Transcript for Micro-credential Toolkit Story Spotlight: Collaboration
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Facilitator: Adrian Lipsett

ROSS McKERLICH:
I just wanted to welcome you to this webinar, this Micro-credential Toolkit webinar. I just wanted to start off in a good way by acknowledging the land that we're on. BCcampus has offices in Victoria and Vancouver. This territorial acknowledgment is for BCcampus. For thousands of years, the Tsleil-Waututh, the Squamish, the W̱SÁNEĆ, the Esquimalt Nation and the Songhees Nation of the Lekwungen Peoples have walked gently on the unceded territories where we now live, work, and play. As both individuals and an organization, we continue to learn and build relationships as we actively respond to the Truth and Reconciliation Commission's Calls to Action. That is the territorial acknowledgement for BCcampus. I'm actually joining you from the rather snowy Syilx Okanagan Nation. I'm located in Kelowna, British Columbia. I think there's a lot of snow actually right across our province today. That is one thing that we have in common, among one of the many things we have in common. But I encourage you to enter your own territorial acknowledgment in the chat if you would like to. I just want to also thank the ministry as well, the Ministry of Post-Secondary Education and Future Skills for their leadership in the area of micro-credentials. And their support and the funding as well. This Micro-credential Toolkit actually would not have been possible without that funding and support and leadership. We're thankful for the ministry.

Why these Toolkit Story Spotlights? I just wanted to give a bit of context about what this is all about today. This webinar series, there's actually three of them, allows us to dig deeper into the different sections of the Toolkit and to learn more. The Toolkit itself is a really robust resource, which we're really thankful that it's making a bit of an impact in the sector. It has different sections in it, including a good introduction section, one on implementation, one on design, and one on collaboration as well, which is what we're going to be focusing on right now, actually, for this particular webinar. This allows us to actually dig deeper into each of these sections. It's based on stories. In this case, we have Adrian, I'll be introducing a bit later, but he contributed a story or actually more than one story to the Toolkit, but this is not just a repeat of the story. It's actually a lot more than that, it's digging deeper into the content and sharing. That's the reason why we did these. Then there's one more coming up actually. There'll be a slide later on. But it's actually on design. Dr. Zoe Macleod is going to be facilitating that on February 8, so you can keep an eye open for that one to register.

As I was mentioning, our spotlight today is on collaboration. There are a number of chapters in collaboration, including a whole chapter on the stories aspect of it. But in this case we're going to be focusing on employers, Indigenous and community partners and also inter-institutional collaborations. Our facilitator today is Adrian Lipsett, the dean of Continuing Studies at Vancouver Community College. Adrian lives and breathes collaboration every day, whether it be inside the institution or collaborating with other institutions or other industry organizations

or other collaboration activities that are needed, and really are a key to success in this whole micro-credential work. Adrian has been in the post-secondary world for about 15 years and has a background in program design, leadership, and instruction. We're really glad to have Adrian join us today. He'll be talking about collaboration.

ADRIAN LIPSETT:
Hi, everyone. So nice to see you or your digital representations. It's great to be here today. I'm just going to get my screen shared up here, and get my screen organized. You know how all this goes. It's just a fabulous opportunity to be here and to be able to talk to you about collaboration. As Ross was mentioning, this is something that's very near and dear to my heart and I know likely yours as well. Let's jump right into it and then we'll get going.

I'm from Vancouver Community College, which is located on what was a sunnier picture, an area near Vancouver College. But Vancouver Community College is located on the traditional and ancestral homelands of the Coast Salish people, the Musqueam, Squamish, and the Tsleil-Waututh First Nations who have been stewards of the land since time immemorial. And it is such a joy and a privilege and an honour to be able to work on their lands and live and enjoy. Hopefully, everyone is staying safe out there. At least in this part of B.C. right now is snow-capped. I'm in my basement instead of downtown where I thought I was going to be today. I mentioned to the fabulous BCcampus team here that my internet might be pulling tricks on me today. Please bear with me if I freeze and I usually freeze in very odd faces because that's just how I am genetically comprised. If that happens, just bear with me. I will be turning my camera off if that happens. But hopefully that won't interrupt the presentation or your enjoyment thereof. We'll see you, won't we? Let's jump right in.

Collaboration is something that, it's something that we talk a lot about in a lot of context. And definitely the conversation, the broader conversation of micro-credential development. This is something that's come up a lot. We've seen this in funding applications, we've seen this in conversations with others. We've seen certain developments come to the fore that have multiple people, multiple institutions represented. Today, I'm going to be sharing a bit about our experience at Vancouver Community College. I'm the dean of Continuing Studies, so I know that I'm only representing a portion of the experience at Vancouver Community College. It's necessarily just a limited survey, but the hope here is that you'll find this useful, something that you can apply to your own practice. At the very least it will raise some questions or ideas that might challenge or inspire or encourage you to go down this road, because we have found it a very rewarding road. It just opens up so much good stuff and that's why we're here. We will be, in the next little while, I'm going to start by defining collaboration in the context of post-secondary education. Then of course, it'd be helpful if we identify some fundamental values that we found that actually help support collaboration. I'm going to review some of the best practices that we've experienced and that we've put in practice. Then at the end, we're going to be also reviewing the collaboration framework. There's a project that is funded by the Ministry of Post-Secondary Education and Future Skills here in B.C. And just sharing a little bit about that, why we're doing that, and how that fits in. And of course we're going to do this all in 40

minutes. Buckle up, we're going to have a great time. Again, I really just want to note at the outset, not as a caveat to excuse the presentation, but more just to properly frame the presentation That when we're looking at the values and the best practices that we'll go through, I just want to underscore the fact that these are ones that are hard won values and practices. I'm not saying they're the best or the ideal. I guess best practices should be considered best shouldn't they? But what I mean by that is that this is something that we have found out of our own experience with this. Others would find differently, of course, we all know this, but just know that I share them in good faith and really just to suggest, here's what's really worked for us. This will raise questions. I encourage you to include those questions in the chat at any time during the session. We are going to leave time at the end so that I can actually address those questions. Please feel free to put them in there and then we can tackle them at the end. Thank you, dear BCcampus team for keeping an eye on those because I cannot.

I do want to get this particular question in your mind as we begin and as we go through the session. Really to ask the very direct questions like why do we even want to collaborate? I'd encourage you to, if you have an answer, please toss that in the chat so everyone else can see and feel free to add thoughts throughout. And again, we will be touching at the end. But I think it's an important question to kick off this subject because we get exposed to the idea of the concept of collaboration, again, through our work in post-secondary. Most of us are in that field. But we might be doing it because it's been assigned to us by our supervisor or it's a requirement of a particular funding call. Or perhaps actually maybe we saw an opportunity to connect with someone who's doing some really interesting work over here and I'd love to just partner with you on that kind of thing. There's different aspects to this. This particular question is something that you'll see emerged throughout the presentation today.

Let's start with the question of how do we define collaboration? Because there are a few different ways that people approach this.

I'm going to provide two that I find helpful. Very simply, just working with someone to produce a shared outcome. That's fairly self-explanatory. I think another way to put that is also it could be efforts from various parties that are focused on achieving a common purpose. Now when we look at that and if we take a moment and sit with that for a little bit, I find that a few specific features emerge and I wanted to share those with you. In particular, collaboration really denotes an active process. This idea that we're going to have efforts and they're not passive efforts, like reflect, sit with it, pause. There is this idea that there's motion. There's movement. There's action. Also that is done by more than one party. It involves at least two. That makes sense that those efforts would also be consistent, that you don't have one person taking the lead. The echoes of the first- year business class project where you have a group project and one person is just pulling all the weight and everybody else is just sitting back, sipping a beer and hoping that the leader is actually doing all the work. Collaboration really is a more mature, matured concept, right? There is this idea that the parties are engaging. Also there's the question of like, well then how do we frame that? And that's really what the memorandum of understanding typically does. Some sort of equivalent letter MOU, or what have you, where we

frame, we frame what this could be. But I've seen a lot of collaborative efforts culminate in an MOU. Parties talk, and then they shape up this document, and they say, great, we did it, team. We've collaborated. Because we have this MOU in hand. I would posit that the MOU is a starting point. It is obviously not the first conversation, but it is a point after which consistent engagement from both parties towards that common goal take place. That's how I'm going to frame this up. You might have a different definition, that's totally fine. But just so you know when I'm considering it, that's what I'm looking at. For me, I think it's functionally helpful, but I'll leave that to you to make your own determination.

For those of us within post-secondary, all of our institutions do some form of collaboration. Hopefully you've had some engagement with it. And hopefully for those who have done micro-credential development, you've had an opportunity to do this or you're considering an opportunity to do this. I want to review some of the ones that we do at Vancouver Community College. Just so that it shows you like who we do and what we're doing it with. We've worked with a number of groups, groups like non-profits, like, as you can see on the screen there, DiverCity and Mosaic. These are non-profit immigrant settlement services. They're fabulous organizations. If you haven't heard of them, please check them out. They're really great, great people. DigiBC, which is a group that we've really just loved working with. They're a wonderful, wonderful group that is an interlayer between, like the creative arts industry and the B.C. government, Other professional associations with construction or what have you. Vancouver Film School, also great people over there. We've done a few projects with them and we're trying to line up some other ones. Of course, other public post-secondary institutions. We also, you'll see I use the acronym CETABC. That's a Continuing Education Training Association BC. For those of us in the continuing study space. I see you, I love you. We're a vibrant, fun group. We have a long history of actually doing a lot of collaborative development projects together. We have industry, we have outside, within the sector, if you will, the public sector or the post-secondary sector. And then of course, we also have within Vancouver Community College, I've collaborated with my fellow deans. My team has collaborated with other department leads within the institution. Also, our Partnership Development Office, which does incredible work with groups across Canada. So you get this idea that anyone is really like. Who do we partner with? Anyone, with anyone? The real question is the why. This is something that you'll see me echo back to a few different times throughout here. The main purpose of this obviously should be towards a common purpose. Oftentimes that tends around content development. And this is one of the areas that, of course, with micro-credential development. This is, I think, a really fascinating and lovely space because we have, and I'll be talking about this at the end of the collaboration framework. But for instance, we're in Vancouver and we might want to develop training for which there is no industry local to Vancouver. Right? Like we might have students who want to take particular training that has to do with more forestry. Well, good luck looking for a local group around Vancouver that would do this. I'm sure there is, don't get me wrong, but you know what I mean? Probably someone at Selkirk in the Rockies or up north or on the island would have better industry connections. So we would probably collaborate with someone like that. Look to collaborate with someone like that because they would have spectrums of expertise. Exposure to expertise that we just don't possess and vice versa. We

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would look at that as an opportunity to go, yeah, we can develop something together that we can both run once it's developed, but it gives us an opportunity to just really lean on each other that way, which is a very fun thing. Grant funding opportunities, also, some of those stipulate that you actually need to collaborate. So of course, we would be very keen to do that. Then of course, there's also our respective institutions. For VCC we have this lovely and rather broad strategic innovation plan, the SIP. Part of that has us connecting with community, connecting with the province in more meaningful ways. And collaboration can be one of the mechanisms that would really help us to attain that particular end or that particular value. The important part that I really just want to note is that the collaboration can happen anywhere with anyone. I think one of the big things is that it comes down to what's the purpose behind this? What are we trying to achieve? And is there some value in doing that with someone else rather than just doing it on your own?

Which brings me fittingly, to the question of best values and the fundamental structural values that underpin the work of collaboration that we've found to be useful. And then of course, some of the best practices that we've been able to experience on our end. Let's start with that first one as a tie into that last note. When we have a mission to better serve our communities. That is one of the things that we need to examine.

Our communities are comprised of diverse populations. Diverse interests, diverse perspectives, diverse needs. When we think about how we can do this. If we are carrying out this particular aim that we want to serve our community. That helps really focus us in and set us on the track for making easier decisions down the road. Because if we know that we are really here to better serve a particular subset of our population, or this community group in one thing, then that really helps frame our actions and therefore our choices. And also our conversations with the partner with whom we're collaborating. If we keep community in mind and that focus in mind, that does a lot to easing up things for us in the future. On the note of the fact that within our community we have diverse populations, we have diverse needs. One of the beautiful things here is, of course, the best way, I think, to be able to respond to those diverse needs is really to make sure that there are diverse voices at the table. To make sure that the perspectives that we have are not just our own. It is so easy. I find it so easy to get into my own little echo chamber where I think my ideas are just so good. Then to actually take a moment and step back and go, maybe we should get a second opinion on that. Collaboration really offers this opportunity where if we embrace this fact that if we're really after something that will effectively, the most effective way that we can serve our community, then I think it logically follows that we need to make sure that there are different voices at the table speaking into this. And that trusting that the output of that group is going to be something that will be, I think, reflective of the excellence brought in. The sum is greater... Sorry, the end is greater than the sum of its parts. I'm missing a word there. You know what I mean. That whole thing. Also crucial with that equation, that approach is understanding that it's really, really crucial that each person within the collaborative effort knows our "why." I love the WIIFM. My dear friend, Dr. Paulette Weaver, really brought this up. She's like what's the WIIFM? What's your WIIFM? What's in it for me? The W-I-I-F-M. And I love that approach because it's actually a really

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important question. And one of the reasons why I put that question earlier on in the presentation is like, why do you want to do this? So why do we want to actually collaborate? So we go, yes, okay. I really want to leverage the expertise of this person. Okay. Okay. But is there, is there more depth to that? Are we very clear about why I want to lean on you and why you want to lean on me? Are we very clear on this? Because then I think it creates a much smoother sailing as we go on. Also, the great thing about knowing why you're doing something helps you persist through the troublesome "how." With any type of well-intended development project, there are always so many stumbling blocks, so many hurdles that pop up. And a lot of the work that happens in collaborative things is to make sure that there's movement through those stumbling blocks. If you know your "why," then you'll figure out the "how." It's a really helpful motivating factor I find. It, of course, is always good, always good to approach things with the value of knowing your own strengths and how to operate within them. Bring your strengths, bring your strengths fulsomely to the table. And know that you're doing your best and you're doing your project the best when you bring your best to the table. Also knowing where you're maybe not the best. The more collaboration I've done, the more I'm aware of where my gaps are, where my weaknesses are. That's great, because I am strategically looking for partners who bring strengths in the areas that are my gaps. That way we can lean on each other and really, again, get out to the best, best kind of conclusion. The last one I want to note here is that we're always, always learning. We're always growing and just embracing that. It's not going to be perfect. That's not the ideal, but are we committed to actually working together? Well, I think that that can really inspire some good work together.

Those values, I think, really help frame the manner in which we engage collaboratively with a partner. And I think it's important for each partner within. A particular shared effort to be addressing those and to be talking about those together. What are our shared values here? Because then that will hopefully, the best practices, of course, build on those. First, of course, being fairly obvious, because again, I think it's worth stating, but in a different way. We have to start with the purpose. We have to know our own purposes behind this, and we have to know our shared purposes behind any particular collaborative effort and communicate those with each other. When developing a micro-credential, again why, is it your expertise? Is it... We've had ones where it's like we're leaning on someone because, yes, they have industry connections, but they also have a really good development process. Or alternately, maybe we're really good at developing the learning management side of things, like the learning resources on the back end. So that if they take the assessment strategies, we'll take the LMS build out. And then that way we know the end project is going to be better. But do we know our own aims? What are we really trying to do together? The agreement, as I mentioned earlier on that MOU. Let's dig into that a little bit. The MOU or whatever agreement you have between the two parties, should really reflect and support the shared aims. The agreement, MOUs don't usually have to go by legal because it's really just a statement of principles and values and approach. But it gives you as partners an opportunity to go. All right, so how do we want to approach this? We tend to think about like, here's my responsibilities, here's what I'm responsible for. But it's also a great opportunity to say, here's our agreement. For those who have taught before, you know, you have, you might start with a class agreement. Turn your cell

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phone off, and yada, yada, yada. Those types of things can be really helpful here. We're both going to bring our A game, we're going to let each other know when we get too busy to work on it, we're going to, those types of things. Let it shape it up, give it, let it help you as much as it possibly can. Start and persist with inquiry. One of the best things we did when we were, as I mentioned, when we were looking for new micro-credit developments to put out, we were looking for people who would be interested in working with us. In this case, industry partners, because we really wanted to connect with someone to find a niche training need that wasn't being addressed elsewhere in the province. When we came to that first table, we did not come with answers. We came with inquiry. And the response back from industry was incredibly helpful. That response has really helped shape our approach with subsequent partners where we have very full disclosure. We just say, we know that we have certain curricular resources and a history of development in our back pocket. That's fine, but what we're really curious about is how do you need to help hit the needs that you see within your sector or within your organization? Do you need us? Do you want to work with? It's really just like being open and just saying, we're here to help, but we know that you probably have a better idea of the help you're looking for. That is a great way to start. Don't give up on that type of inquiry, that gruesome but wonderfully open inquiry. Let that inform the touch points throughout the project's development. Come back and go like, okay, are we on track? Is this working well? Is there something else we could be doing here? Inquiry is asking questions. I love the question mark. It can lead to so much. Can't underscore this enough. Project management. Oh my word. Oh my word. I have one of those. I never took any official project management training. My colleagues probably attest to that very well. He says laughingly, but one of the things I've learned along the way a lot of times through mistakes, and that's a great teacher for me, a consistent teacher for me. But my word, investment up front by the institution, any type of like in- house training you have around project management for people that you know are going to be working with you on this collaboration project within your own group. Oh wow. It's so good and so crucial to forming consistent good practices. Consistent good practices. These are some of the ones I strongly recommend. Regular and open communications, do the same type. We're going to be emailing this, we're going to be using Teams for this, whatever it might be. Just be consistent with those. When are those communications happening? We're going to do it monthly, we're going to meet every single month. And these people are required, these people are optional. Shared file storage. If we're working with another public post-secondary on something, we'll actually create a Teams group so that we're both working from the same Microsoft Word document because of file management. You don't want screwy versions and version control issues to emerge because they will. You know they will. Just know what's coming down the pipes and deal with it up front. Assigning responsibility, make sure everybody who is tasked with a particular deliverable knows their task for that deliverable. They know the timeline for that. They know what resources they have that they can lean on, and they know who else is there to support them or inform whatever action they're taking. The list can go on. But I think that that's actually a pretty solid core list, even right there, of practices that really go a long way to making sure that the process of working out a collaborative effort runs as smoothly as possible. Because it gives everybody the best chance of success, right? If everyone knows, here's the guidelines that are actually framing how we're going to be approaching this

particular project. I love celebrating wins because actually it's so important. It's so important from an andragogical perspective. Of course it's important, but also it's really important I think for two partners who typically don't work together, like if they're outside your team in any way, it's really important just to go like, hey, we did this. We actually hit the first third of our deliverables on time. Well flippin' done. Or look for opportunities to give shout-outs to your partner on social media. DigiBC and us have done a lot of like, "Oh my goodness, great job. Well done." It's been on LinkedIn, and I got to say it fosters this good feeling of, yeah, this is good stuff. And it could also inspire others to look for opportunities with your partner too. I also, of course, want to shout-out the wonderful and robust gem of a resource that the BCcampus *Micro-credential Toolkit* is. Former alum did an amazing job working with BCcampus on that. If you haven't checked it out, I do recommend it. It's a link, I would check it out. But there's actually more stuff within the collaboration ideas on page 96 there. I would very heartily point you in that direction because there's much more than I can handle in our 40 minutes together this morning. But I hope that both those values and the practices are things that help you understand that or help give you tools. This is the whole idea, to give you tools to make your next, your current or your next collaborative effort as easy and enjoyable and fulfilling for all those involved. Yes, for those immediate parties who are actually engaged with the work. But also, of course, for the community that we serve. What you're working on, how that lands within your community. I think the more you can effectively work together, the better the end result is going to be. There's obviously a lot more lessons I'd encourage you to look at that for more.

Which brings me to the collaboration framework, which is something I want to touch on in the last little bit of the presentation here. This is a pilot project funded by the Ministry of Post-Secondary Education and Future Skills, our Ministry of Advanced Ed in B.C., for those outside of the province. It's actually the culmination of another collaborative effort that we were working with. This actually stemmed from our work with DigiBC. Again, following that point of inquiry, we were going like, yeah, what else can we do? What else can we do? And then the idea came up to say, well, we love the idea of being able to make training available. Whatever content we develop with you, VCC, can you make that available wherever else in the province so that other institutions can just use it? And I was like, well, I love the heart, but I'm going to a little red hen this a little bit and just say, I resist some of that idea. Not the principle of the idea, but the mechanism of the idea. Because one of the components of this is the idea of being able to develop a product that we do collaboratively with DigiBC or with VFS, or with whomever. We put a lot of effort into that. We put a lot of time, a lot of our own money, and we have to be very choosy about these projects, right? There's also an opportunity cost consideration there. We're investing in this, so we can't do all those things, so it's an investment from each institution. We were looking at this question, we're like, okay, I think we can explore something here where we want to know the intent. We want to be able to share micro-credentials more broadly within the province, but we need to address the question of the mechanisms to make this sustainable. That it would be self-sustaining, that we wouldn't have to rely on the altruism of certain department heads or curriculum developers or certain schools to enable content to be shared. This continues to be because it's an ongoing pilot project. Continues to be, it's

collaborative work. It's not a collaboration that ends up with content development. What it is, is it's a collaboration that's examining the question of how can we foster content development and sharing of that same content within our province.

I use this as an example of using collaboration to really get, and can truly say, an idea that's better because of other voices at the table than just our own curricula. The Collaboration Framework project was really started with a few key questions. How can we share content that we've developed, that we have developed, and how can we share that with other institutions? And I'm being brutally honest here. The question that first came to mind was, why don't I want to? I don't get stuck on questions like that. Obviously we didn't get stuck on the question. But it's important to be honest with myself about that question because I think that that helped illuminate where are my points of resistance? If they are on the table, then we can actually look at examining those points of resistance and seeing if we can mitigate them. What avenues for content sharing are typically available? There's a lot like institution to institution can license content. CETABC members often share stuff. BCcampus has an established repository of content that is available for people to use. It wasn't a question of going like, well, this idea doesn't exist out there. It does. Clearly it does, but what are the gaps? Like, why am I resistant to just freely share this content? That question was a hard one to voice in a room the first time, but it was so helpful to be able to just examine that and with others so that we could ease into it and go, okay, well. Because that led us to the next question, which is how can we leverage our strengths as training institutions within British Columbia to make our residents, our communities better equipped with the training they need when they need it? Because ultimately that's what DigiBC, the question that DigiBC said. We have studios that are outside of the Lower Mainland that we want to support. We want this training that we're developing with you to be shared on the Island, in the Okanagan, up North. Totally get that. But we as the content developer, we also need to be motivated to share. Examining that question has led to this project. Thankfully, the Ministry of Post-Secondary Education and Future Skills was wonderfully helpful and generous. And they were like, you know what? Yeah, this is a good question. Let's dig into this. Let's see what we come up with.

We identified four key purposes for this particular project. We wanted to take thoughtful, industry-aligned and high-quality curriculum that addresses labour market needs. And we wanted to make it available all across the province. So when we think about the micro- creds like for those in B.C., you know that we've had a series of micro-cred calls, I hope for those who pitched in for the January 15 call, all the best on getting those approved. Fingers heartily crossed in your favour. You know, we've been developing all these micro-creds, but a lot of the times we've been developing them for our particular region. But in a world where we have more remote workers, where we have the scope of industries available in different regions across our respective provinces, we have an opportunity here for us to leverage expertise gained or centralized maybe in one region. We can translate that into content and then make that available for delivery where the people need it elsewhere in the province. People don't have to, like in the case of B.C., drive down to Vancouver to take training here. Go to UNBC, go to North Island College, go to Northern Lights College, and take it there instead of coming to us,

which is a revolutionary idea, isn't it? But really, can we look at it from a sector perspective? Can we take a step back and say, if we're serving British Colombians, if we're serving our province, could we examine this question? We are a series of training institutions. How can we better leverage those to get the training where it's needed. We also, of course, want to make this sustainable, so we're examining the question. And this is just one strategy, by the way. There's others that we are not explicitly exploring, but this one we're exploring is like, how do we incentivize institutions to want to share? How do we get them to want to? There's a lot. For those in the sector, I think you may be familiar with this. I know my own conversations with colleagues across the province. There's understandable resistance. I have that resistance about wanting to share content that we've really worked hard to develop and are very proud about. But we want to move the needle forward on that. We also want to sustainably scale the framework by streamlining processes and establishing equitable access. I don't want preferential treatment for one institution just because they're big. I want that every institution should be able to access this in the same way, if we're really thinking about our community first, right? Then of course we want to decrease redundant investments by the institutions in the province. It takes money to develop new content. If we are all developing the same, I don't know, business management for awesome people. Let's just say that's your micro-credit, okay? Let's say three other institutions are doing the same thing. If we look at it from a sector perspective, that is three times more the investment than is needed for the content that the province needs. So think of the time, think of the money, think of the frustrations and all that stuff. Could we save that? Could we save that? Could we save the Ministry's funding and allocate that for novel ones instead? We've decided to structure it by leaning on best practices that we've seen around in other models. We want to have a central content repository that would store this particular content, shared content, micro-credit. We would create a common licensing agreement. It's the same licensing agreement. This is for those who have engaged with licensing content. Like if I'm licensing something over to two different institutions, I will have to work with my legal team to create a licensing agreement with this institution on this one particular curriculum piece. And that other institution, my legal team has to be involved with that agreement as well. That other institution's legal team has to be involved, that other one does. It becomes this exponential firestorm where you have, in B.C. we have 25 public post-secondaries. So that's 25 to the power of 25 times any number of agreements that you have. That is a ridiculous amount of wasted work across the province. If we have one common licensing agreement, I need that signed by 25 people, period. That's it. That's the ideal. I just want to point out that it's an ideal right now. That's why we call it a pilot. We want to have developed educational products that are immediately available. Once you put it in there, anyone who signed on to join the repository would be able to access that content and deliver it whenever they want. In terms of the incentivizing question, we want to apply a licensing fee, a licensing fee on the gross revenue for any particular offering, a course micro-credential, or a larger micro-credential, of 4% of gross revenue after the add/drop. We're in conversations with people right now about like, is that a good amount? I don't know. Is it too big, too small? We will discover that, but that's where we're aiming right now. Then, of course, the nice thing is this helps answer the incentivization question. I can put stuff in because I know that if it's going to be used, then there's going to be passive revenue back my way that I can use to upkeep the

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current content that I'm licensing out or possibly foster new developments. Meanwhile, if it's a reasonable enough licensing fee, then it's no sweat off the delivery institution. They get access to something that they haven't had to invest $100,000 in to develop, right? They haven't had to take all that time to develop. It's already ready for them to roll out their door into their community. It's one where we see there's a win, win, and win. Again, pilot. Fingers crossed.

We'll see a couple of features that just to go over, again, in alignment with the purpose of this particular collaboration project that we're working on. The aim here is to greatly diminish the redundant efforts across the sector. We want to, and this is really important, we want to leverage developmental expertise and regional delivery across the entire sector. If everyone's going to Amazon to bug them for subject matter expertise on the same topic, we are going to collectively tick off Amazon. But also it's like why waste the time? We could just rely on subject matter expertise acquired by one institution and deliver it at another one. We want to motivate institutions to contribute new offerings. This is the other thing. B.C., we are, every province is like this, we're all like this. We want to have timely training available to our communities. I think the best way to do that is to encourage people to go, oh great, I'm going to develop something and then, here's a mechanism that I can share where I don't have to be blood dry because of this. I'm actually going to get something back to honour the work that I've been doing and the investment I put in. Of course, learners in mind, right? Learners across B.C. would be able to access new and labour market focused training when they need it and where they need it; they don't have to travel anymore. Again, I think you could taste the idealism layered throughout. Of course, there's that caveat there, but this is the thing that we're trying out here.

The pilot project is engaged this year from May to about April this year. Our aim for the pilot is to sign on to public post-secondaries. We are also, of course, in the spirit of collaboration, those that we've been reaching out to, we've also invited them, via Teams, to help us shape the collaboration framework as a concept and also the licensing agreement. Because this is where, I fully disclose, this represents our best idea. But I would love to hear your perspective on this when you're approaching this thing as someone who would be interested in delivering some content that's shared through here. How does this land with you? That's really where we want to engage them. Make sure that their feedback is reflected because we do heartily believe, in what I said earlier, that the best product that we can produce is going to include perspectives of others. And we want to make sure that the process that we're taking in doing this reflects that value and provides numerous opportunities for folks to actually comment on what it's going to look like. Once they're signed on, we've got a repository that we create in SharePoint so we can just do it off the side of the desk right now for the sake of the pilot. But as essentially we're going to be putting all of our content in there from the micro-cred, so that's like the learning management file, the IMSCC files. We're going to have the syllabi, course outlines. We're going to have sample assessments and rubrics, if available, for marking, so that the institutions who want to deliver it don't have very much effort to do at all. They can just really just train and run. And then of course, we're going to be writing a summative report on our findings. What worked, what did, what can we do to improve. And of course, some recommendations for how we want to maybe move this forward in the future. It is a collaboration framework. Keep your

eyes peeled for updates on that front. I think it's a beautiful, very meta exploration of collaboration, using collaboration to see how we could foster, we identified the resistance point of like, here's how institutions don't really want to work together. What if we build something that helped address that resistance point? If we can mitigate that, could we actually help institutions work better together? That's the question. Look for the report. I'll tell you the answer. We'll see.

To wrap up, I just want to remind you of that question I asked at the outset. I'm sorry, I have not been on the chat. I've been unfaithful in the chat because I've just been blabbing along. So, my apologies. But I would just encourage you to think about that question I raised. Why do you want to do collaboration? Why are you interested in the work of collaboration, in reaching out to someone beyond your immediate scope that you would be able to work with and engage with on a particular project. For us, I would say that there's a couple clear answers on our end. Okay, so we have the fact that collaboration, as I think I've made fairly clear from my own perspective, leverages unique strengths and perspectives to create something better. Better than I could have done on my own, right? And I think that there's a real beauty and opportunity there to explore. And it's a fun adventure. It's a fun adventure. Why try it to see if we can make something better than I could have done on my own. One of the ancillary benefits is it gives us exposure to new ideas, to individuals, it helps us expand our networks. And also it puts us in conversations outside of our normal space, which is always a beautiful challenge for us to engage with. I think also as practitioners, it's so easy just to get like good golly, the work that we do is intense, it's wonderful, it's value driven, and it's so hard to look anywhere beyond our inbox sometimes. But the nice thing about collaboration is once scheduled in there, if you follow the regular meetings and all that jazz and you're working together on that, then it necessarily puts you in those conversations. It weaves them into your work and it's like a very subtle pill. Eventually you'll see the change, which is a lovely thing. Of course, be clear on your own "why." That may change over time. And I'd encourage you to keep that question with you as you go out through the rest of the week. Know your own concerns about collaboration. What are the things like as I shared with the collaboration framework, what are the things that actually that you resist? What are the points that you see that this might not work. Take a moment to write those down and examine them with trusted people in your life. Critique, peel those apart, examine them, reflect on them, sit with them for a bit. Because you're likely in your role because you're someone who can really work through challenges well. If you can do that, a hundred bucks says you can identify strategies to help you move through those specific concerns. And again, connect you to that beautiful work of collaboration. With that, I'll stop sharing my screen and just want to reiterate my hearty encouragement to you all to embrace it. There was one other thing, my email. Ross, do they have my email? I think they do. Right? I'll share it really quickly. I always forget I have one more slide.

But if you have questions or you want to chat more about this, I welcome that. The schedule is full, but I always make time for it. So if I'm a little lax in getting back to you, I promise I'll get back to you as soon as I'm able. But I really welcome these types of conversations. And I love this work because I really believe in the work that we do in post-secondary. I think it's unique

and so important. I encourage you all on that. Hopefully you found this helpful. I welcome questions if there are any that you'd like answered.

ROSS:
I really liked your presentation, your talk. It was actually started with values and went into best practices and then ended with values as well, which I think is great. And tackling the big questions, which I really like.

Actually, we do have one more Toolkit Spotlight webinar. As I was mentioning earlier, Dr. Zoe Macleod from Royal Roads University, who's going to be tackling designing micro-credentials and also transforming existing courses into micro-credentials, so the redesign aspect. But Royal Roads is also actively working with competency frameworks, which is also a really great opportunity to learn from Zoe on those things. We're going to actually say goodbye. Thank you so much, Adrian, for sharing with us on collaboration and also there's a lot of practical nuggets in there. It is something that I think really is the secret sauce to micro-credentials as well as other educational initiatives.