to facilitate this spontaneity.

This concept of a public commons is rooted in ancient Greece as a place for open debate and dialogue. In recent years, the commons model has been adopted by public libraries as a community hub for learning. Modern learning commons are both physical and digital and are defined by openness, sharing, and collaboration.

In this study, the learning commons model will be tested through the piloting of the Open Learning Lab located in Bow Valley Square. This Lab will host up to 1000 Mount Royal University business students as part of their AccelerateU program, other postsecondary institutions, businesses and non-profit organizations, all while being in a building with 190 other businesses.

1/3
of postsecondary students in Canada do not complete their program.

70%
the proportion of all jobs in Alberta estimated to be directly in oil & gas by young people

6.1%
the proportion of all jobs in Alberta in oil & gas

75%
of learning organizations are headquartered in Calgary

Stakeholder Value

This study is defined by three stakeholder clusters: learners, educators, and community.

1. Learners

A learner is an individual who has, is, or may take a program through a postsecondary institution. This includes current learners, alumni, or future learners. The potential incremental value to learners of expanding postsecondary programs downtown include:

- Incremental experiential learning opportunities
- Incremental skills development (inclusive of knowledge acquisition and aptitude development)
- Incremental development of skill evidence (e.g., portfolio)
- Incremental development of professional networks
- Incremental employment opportunities
- Enhanced self-efficacy

2. Educators

Faculty

Faculty are individuals at a postsecondary institution who make an educational and/or intellectual contribution to advancing a disciplinary field. The potential incremental value to faculty of expanding postsecondary programs downtown include:

- Expansion of practitioner network
- Enhance curriculum through increased engagement with practitioners
- Enhance scholarship through increased engagement with practitioners

Institutions

This includes any institution that has been provided the authority to grant degrees, diplomas, and other credentials. In Alberta, there are six categories of publicly funded postsecondary institutions. In addition, there are private career colleges, faith-based institutions, and professional schools. The potential incremental value to postsecondary institutions of expanding programs downtown include the geographic concentration of learners (including alumni) and faculty in proximity to community partners to enhance institutional-level performance. Enhanced performance may lead to increased public funding, philanthropic funding, alumni funding, and learner and faculty demand.

3. Community

Business

This includes all for-profit and non-profit organizations. The potential incremental value to business of expanding postsecondary programs downtown include:

- Business growth
- Increased opportunities for employee skill development

Government

This includes all levels of government, mandated with education, skills and workforce development, and/or economic and community development. The potential incremental value to government of expanding postsecondary programs downtown include:

- Incremental economic growth
- Incremental community development
- Incremental tax revenues

Mapping the Value Chain

To understand the potential incremental value of expanding postsecondary programs in downtown Calgary, it is essential to disaggregate the value into discrete, but interdependent, building blocks. Together, these building blocks form a systematic value chain demonstrating how value is generated. Figure 2 is a conceptual value chain incorporating four major building blocks.
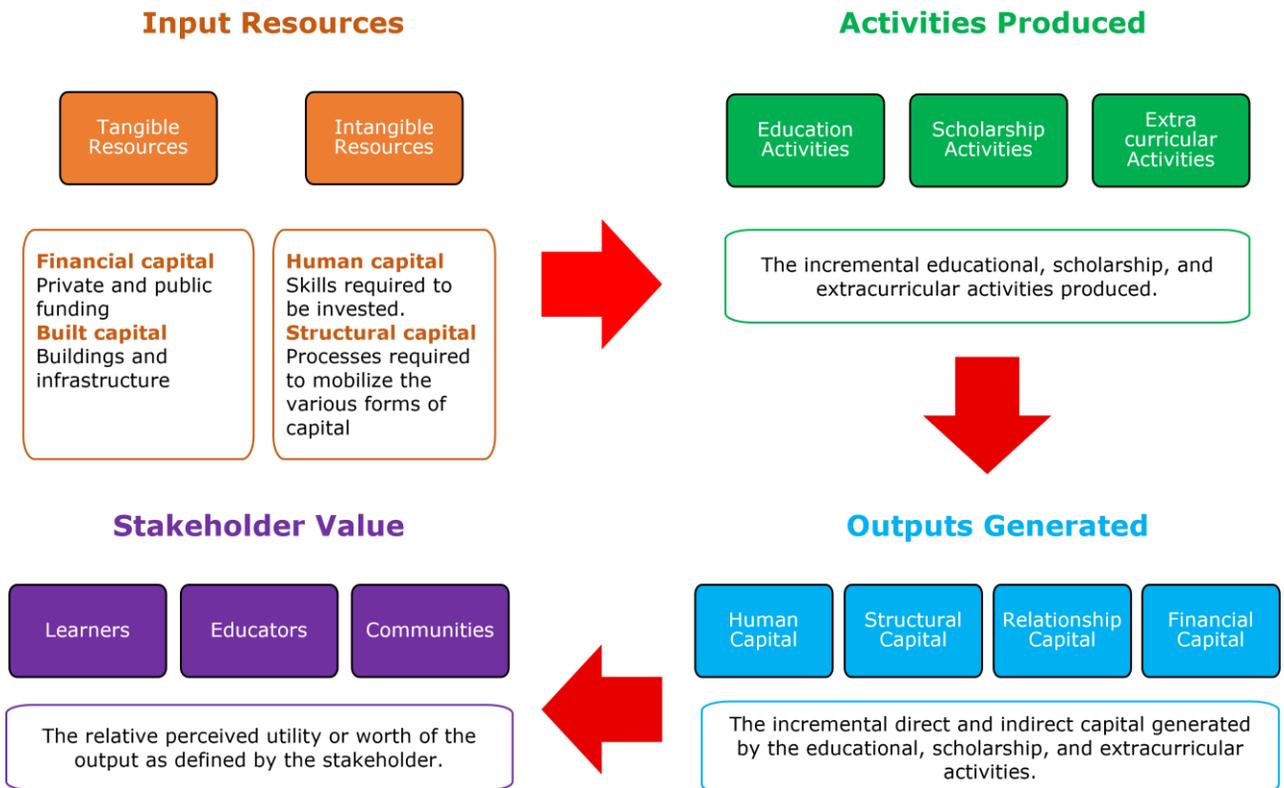
Input Resources

Tangible Resources

Intangible Resources

Financial capital Private and public funding
Built capital Buildings and infrastructure

Human capital Skills required to be invested.
Structural capital Processes required to mobilize the various forms of capital

Activities Produced

Education Activities

Scholarship Activities

Extra curricular Activities

The incremental educational, scholarship, and extracurricular activities produced.

Outputs Generated

Human Capital

Structural Capital

Relationship Capital

Financial Capital

The incremental direct and indirect capital generated by the educational, scholarship, and extracurricular activities.

Stakeholder Value

Learners

Educators

Communities

The relative perceived utility or worth of the output as defined by the stakeholder.

Figure 2: Mapping the Value Chain

Input Resources
Tangible or intangible resources required to be mobilized. These may include dimensions such as, human capital, financial capital, built capital, relationship capital, and structural capital.

Activities Produced
Tangible or intangible educational, scholarship, and extra-curricular activities produced by combining input resources.

Outputs Generated
Incremental direct and indirect human, structural, relationship, and financial capital generated by the activity. For example, incremental human capital (e.g., knowledge and skills) may be generated by delivering an immersive experiential program downtown.

Stakeholder Value
Value is the relative perceived utility or worth of the output as defined by the stakeholder. The perceived value of the outputs of downtown postsecondary programs may vary by stakeholders.

Research Questions

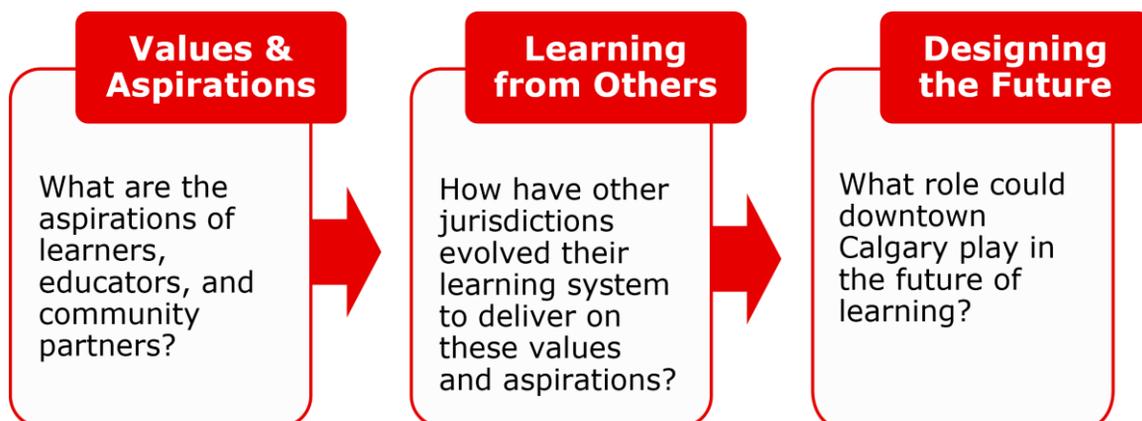The expansion of postsecondary programs downtown raises three major research questions.

Values & Aspirations	Learning from Others	Designing the Future
What are the aspirations of learners, educators, and community partners?	How have other jurisdictions evolved their learning system to deliver on these values and aspirations?	What role could downtown Calgary play in the future of learning?

Figure 3: Research Questions

Research Question 1

What are the aspirations of learners, educators, and community partners?

Learners

1. How do learners define success?
2. What are learner expectations of the learning system today?
3. What skills, competencies, and attributes do learners believe they require to be successful?
4. What non-academic experiences do learners expect from their learning journey?
5. How can learners be most effectively clustered to efficiently deliver on their needs?

Educators

1. How do educators define their impact?
2. How do educators define an ideal professional life?
3. How can educators be most effectively clustered to efficiently deliver on their needs?

Community Partners

1. What do community partners want from the learning system?
2. Is the current learning system delivering on this today?
3. How can community partners be most effectively clustered to efficiently deliver on their needs?

Research Question 2

How have other jurisdictions evolved their learning systems to deliver on these values and aspirations?

1. How have other "best of class" learning systems evolved to meet the changing aspirations of learners, community, and educators?
2. How do we define and measure "best of class"?
3. How have other jurisdictions evolved learning on- and off-ramps to meet evolving demands?
4. How have other jurisdictions evolved programs?
5. How have other jurisdictions evolved program delivery?
6. How have other jurisdictions evolved to ensure learners can move within the system?
7. How have other jurisdictions evolved hiring practices?

Research Question 3

What role could downtown Calgary play in the future of learning?

Operational

1. What defines the optimal location?
2. How can the optimal model be designed to ensure maximum flexibility?
3. How will we maximize accessibility?
4. What are the scheduling and transportation implications for learners if they are required to take classes at two locations?
5. How will the perception of public safety impact the model?

Financial

1. How will the capital costs be funded?
2. How will the operational costs be funded?
3. What are the financial implications of delivering programming on multiple campuses?

Governance

1. What is the legal structure of the optimal model?
2. What is the management structure of the optimal model?
3. How do we secure intra-institutional support?
4. How do we secure inter-institutional support?

Demand

1. What disciplines demand an outward-looking curriculum?
2. What disciplines across different institutions may benefit from increased collaboration?
3. How do we maximize learner engagement?
4. How do we maximize educator engagement?
5. How do we maximize community partner engagement?

Study Methodology

This concurrent mixed-methods study will be completed between April 2023 and May 2024. In addition to this brief, the feasibility study will release three additional reports.
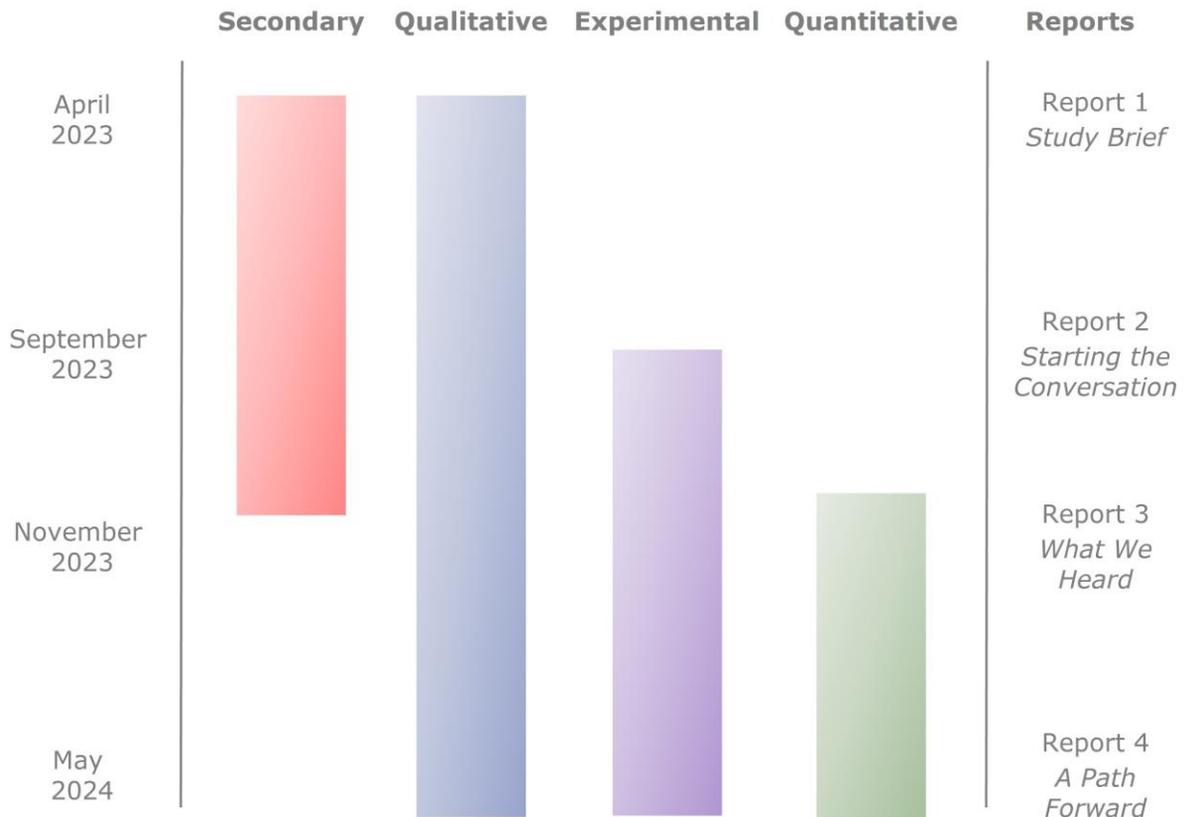

Figure 4: Study Methodology

Secondary Research Study (Phase 1)

Goal: Conduct secondary and case study-based research to refine the scope of the three research questions:

> RQ 1: What are the aspirations of learners, educators, and community partners?

> RQ 2: How have other jurisdictions evolved their learning systems to deliver on these values and aspirations?

> RQ 3: What role could downtown Calgary play in the future of learning?

Scope: Canadian, American, and global literature and contextually-relevant case studies.

Completion Date: June 1, 2023

Outcome: Release of *Report 2: Starting the Conversation*

Qualitative Study (Phase 1)

Goal: Conduct qualitative research to explore research question 1 and research question 3:

> RQ 1: What are the aspirations of learners, educators, and community partners?

> RQ 3: What role could downtown Calgary play in the future of learning?

Scope: This study will conduct one-on-one or group interviews across three population groups. (learners, educators, and community partners).

Completion Date: November 1, 2023

Outcome: Release of *Report 3: What we Heard*

Experimental Study

Goal: Use the Open Learning Lab to pilot processes to expand open learning between learners, businesses, universities and colleges, government, and non-profit organizations.

> RQ 2: How have other jurisdictions evolved their learning systems to deliver on these values and aspirations?

> RQ 3: What role could downtown Calgary play in the future of learning?

Completion Date: May 1, 2024

Outcome: Release of *Report 4: The Path Forward*; Academic publication.

Secondary Research Study (Phase 2)

Goal: Based on secondary research study 2 and the qualitative study, model a variety of economic impact scenarios.

> RQ 1: What are the aspirations of learners, educators, and community partners?

> RQ 2: How have other jurisdictions evolved their learning systems to deliver on these values and aspirations?

> RQ3: What role could downtown Calgary play in the future of learning?

Completion Date: November 1, 2023

Outcome: Release of *Report 3: What we Heard*

45%

Of Canadian employers report difficulty in recruiting staff.

56%

Of Canadian employers report a skills gap in their current labour force.

6.7x

High income households have 6.7 times greater savings for education, compared to low-income households..

$78,000

Total cost of a four-year university degree in Canada.

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TalentED YYC

TalentED YYC, is a new online platform to help Calgary employers navigate the engagement of students for practical work experiences. Placements include internships, co-ops, practicums, community service-learning opportunities, field placements and projects. The new platform is the product of Calgary Work Integrated Learning (Calgary WIL), a collaboration of Calgary-based postsecondary institutions, supported by $6.6M in funding from the Government of Canada and the Government of Alberta. The pilot project is set to run until Spring 2025 and will continue to evolve with more programs and services to expand WIL opportunities in Calgary.

Quantitative Study

Goal: Conduct a quantitative study to build on the phase 1 qualitative research to explore research question 1 and research question 3:

> RQ 1: What are the aspirations of learners and community partners?

> RQ 3: What role could downtown Calgary play in the future of learning?

Scope: This study will collect survey data across two population groups (learners and community partners).

Completion Date: May 1, 2023

Outcome: Release of *Report 4: The Path Forward*; Academic publication.

Qualitative Study (Phase 2)

Goal: Conduct a qualitative study to support the interpretation of the quantitative study.

> RQ 1: What are the aspirations of learners and community partners?

> RQ 3: What role could downtown Calgary play in the future of learning?

Scope: This study will conduct one-on-one or group interviews across three population groups of learners, educators, and community partners.

Completion Date: May 1, 2023

Outcome: Release of *Report 4: The Path Forward*; Academic publication.

Project Management

Program Critical Path

Action	Date	Accountability
Disseminate draft study summary with potential stakeholders and research partners	2023-03-01	Study Team
Finalize study team Initiate secondary research study	2023-04-01	Study Team
Study team kick-off	2023-04-19	Study Team
Release Report 1: The Value of Downtown Postsecondary Programs Finalize study teams	2023-05-01	Study Team
Initiate partner conversations for engagement and activation in the Open Learning Lab	2023-05-01	Study Team
Complete secondary study data collection Secure institutional ethics approval Initiate qualitative study data collection Open Learning Lab goes live Secure incremental project funding	2023-06-15	Study Team
Release Report 2: Starting the Conversation	2023-09-01	Study Team
Complete phase 1 qualitative data collection and analysis Initiate phase 1 quantitative data collection Complete economic impact forecasting	2023-11-01	Study Team
Release Report 3: What we Heard	2023-12-01	Study Team
Complete phase 2 quantitative and qualitative data collection and analysis	2024-04-01	Study Team
Release Report 4: A Path Forward	2024-05-01	Study Team

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Appendix 1: Calgary's Skills Development Framework

Our Goals	Our Priorities	Our Measures
Adaptable Calgarians embrace disruption and change as an opportunity.		
Calgarians possess a culture of adaptive capacity and continuous learning Calgarians possess professional identities that enable them to adapt to rapid change and uncertainty Calgary's learning system is agile and adaptive	Refine and scale harmonized enabling skills as the foundation of personal adaptive capacity To unlock system capacity, refine and scale decoupled credentials Leverage work-integrated learning (WIL) to accelerate adaptation Design and scale supports for Calgarians to develop adaptive professional identifies	% of Calgarians developing high-demand enabling skills % of Calgarians developing high-demand functional skills % of Calgarians possessing confidence in their capacity to adapt professionally
Accessible Justice, equity, diversity, and inclusion are embedded in the learning process and championed by all.		
Calgarians are committed to confronting the systemic bias in our labour market Employers are committed to confronting the systemic bias in our labour market Learning opportunities are designed by the communities for the communities	Develop and scale justice, equity, diversity, and inclusion (JEDI) resources for small-medium enterprises Calgary refines and scales decoupled skills certification Collaborate with Canadian peer cities to harmonize JEDI benchmarking	% of employers implementing justice, equity, diversity, and inclusion (EDI) initiatives % of employers adopting skills-based hiring practices % learning opportunities designed by the community they are intended to support Alignment of executive and board to city's demographic composition Tracking national media mentions of Calgary's inclusive labour market
Empowered Calgary's learning system empowers personalized, purpose-based learning.		
Calgarians are empowered to define their unique personal and professional goals and develop a dynamic plan to achieve these goals Calgarians are empowered to explore career pathways and match pathways to learning opportunities	Scale EDGE UP reskilling program Launch WIL consortium Expand inclusive programing Harmonize career and skill navigation tools	% of Calgarians aged 25–54 are active on a common career and skills navigation platform % of Calgarians who view they have agency over their professional and personal learning and skills development
Open Calgary's learning system is open and drives performance and innovation.		
Calgary's learning system is open, competitive, and driven by innovation Employers transition from being consumers of talent to becoming active co-creators of talent	Pilot the Calgary Talent Lab Refine and scale harmonized enabling skills as the foundation of personal adaptive capacity To unlock system capacity, refine and scale decoupled credentials Host annual "state of talent" event Conduct a skill development policy review to explore approaches to stimulating increased competition and innovation	% of the skills developers engaged in collaborative projects Number of collaborative projects within, and across, the ten skills developer sectors Funding secured for collaborative projects both within and across the ten skills developer sectors % of new skills developers who achieve year ten

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