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## ABSTRACT

This report addresses strategic directions for the Centre for Curriculum, Transfer and Technology (Canada). The Centre, created in 1996 as a result of strategic planning, supports educators in British Columbia so that learners will have access to high quality, relevant learning opportunities. Over the last few years, the Centre has learned that while institutions and the education ministries appreciate the value-added services provided by the Centre, those services must be related to the context of each institution and Centre initiatives should be informed by ongoing input from the system. Based on what has been learned from the system and through external and internal consultation, the Centre has developed a set of strategic directives that will emphasize the following: becoming more service-oriented and flexible in working with its system partners while continuing to explore and promote innovations in teaching and learning; fostering collaboration amongst educators and institutions; and assisting institutions to integrate successful innovations. The Centre will be fully accountable to its funders and clients for the products and services it develops and delivers. (JA)

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# Strategic Directions: A New Emphasis

for the

## CENTRE FOR CURRICULUM, TRANSFER & TECHNOLOGY

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# Strategic Directions: A New Emphasis

for the

**CENTRE FOR CURRICULUM,  
TRANSFER & TECHNOLOGY**

## Executive Summary

The Centre for Curriculum, Transfer and Technology supports educators in British Columbia so that learners will have access to high quality, relevant learning opportunities. The Centre is a non-profit, independent society created in 1996 as a result of *Charting A New Course: A Strategic Plan for the Future of British Columbia's College, Institute and Agency System*. It was formed from a number of separate agencies and initiatives that existed prior to the *Strategic Plan*.

Over the last few years, the Centre has learned much from its relationship with the evolving post-secondary education system. It has learned about the innovations and good practice already occurring throughout the system and about the willingness of educators to share their expertise on innovative practices. The Centre has also learned that while institutions and the education ministries appreciate the value-added services provided by the Centre, those services must be related to the context of each institution and Centre initiatives should be informed by ongoing input from the system.

Based on what has been learned from the system and through external and internal consultation, the Centre has developed a set of Strategic Directions which will emphasize: becoming more service-oriented and flexible in working with its system partners while continuing to explore and promote innovations in teaching and learning, fostering collaboration amongst educators and institutions; assisting institutions to integrate successful innovations, making professional development a key organizing theme in the work that it does, and generating revenue from other sources in addition to the two education ministries in a way that complements work of individual institutions.

The Centre will be fully accountable to its funders and clients for the products and services it develops and delivers. To achieve its goals, the Centre will operate as a learning organization driven by the values identified by its employees as being important in their day-to-day work. Furthermore the Centre realizes that the Strategic Directions document must be a living document which is reviewed and updated regularly to reflect changing priorities and to ensure that Centre activities keep abreast of the realities of the evolving post-secondary system.

# Foundations of the Centre's Work

## Who We Are

The Centre for Curriculum, Transfer and Technology (C2T2) promotes excellence in post-secondary education and training. The Centre is a non-profit, independent society governed by a Board of Directors. We provide support to educators in British Columbia so that learners will have access to high quality, relevant learning opportunities, and flexible delivery methods, designed to meet individual and societal needs.

## What We Do

The Centre promotes and facilitates the sharing of good practice, assisting and encouraging individuals and institutions in post-secondary education to:

- create and integrate innovations in teaching, learning, and assessment;
- work toward long-term, systemic improvement in education; and
- develop flexible means for facilitating student transitions and lifelong learning.

We work closely with system partners in the college, university college, institute and agency system, and with associates in universities and the secondary school system. We facilitate collaboration on major educational initiatives in such areas as assessment, curriculum development, educational technology, learning outcomes, professional development, and student transitions. We also communicate with educators across Canada and internationally who are committed to learning-centred education. Furthermore, we work with communities, the voluntary sector and various levels of government to promote lifelong learning opportunities that enhance the roles of British Columbians as active global citizens.

## Where We Started

In operation since 1996, the Centre was created as the result of Charting A New Course: A Strategic Plan for the Future of British Columbia's College, Institute and Agency System. This province-wide Plan, developed by a committee representing constituency groups and government, describes the need for a renewed public post-secondary education system made necessary by the province's changing economy, labour market and fiscal environment and by the increasing diversity of British Columbians seeking post-secondary education and training. The Plan envisions a system focussed on learning and the needs of learners, recognized for its relevance and quality, accessibility, affordability, and accountability and built on the strengths of individual institutions. It describes the public post-secondary system as an important, integral part of a much broader education and training system designed to meet the varying needs of learners throughout their lives.

The Centre was formed from a number of separate agencies and initiatives that existed prior to the Strategic Plan. Our Board of Directors includes representatives from administration, faculty, support staff and students in the college, university college, institute and agency system; the university system; the Industry Training and Apprenticeship Commission; business and labour; and the provincial government.

The Centre is funded primarily by the Ministry of Advanced Education, Training and Technology (MAETT) and by the Ministry of Education (MOE), with additional funding from contract activity and grants.

## What We Have Learned

Over the last few years, the Centre has worked to develop ideas and initiatives referenced in *Charting A New Course*. It is now 1999 and we have learned a great deal from our first few years of operation within the evolving post-secondary education system.

We have learned that educational initiatives highlighted in the Strategic Plan are being implemented by institutions in relation to local circumstances and community and learner needs. Through our associations with different institutions and networks, we have met many educators whose work exemplifies the goals of *Charting A New Course*. It is evident that innovations and good practice can be found throughout the province. It is also evident that an appropriate balance must be maintained between the need for institutional autonomy and the benefits of system-wide collaboration. While progress on various innovative practices differs amongst institutions, educators realize the value of learning from each other and are thus willing to share their expertise.

We have also learned that the driving force of changes described in *Charting A New Course* have, if anything, accelerated over the last few years in the emerging knowledge-based economy. Thus, we share with our system partners and the communities they serve the overarching task of preparing for an evolving learning society.

In looking for a new CEO last year, the Board had the opportunity to reassess the role of the Centre in light of what has been learned about the changing nature of the post-secondary system. As a result, the Board selected a CEO who had a strong vision for the Centre as a service-oriented organization dedicated to innovation in teaching and learning and who would consult widely with system partners to help determine the direction of the Centre.

In the Fall of 1998, our new CEO began meeting with administrators, faculty and staff at most of the colleges, university colleges, institutes and agencies to describe the Centre's work and to gain valuable feedback on our future directions. Institutional representatives responded by saying that they want and appreciate the value-added services the Centre provides and acknowledge the

important role C2T2 plays in profiling innovative practices within the system and elsewhere which furthers their work. However, the services and innovations must be related to the context of each institution, and Centre initiatives should be informed by ongoing input from the system. The CEO also met with officials from MAETT and MOE to discuss the strategic directions. The Ministries support the Centre's efforts to coordinate educational initiatives that advance system aims while valuing institutional autonomy.

Finally, the CEO has initiated an internal consultation process whereby all managers, faculty and staff at the Centre have been asked to reflect on their practice to determine the kind of organization we should be. We have learned much from our internal discussions and have begun the process of identifying our values and strengths which form the foundation for meeting the expectations of our system partners while providing challenging, fulfilling work for all employees.



# Strategic Directions

## Where We Are Going: Our New Emphasis

Based on the results of external and internal consultations and Board discussion, the Centre will become more service-oriented, emphasizing consultation and responsiveness, integration, system-wide collaboration and the sharing of expertise and innovation.

We aim to be recognized for our leading edge professional development and for our high quality service to the public post-secondary system.

We remain committed to supporting the post-secondary system in BC to provide access to high quality, relevant learning opportunities within institutions and the community.

Our new strategic directions will emphasize:

### Service and Innovation

#### *The Centre will*

Focus its efforts and resources on providing services to the post-secondary system that promote innovations in teaching and learning and add value to the work being done both at the institutional and provincial levels.

Provide services and products that reflect the collective wisdom and direction of the system but which are geared as much as possible to the needs and culture of each institution.

Provide customized, consultative services to meet specific needs of educators and institutions. (e.g., Responding to an institution's request to revise a program's curriculum based on clear learning outcomes and ongoing assessment; assisting an institution to expand the number of program areas in which prior learning assessment (PLA) is offered).

Continue to explore and promote innovations in teaching and learning based on research into evolving education theory and good practice provincially, nationally and internationally.

Act as a clearinghouse by sharing information about innovative ideas and practices with system partners.

Develop think tanks with system partners and in close cooperation with government to discuss and influence future directions of post-secondary education in BC.

Commit to ongoing, effective communication with system partners through regular publications, events and an interactive website.

Use and model the effective use of technology and telecommunications in the work of the Centre and in our service to our clients and partners.

Use the information gained on innovations and from think tanks to advise the appropriate government ministries and the Charting A New Course Standing Committee on policy development.

## Collaboration

### *The Centre will*

Create and support province-wide networks of educators committed to excellence and improvement in teaching and learning (e.g., Institutional PLA Coordinators Working Group, Learning Outcomes Network, Network of Educational Technology Coordinators).

Support and promote local and system discussions about pedagogy, curriculum, innovation and institutional effectiveness in order to meet the varying needs of learners. (e.g., conferences, workshops, curriculum review committees, listservs).

Play a central role in fostering greater collaboration between the secondary and post-secondary systems to enhance student transition, working closely with MAETT, MOE, the BC Council on Admissions and Transfer (BCCAT) and the Center for Applied Academics.

Use a variety of methods to facilitate cross-system discussion, consultation and cooperation in the implementation of innovative educational practices. These methods will include both face-to-face events and a range of electronic communication techniques. (e.g., Educational Technology Users Group Spring Workshop and Learning Outcomes Coordinators listserv discussions).

Participate on BCCAT's Associate Degree Review Task Force and Transfer Innovations Committee to explore policies and practices that will enhance transfer.

Share resources and engage in joint activities with other system agencies where appropriate. (e.g., Developing the Distributed Learning Course Directory in partnership with the Centre for Education Information Standards and Services [CEISS]).

Collaborate with communities, the voluntary sector and various levels of government to promote lifelong learning opportunities.

## Professional Development

### *The Centre will*

Make professional development a key organizing theme in the work it does with the post-secondary system. Professional development activities include events, consultative services, projects, programs and networking activities.

Emphasize a peer-based approach to professional development that provides opportunities to reflect on, and share, good practices and innovation.

Provide professional development opportunities for faculty, staff and administrators based on their needs.

Broaden professional development activities to include educational, student service and organizational practices designed to promote the development of learning-centred institutions.

Ensure that the professional development services it provides complement those organized at the institutional and/or system level.

## Flexibility

### *The Centre will*

Structure itself to provide flexibility and responsiveness in meeting the emerging and changing needs of system partners, government and society.

Use a project-management approach which assigns the necessary resources from across the Centre to complete tasks while tracking and reporting on progress.

Second faculty, staff and administrators from the system, based on their expertise and relationships with other educators, to work with the Centre on initiatives.

Use consultants where their expertise can add to the base of knowledge within the Centre and the system.

## Integration

### *The Centre will*

Assist institutions to build on, and integrate, successful innovations that contribute to institutional transformation and systemic change in the context of their own strategic planning. (e.g., Working with institutions from BC and from Washington to further develop integrated change initiatives through the Learning-Centred Institutions Colloquium)

Develop internal structures and processes which further integrate the Centre's initiatives and ensure that projects are designed to benefit from the Centre's collective expertise.

Plan initiatives in a coordinated way when implementing them in the system.

## Revenue Generation

### *The Centre will*

Develop and implement a marketing strategy which will generate revenue from a variety of sources in addition to the primary funders of MAETT and MOE.

Maintain its primary commitment to provide first rate products and services to its BC post-secondary system clients on a not-for-profit basis to the extent that they are funded by MAETT and as outlined in the Centre's annual Management Letter.

Ensure that it markets products and services which involve, complement and/or add value to, rather than compete with, those provided by individual institutions.

Initiate or jointly respond to marketing opportunities with partners from the post-secondary system.

Work in cooperation with system agencies such as CEISS, the BC Centre for International Education (BCCIE) and the Contract Training and Marketing Society (CTM) in marketing activities.

Seek funding from various granting bodies to undertake innovative work.

## How We Are Going To Get There

### Next Steps

The Centre's Strategic Directions document addresses our evolving relationship with system partners and represents the implementation of a cyclical planning process at C2T2. The document will be reviewed regularly and updated to reflect changing priorities and to ensure Centre activities keep abreast of the realities of our evolving post-secondary system. The Strategic Directions document will provide a standard against which we can monitor our progress in becoming a learning organization that creates the results we truly desire.

## The Centre Organization

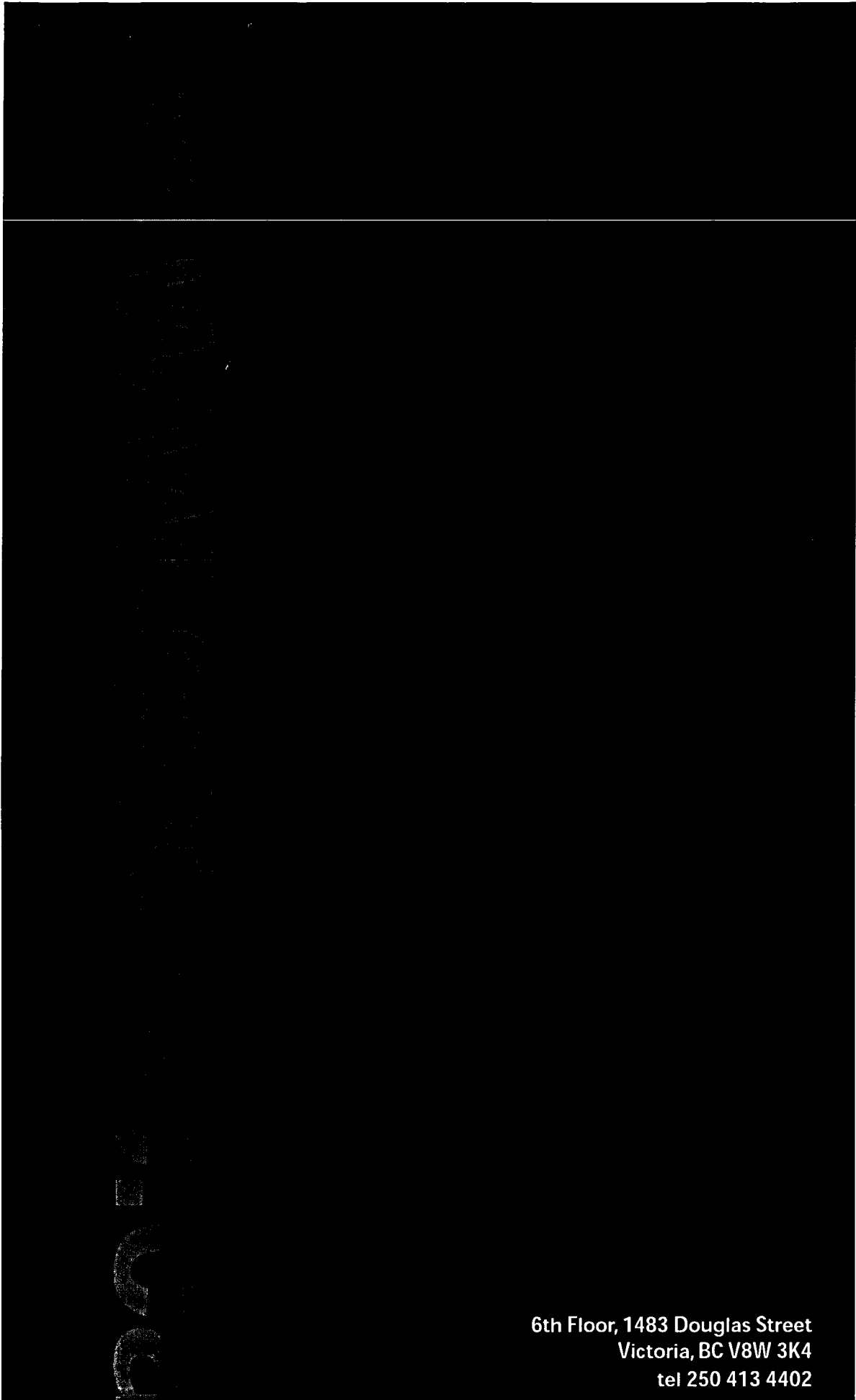
The Centre's staff take pride in providing professional, dedicated service and in working collaboratively with our system partners in order to meet their needs. We base our day-to-day work on our core values of openness, transparency, trust, equity, respect and parity of esteem. In all our work we demonstrate flexibility, responsiveness and ongoing professional development based on reflective practice, principled relations and success through sharing. We strive to maintain a supportive work environment in which good communication, collaboration, autonomy, creativity and humour are evident.

## Accountability

In addressing these strategic directions, the Centre will be fully accountable to its funders and clients for the products and services it develops and delivers. In order to facilitate measurement of progress, Centre initiatives will be described in terms of clearly stated outcomes. The Centre will use formal and informal mechanisms, such as client satisfaction surveys, to gather ongoing feedback from system partners on ways it can better serve the system and individual institutions and will report regularly to the Board and Ministries describing progress against established outcomes, deliverables and timelines.

## How We Can Be Reached

Any feedback on the *Strategic Directions* document may be directed to the CEO, Devron Gaber, at (250) 413-4444 or [dgaber@ctt.bc.ca](mailto:dgaber@ctt.bc.ca).



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