



The City of Learners.

Post-Secondary Collaboration in Edmonton, Alberta

At a Glance

- The senior academic officers of the six publicly funded post-secondary education (PSE) institutions in Edmonton, Alberta, have formed a collegial coalition to address city-wide and PSE sector issues.
- Together, they are working to: address barriers to accessing post-secondary education; market Edmonton as a learning destination; and develop community infrastructure to support lifelong learning and economic diversification and development.
- This collaboration demonstrates that PSE sector cooperation can lead to positive outcomes with: the right people in PSE leadership roles; enabling provincial priorities and policies; and a supportive local community.

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Executive Summary

The six major publicly funded post-secondary education (PSE) institutions in Edmonton, Alberta—a city of 1.3 million people with an annual PSE student population of over 90,000—are embarking on a new era of post-secondary collaboration. The six institutions include large, mid-sized, and small universities; a polytechnic; and a college. Together, they are working to: address barriers that prevent local residents from accessing post-secondary education; market Edmonton worldwide as a learning destination; and develop community infrastructure to support lifelong learning and economic diversification and development.

The early success of the Edmonton Coalition is owed to the shared vision and commitment of the Coalition's members, a legislative framework that enables collaboration in the PSE sphere, and a receptive community primed for greater collaboration on education issues. Other cities and regions can look to the Edmonton model to assess their readiness and design their own path to significant collaboration between local PSE institutions.

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Overview

Post-secondary education (PSE) institutions in Canada are categorized in ways that reflect divisions and demarcations. Large, research-intensive universities; small, liberal-arts focused universities; applied-skills focused colleges; and polytechnics—these are just some of the buckets into which PSE institutions are placed. Such descriptors help outsiders and insiders alike understand how institutions are similar and comparable, or not. The categories also establish boundaries that sometimes act as barriers, keeping PSE institutions from working cooperatively as peers within the same system. These barriers between institutions have negative consequences, such as limited student mobility and the lost opportunity of greater collective impact through resource sharing.

But in some cities and regions, division and differentiation of PSE institutions has been replaced by sector cooperation that embraces difference. In Edmonton, Alberta, a provincial capital with a metropolitan population of 1.3 million¹ and an annual PSE student population of over 90,000, significant cooperation is taking place within the public PSE sector. The senior academic administrators at the city's six publicly funded PSE institutions are united by a shared understanding that their institutions can thrive and maintain their unique roles as PSE providers by collaborating on shared issues. Their alliance is known as the "Edmonton Coalition." (See "The Edmonton Coalition Institutions.")

The Edmonton Coalition Institutions

Members of the Edmonton Coalition are the six senior administrators responsible for academics, teaching, and learning at the largest publicly funded PSE institutions in Edmonton. Collectively, the Coalition members represent institutions with a reach stretching across Edmonton and into the surrounding regions of northern and central Alberta. (See Exhibit 1.)

1 City of Edmonton, *Population Forecasts*.

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Exhibit 1

Members of the Edmonton Coalition



Source: The Conference Board of Canada

Concordia University of Edmonton (CUE) is a small university offering undergraduate and professional programs in arts, science, and management; post-degree programs in education and public health; master's degrees; and graduate certificates and diplomas. CUE enrolls 2,000 students annually at its campus near the city's northeast river valley. Although it is legally an independent academic institution, CUE operates as a public university and is one of five such institutions in Alberta that receives provincial operating grants.² Dr. Tim Loreman, Vice-President Academic and Provost, represents CUE on the Coalition.

2 Government of Alberta, *Independent Academic Institutions*.

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The King's University (King's) is an interdenominational Christian university of 700 students located in Edmonton's east end. It offers undergraduate degrees in the arts, humanities, social sciences, natural sciences, and commerce/management. Its faculty conduct research in related fields. Like CUE, King's is an independent academic institution. Dr. Hank Bestman, Vice-President Academic, is The King's University representative on the Coalition.

MacEwan University (MacEwan) is a primarily undergraduate institution with a student population of 19,000 and a full-time equivalent of 12,300. With its main campus centrally located in the north end of Edmonton's downtown, MacEwan attracts students to its five faculties and schools: arts and sciences, health and community studies, fine arts and communication, business, and continuing education. Dr. John Corlett, Provost and Vice-President Academic, is MacEwan's representative on the Coalition.

The Northern Alberta Institute of Technology (NAIT) is a polytechnic providing technical and applied education, including undergraduate degrees, applied degrees, certificates, and diplomas in fields that include business, science and technology, and health. NAIT also offers training in 33 registered trades. NAIT enrolls 28,000 students annually at its main campus northwest of downtown Edmonton and five branch campuses. Dr. Neil Fassina, Provost and Vice-President Academic, represents NAIT on the Coalition.

NorQuest College (NorQuest) offers diploma and certificate credentials in fields such as health, community services, business, hospitality, and personal services, as well as academic upgrading, adult literacy, apprenticeship preparation, employment readiness, corporate professional development, and applied research. As one of the province's 11 designated comprehensive community institutions,³ NorQuest has a mandate to provide stewardship in adult education across a region of central Alberta with 125 communities and 1.5 million residents. NorQuest enrolls 13,000 students annually. Ms. Norma Schneider, Vice-President Teaching and Learning and Chief Academic Officer, is the NorQuest member of the Coalition.

3 Government of Alberta, *Comprehensive Community Institutions*; NorQuest College, *Community Adult Learning Needs Assessment*.

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The University of Alberta (UAlberta) is the province's oldest degree-granting institution and is Edmonton's largest PSE institution. A comprehensive academic and research institution offering undergraduate, graduate, and professional programs at over 20 faculties and schools, it enrolls 35,000 full- and part-time students across its five campuses. Dr. Steven Dew, Provost and Vice-President Academic, is UAlberta's representative on the Coalition.

Sources: Institutional information; interviews with The Conference Board of Canada.

Each of the city's six publicly funded PSE institutions has a different mandate and unique market position. They also share some mutual issues and opportunities, including:

- a low provincial rate of enrolment in college and university by 18- to 24-year-olds compared with other provinces;⁴
- a shrinking cohort of younger Canadians,⁵ leading to reduced PSE enrolments directly from high schools;
- restrained public investments in PSE relative to the rate of PSE institutions' rising costs;⁶
- mounting pressure to recruit international students and the growing opportunity of globally mobile students;
- Canada's second-largest centre of urban Indigenous Canadians, a young and quickly growing population group;⁷
- anticipated population growth rates higher than the national average in the coming years, a result of immigration and positive interprovincial migration.⁸

4 Statistics Canada, CANSIM tables 051-0001 and 477-0019; Munro, MacLaine, and Stuckey, *Skills—Where Are We Today?*, 30, 63.

5 Statistics Canada, CANSIM table 051-0001.

6 Grant, *The Economic Impact of Post-Secondary Education in Canada*, 19–20.

7 In 2011, Edmonton was home to Canada's second-largest population of Indigenous peoples; Winnipeg had the largest. Government of Canada, *Urban Aboriginal Peoples*.

8 Bohnert, Chagnon, and Dion, *Population Projections for Canada*; Government of Alberta, *Population Projection*.

Objectives

The Edmonton Coalition formed in early 2014 out of an informal meet-and-greet that initially intended to establish “a personal connection between PSE institutional leaders and to provide new insights into our collective thinking,” according to Dr. John Corlett of MacEwan.⁹ Early on, the six leaders recognized the value of meeting on a regular basis and the need for greater collaboration between their institutions. “We saw an opportunity to work from the grassroots and create a plan to build a better experience for learners in the PSE system that would improve economic and social development for Edmonton and Alberta,” says Dr. Neil Fassina of NAIT.¹⁰

The Edmonton Coalition’s vision now is to build a strong Edmonton Metropolitan Region through partnership among PSE institutions. Over the Coalition’s first two years of regular monthly meetings, the group laid the groundwork for working together on at least three common strategic objectives:

1. Make Edmonton a vibrant learning city.
2. Support economic development and diversification in the city and region.
3. Promote positive social change through education and learning opportunities.

Processes and Resources

The Edmonton Coalition meets monthly. One of its key activities has been to create a 30-year plan for PSE in Edmonton. This 30-year plan articulates the Coalition’s strategic objectives and a good-faith understanding that the Coalition will cooperate on activities such as:

- removing barriers that prevent learners from accessing (and moving through) PSE and lifelong learning;

9 Interview with The Conference Board of Canada.

10 Ibid.

Coalition members look to each other for expertise.

- marketing Edmonton across Canada and around the world as a destination for learning;
- developing infrastructure that will support learning and economic diversification and development.

The Coalition's main resources are the human capital and in-kind contributions of its six members. The members pool the resources of their respective institutions when needed and when possible. Though none of the Coalition's members are required to commit financial resources, each makes goodwill contributions such as advice and expertise, event space, meals and refreshments for meetings, and other contributions as they are able. The Coalition members look to each other for expertise that can be leveraged for the benefit of all member institutions. For example, NorQuest is an intercultural training provider through its Centre for Intercultural Education¹¹ and makes its training available to staff of Coalition member institutions. NAIT is an expert training provider in the area of occupational health and safety. With the other Coalition members, NAIT is considering how this expertise can be leveraged by Edmonton's PSE institutions to mitigate the high rates of workplace injury among new graduates entering the workforce.

The Coalition members believe their institutions have an important role to play in supporting lifelong learning for Edmonton's residents alongside other partners including the Edmonton City Council, the K–12 education system, and community-based organizations that support learning. In this regard, the Coalition embraces opportunities to consider how the public PSE sector can make more connections to K–12 education in Edmonton, how learners can be supported through transitions to and from PSE, and how the Coalition's goals can be aligned with the visions of complementary organizations.

11 See www.norquest.ca/norquest-centres/centre-for-intercultural-education.

Benefits, Outcomes, and Impacts

Addressing Barriers to PSE Access

A key priority for the Coalition members is that Edmonton residents should be able to easily move into, among, and through PSE institutions and opportunities for lifelong learning. According to Dr. Corlett, some students study at up to four of the Coalition's member institutions.¹² While formal transfer arrangements between some institutions have helped facilitate such moves, the institutions could still do more to clearly articulate to students the potential pathways and to recognize their prior learning.¹³ The Coalition is working to promote a culture of learning where students recognize that it is acceptable—even desirable—to transfer between and study at multiple institutions.

To achieve this goal, the Coalition initiated a meeting of the registrars of their respective institutions. Now known as the Edmonton Coalition of Registrars, this group is taking the lead on assessing the barriers that currently hinder student mobility. For example, amid the turbulence of the wildfires that disrupted Alberta in May 2016, the Coalition of Registrars expressed its commitment:

to supporting applicants who may have difficulty completing coursework or getting official marks or transcripts To avoid undue disruption to learner pathways, we will continue to work closely with Alberta Education, affected post-secondary institutions, and applicants themselves to ensure students are able to receive post-secondary admission decisions across programs at all six institutions.¹⁴

12 Interview with The Conference Board of Canada.

13 Ibid.

14 Edmonton Coalition of Registrars, *Joint Statement re: Alberta Post-Secondary Applicants*.

The Coalition is marketing what their institutions, as a collective, can offer learners.

Marketing Edmonton as a Learning Destination

With many pathways and connections between their institutions already established, and more comprehensive ones in sight, the Coalition is marketing what their institutions, as a collective, can offer learners—particularly international students eyeing Canada. To that end, the Coalition has undertaken a number of activities to raise the profile of Edmonton as a learning destination. Coalition members are using speaking and networking opportunities outside of Edmonton to promote all institutions in the Coalition. A marketing brochure showcasing the city and the six institutions has been developed for members to share at their engagements. A Coalition website, designed by students in NAIT's digital media and information technology program, is in development. The website will include information and videos for each institution. The Coalition partners are also exploring opportunities to host a city-wide, cross-institutional event to welcome all learners in the city each fall. Such an event would simultaneously serve to raise awareness of Edmonton as a learning destination and promote a sense of community among PSE students in the city.

Participation in Community Discussions on Economic Development

The Coalition meets periodically with Edmonton's city councillors, mayor, and entrepreneurs to explore how it can support municipal and regional economic development. One specific economic development issue currently being explored is how to support and develop entrepreneurial skills and assets for international students who wish to remain in Edmonton and Alberta after graduating.

Contributions to the Settlement and Integration of Syrian Refugees

Between November 2015 and April 2016, more than 1,400 Syrian refugees were admitted to Edmonton under the Government of Canada's commitment to resettle 25,000 Syrians fleeing civil unrest.¹⁵ Each Coalition member institution committed something unique to support the integration of newly arrived refugees. For example, CUE offered free tuition for English for Academic Purposes,¹⁶ UAlberta provided scholarships covering tuition and living costs for up to 10 Syrian students,¹⁷ and NorQuest provided settlement services and language training.¹⁸ The Coalition continues to discuss what their evolving role can and should be in supporting refugees. One option being considered is collective action to formally recognize the prior learning and educational experiences of new refugees and immigrants.

Measuring Progress

The Coalition is working to establish how it will measure and assess progress toward its three strategic objectives of supporting a vibrant learning city, economic diversification and development, and social change. Coalition members are exploring the use of a combination of measures to demonstrate progress, which could include:

- incidence of participation in PSE, continuing education, and adult learning;
- enrolment in PSE by Indigenous learners and international students;
- incidence of participation in learning at multiple Coalition institutions;
- retention of individuals in the community;
- migration to the city;
- levels of civic engagement and volunteerism;

15 Government of Canada, *Map of Destination Communities and Service Provider Organizations*.

16 Interview with The Conference Board of Canada; Languages Canada, *Syrian Refugee Integration Initiative*.

17 University of Alberta, *University of Alberta Steps Up Efforts*.

18 Interview with The Conference Board of Canada.

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- indicators of entrepreneurialism, creativity, and well-being;
- examples of transfer or application of institutions' research to meet community needs;
- examples of contributions to major economic developments in the region;
- examples of contributions to innovations to PSE or adult learning systems.

Innovations

The Edmonton Coalition is paving the way for new “rules of engagement” for the city’s PSE institutions. PSE institutions have historically kept their administrative strategies, activities, and challenges from one another.¹⁹ By working together, they stand to gain more than by working alone. Collaboration produces greater efficiencies for the public PSE sector, as well as the ability to realize achievements on a grander scale. Innovations of the Edmonton Coalition include:

- **The inclusion of multiple PSE partners.** While PSE institutions in Edmonton have, for years, established one-to-one relationships in areas of mutual interest (e.g., transfer agreements, research partnerships), the inclusion of all six major institutions in the Coalition is a major step forward.
- **Long-term, comprehensive goals for the city and PSE system.** Across Canada and within Alberta, there are numerous examples of PSE collaboration happening, usually to address specific issues or interests (e.g., transfer agreements, digital learning, research and research commercialization). This initiative stands apart with its broad scope (rather than one narrow interest) and its ambitions to create city-wide and system-wide changes.

19 Interview with The Conference Board of Canada.

Keys to Success

The keys to the Coalition's existence and initial success can be summarized into three categories of factors: the characteristics of the leadership at Edmonton's PSE institutions; provincial government priorities and legislation that enable PSE collaboration; and an enthusiastic community with a strong history of coalescing around learning initiatives.

Collaborative PSE Visionaries

The Coalition members credit each other's willingness to collaborate as a key reason for momentum around shared issues. Members have mutual respect for one another. They recognize that each of the other institutions offers something unique in the PSE market and eschew the assumption that their institutions need to compete with one another. Although there are some areas of overlap between programs and credentials offered by the six institutions, according to Ms. Norma Schneider of NorQuest, "At the end of the day, what distinguishes us is how we deliver. We all offer something different" in terms of campus culture, class sizes, extracurricular opportunities, and other elements that matter to students.²⁰

Coalition members also have a long-term vision for improving conditions for their institutions and the wider community, and they are committed to achieving greater openness between their institutions.

Enabling Provincial Government Policy

Alberta government policy enables institutional collaboration in several ways. First, the roles of the different types of publicly funded PSE institutions are outlined in one cohesive policy framework that provides groundwork for collaboration.²¹ This framework differentiates six types of publicly funded institutions with unique mandates to prevent unnecessary

20 Interview with The Conference Board of Canada.

21 Government of Alberta, *Roles and Mandates Policy Framework*.

Edmonton has the ideal conditions to foster continuing education and learning for all adults.

duplication in the public PSE system.²² Second, the framework sets out priority areas for greater collaboration among Alberta's publicly funded PSE institutions and between the PSE sector and the broader community.

In addition, provincially legislated initiatives have promoted unity among the 26 publicly funded PSE institutions in Alberta over the past 15 years. Campus Alberta is the province's flagship initiative to achieve greater unity in PSE. Formally recognized by the province in 2002, Campus Alberta brings together several initiatives under one banner, including a provincially coordinated system for admission applications, a provincial clearing house for online learning, and a digital library.

Edmonton, the City of Learners

The Edmonton Coalition builds on the city's long history as a community that supports collaborative efforts to connect and learn. This history traces back at least to 1973, when Edmonton was recognized by the Organisation for Economic Co-operation and Development (OECD) as one of seven "educating cities" worldwide.²³ The OECD recognition noted that Edmonton had the ideal conditions to foster continuing education and learning for all adults—conditions that persist today:

- networks of organizations that deliver learning opportunities, such as 150 community leagues,²⁴ a coordinated Edmonton Community Adult Learning Association that channels funding to non-profit organizations to provide learning opportunities,²⁵ and school boards that offer a variety of programming for adult learners;
- a growing public transit system that is expanding access to and between many public institutions;
- a vibrant offering of annual festivals and local arts, cultural, and lifelong learning activities.

22 *Post-Secondary Learning Act*, S.A. 2003, c. P-19.5.

23 Hirsch, *City Strategies for Lifelong Learning*.

24 Edmonton Federation of Community Leagues, *Community League Worth Saving*.

25 See also the Edmonton Community Adult Learning Association, www.ecala.org.

The Conference Board of Canada

More recently, Edmonton City Council officially endorsed a vision for Edmonton as a “City of Learners” in 2010.²⁶ CUE, MacEwan, UAlberta, and NorQuest were among the 15 founding members of Edmonton’s learning-city initiative.²⁷ City councillors and the mayor have also expressed their support in principle for the work of the Coalition.²⁸ According to a representative for Mayor Don Iveson, Edmonton has two city councillors (including the mayor himself) with post-secondary education as part of their council portfolios,²⁹ ensuring that the Coalition has the ready ear of council. The efforts of the Coalition are also well-matched with the recently announced priority to have Edmonton nationally and internationally recognized as “Canada’s Health City,” a recognition that acknowledges the major contribution of Edmonton’s PSE institutions in the areas of health research and education.³⁰

Challenges and Solutions

The main focus of the Coalition has been to establish connections between its institutional members and serve as a venue for discussion. In this regard, it faces some areas of potential challenge, criticism, or risk to its sustainability.

Dependency on Internal Partners and External Champions

The loss of a key PSE member would threaten the Coalition’s continued progress, and possibly its existence. Externally, losing a strong municipal supporter or a change in provincial government priorities on advanced education could also pose a threat. Resistance or opposition at the municipal level seems unlikely to halt the Coalition’s work,

26 City of Edmonton, *Edmonton Declared City of Learners*.

27 Ibid.; Edmonton Public Library, *City of Learners Timeline*.

28 Interview with The Conference Board of Canada; e-mail correspondence with representative for Mayor Don Iveson.

29 E-mail correspondence with representative for Mayor Don Iveson.

30 Iveson, “2016 State of the City.”

but could make gaining support (such as from city council) for some projects difficult. To avert these issues, maintaining open and collegial relationships between the core partners and external champions must remain central to the Coalition's activities.

Limited Membership

The Coalition represents only a select group of administrators from six institutions offering higher learning and adult education in Edmonton. The portfolios of the Coalition members cover a large swath of their institutions' activities, but the limited membership does leave out some portfolios that have major roles on issues supporting economic development or educational access. This restrictive membership could invite internal criticism from Coalition members' own institutions. Good communication between each Coalition member and key partners within their institution could help to mitigate this. Further, the Coalition's efforts to nurture other communities of practice, such as the Coalition of Edmonton Registrars, is helpful in this regard.

The relatively insular membership of the Coalition could also challenge its external credibility on issues that impact other organizations, such as Indigenous learning organizations, private institutions, and school boards. The Coalition does not include representation from other groups engaged with member institutions (e.g., students, post-doctoral researchers, academic and non-academic staff). However, it offers an important collective voice that is complementary to other unified groups. Again, establishing strong relationships with key external champions will be critical in achieving Coalition goals that have broad implications for PSE.

Lack of Authority to Achieve Institutional Change Among Members' Institutions

The Coalition does not aim to instigate structural change within its member PSE institutions that would infringe on their autonomous decision-making. For this reason, however, onlookers may perceive the Coalition as having limited scope and authority. To mitigate this negative perception, Coalition members have been upfront in clarifying their

Maintaining strong ties to key external champions will continue to be important.

objectives and acknowledging that their work respects the autonomy of each institution. The Coalition limits its activities to issues that its member institutions have influence over (and the ability to commit resources to) and agree are best addressed collectively. They are also clear in their messaging that this gives them adequate room to achieve important educational, economic, and social outcomes.

Uncertain Financial Resources

The Coalition has no permanent resources and sustains its work through the discretionary budgets and in-kind contributions of its members. This has not been a challenge to date. But Coalition partners' resources alone are unlikely to be sufficient if their work were to expand in scale or begin to address broader system-wide changes. For this reason, maintaining strong ties to key external champions—who can help realize the goals of the Coalition—will continue to be important.

Formality

The Coalition originated out of informal, collegial encounters, but over time some markers of formality have been adopted (e.g., regular meetings, specified membership, identification of goals, framing a strategic plan). Analysis of interorganizational collaborations shows that there is some risk associated with progression toward more formalized structures. Previous Conference Board of Canada research notes that formalization is characteristic of partnerships that have strategic (as opposed to merely transactional) activities and goals.³¹ Ring and Van de Ven have argued that the interrelational aspects of collaboration—such as personal relationships, trust, and following through on commitments—need to take precedence over formality in a collaboration.³² Thomson and Perry offer that “finding the right balance ... [and] not relying on formal institutional structures such as memoranda of agreement and standard operating procedures—may be the key to sustaining

31 Bloom and others, *Partnering for Performance*, 18.

32 Ring and Van de Ven, “Developmental Processes.”

collaboration over time.”³³ There are, of course, partnerships that thrive under the guidance of formalized structures. However, inter-institutional collaborations can also succeed in the absence of formal agreements.³⁴ Formality of the Coalition should thus be approached with care.

Lessons for Canada

City-based PSE coalitions, such as Edmonton’s, have the potential to generate coordinated activity on a scale that significantly improves learning, economic, and social outcomes and builds momentum for systemic PSE change. It makes sense for institutions, communities, learners, and taxpayers to champion these city-based coalitions of cooperative, resource-sharing PSE institutions.

PSE institutions in other jurisdictions certainly do collaborate. Signs from Edmonton’s southern neighbours, Calgary and Lethbridge, indicate that a cooperative mindset has taken hold at the city level there—again, bolstered by the enabling framework of Campus Alberta.³⁵ But large-scale collaboration is not happening in every Canadian city that hosts multiple PSE institutions. There are many reasons why this might be, just as there are a number of factors that have so far permitted the Edmonton Coalition’s success. For instance, PSE institutions that have a well-entrenched culture of competition toward each other will be unlikely to collaborate. This could include cities where there is less differentiation between the PSE institutions, such as two or more research-intensive universities, or two or more teaching-focused institutions serving the same market. Cities where the legislative or political climate makes collaboration difficult or unsupported would be unlikely to germinate an initiative like the Edmonton Coalition. And a lack of institutional

33 Thomson and Perry, “Collaboration Processes,” 22–23.

34 See Bloom and others, *Partnering for Performance*; Ferrier-Kerr and Haxton, “Developing an Inter-University Partnership”; Thune and Gulbrandsen, “Institutionalization of University–Industry Interaction.”

35 Mahon and Ross, “Working Together Pays Dividends.”

Other Canadian cities could be ripe for a city-wide PSE coalition.

leaders willing to engage with other institutions will stall collaborative developments. These conditions in the PSE sphere illustrate some of the more common roadblocks to interorganizational collaboration:³⁶

- prior adversarial relationships
- difficulty of collaborating in a complex social or political system
- leadership that favours centralized control

Based on our analysis of the Edmonton Coalition's keys to success and markers of successful interorganizational collaboration noted in the literature,³⁷ other Canadian cities that have the following characteristics could be ripe for a city-wide PSE coalition:

- Willing leaders within the PSE institutions who value collaboration and relationship-building.
- A mix and critical mass of highly differentiated publicly funded PSE institutions. It is not certain how many institutions would be required for collaboration to be viewed as worthwhile, but likely three or four would be the minimum.
- A community with a culture of collaboration and that is supportive of educational initiatives. Of note are areas in Canada where learning city/ learning community movements have bubbled, including Victoria and Vancouver.³⁸ These movements suggest receptiveness at the local level for greater cross-sector collaboration to support community goals related to lifelong learning and economic development.

36 McCaffrey, Faerman, and Hart, "The Appeal and Difficulties of Participative Systems," 603.

37 For example, McCaffrey, Faerman, and Hart, "The Appeal and Difficulties of Participative Systems"; Ring and Van de Ven, "Developmental Processes"; Thomson and Perry, "Collaboration Processes"; Ferrier-Kerr and Haxton, "Developing an Inter-University Partnership"; Thune and Gulbrandsen, "Institutionalization of University-Industry Interaction."

38 Faris, *Learning Cities: Lessons Learned*.

PSE stakeholders can take note of the Edmonton Coalition's model for local collaboration.

The members of the Edmonton Coalition stress that taking the first step to breaking down barriers to collaboration is not difficult. Dr. Tim Loreman of CUE offers one simple piece of advice to PSE administrators: "Just start by having breakfast together."³⁹

Conclusion

The message that the public PSE institutions in Edmonton want other PSE leaders to hear is that much more can be accomplished in their communities by replacing a mindset of "differentiated independence" within the public PSE sector with a sector-wide culture of "complementary interdependence."⁴⁰ This change can be achieved through a strategic collaboration of PSE leaders, legislative enablers, and a receptive community. Not every city or region in Canada has the ingredients for this collaboration, but many do. PSE stakeholders looking for ways to leverage resources and expertise can take note of the Edmonton Coalition's model for local collaboration.

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www.conferenceboard.ca/e-Library/abstract.aspx?did=8149

39 Interview with The Conference Board of Canada.

40 Norma Schneider, (author's notes) *3rd Summit on Skills and Post-Secondary Education*. Summit held at Edmonton, Alberta, November 5, 2015.

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APPENDIX A

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