

We are  
**Fanshawe College**



FANSHAWE  
COLLEGE

**Envisioning**  
Our **Future** Through  
**OUR**

**Academic Plan**

**2003-2008**

**Joy Warkentin  
Academic Vice-President  
Fanshawe College**

Spring 2003

Dear Fanshawe Colleagues and Community Partners

The philosophy of learning outlined in the following Academic Plan 2003 – 2008 reflect our commitment to investing in Fanshawe College's future. I have welcomed the many suggestions Fanshawe employees have provided to make this academic plan, *our* plan. Thank you for your input.

This Academic Plan is broad in scope, to allow various areas of the College to integrate the plan's elements into their own long-term goals. The specifics of the plan will be implemented at the divisional and departmental levels.

#### **Key Audiences**

The Academic Plan is a framework document for both internal and external audiences so that the academic goals of Fanshawe College are clear. Progress towards these goals will be measured through the activities of the academic divisions, and the College's performance as reflected in measurements such as KPI's.

Because the work of every Fanshawe employee is critical to helping students learn and succeed, the internal audience for this plan includes all Fanshawe employees. Services that support academics are as essential to student success as are excellent programming and teaching.

The external audiences of our academic plan are our students and alumni, international students, secondary school students, teachers and counselors, other post-secondary institutions, local businesses, globally oriented businesses, the Ministry of Training, Colleges, and Universities and other government agencies.

#### **Purpose of the Academic Plan**

##### **Differentiated Mission**

The Academic Plan is a section of Fanshawe College's request to the Minister to recognize our plan to have a differentiated mission. A commitment to a differentiated mission means that, while we will continue to provide students with our traditional preparatory, diploma and certificate programming, we are also expanding the pathways and ladders available to students to post-graduate certificates, collaborative degrees, significant articulation opportunities, and applied degrees.

## Strategic Planning

### The Business Plan

The Academic Plan also provides the framework for our multi-year business plan. Fanshawe College's Board of Governors has articulated long-term goals related to improved quality and student success initiatives. The business plan will direct financial investment towards initiatives that will help Fanshawe College improve academic performance.

### Prioritization of Strategies

The Academic Plan articulates two quantitative goals. One is to improve graduation rates by 5% by 2008; the other is to increase our degree-level programming to 15% of our total programs. Other goals have been articulated in more qualitative terms, but, as mentioned below, it is expected that individual divisions and departments will develop specific quantitative goals related to other aspects of the Academic Plan.

### Divisions

Each academic division at Fanshawe College will create specific and achievable goals and objectives based on the priorities highlighted in the Academic Plan. The goals selected by the divisions will be specific to their own particular strengths and areas targeted for growth and development. Progress toward the achievement of these objectives will be tracked by each division and reported to the Academic Managers Group on a regular basis.

### Student Services

Services provided by the many departments and divisions concerned with aspects of student access and support are integral to helping students succeed. These areas will also use the academic plan in their discussions about how they can continue to improve the quality of services and support for students.

### Marketing

Parts of the academic plan lend themselves to marketing objectives. Certain external audiences will have a much clearer picture of the scope of Fanshawe College through their exposure to various parts of the Academic Plan.

### Fund Raising

Fanshawe College is preparing to expand its fundraising objectives to help finance key projects and facilities, to improve and enhance student learning and student success, and to ensure sustainability. Elements of the academic plan will inform Fanshawe's case for support to our community and alumni donors.

### New Employees

Fanshawe College is a large and complex organization with sophisticated processes and support systems for post-secondary education. Increased retirements and the resulting increase in the percentage of new employees will result in a reduction in the number of personnel who have an historical understanding of the interrelationship of academics to other college departments and supporting services. The Academic Plan is one way for new employees to discern the overall academic philosophy of our institution and to see how the various departments and divisions integrate with one another to support student learning.

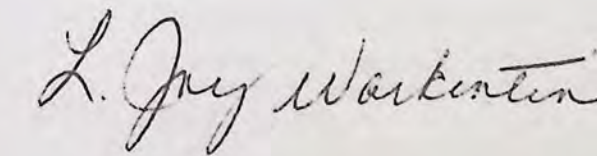
### Conclusion

While Fanshawe College has a long and proven record of successful budgeting and business planning for academic purposes, the creation and implementation of this five-year Academic Plan is a significant new step towards improving learning opportunities and academic quality for the people who are central to our jobs: our students.

Please read through our Academic Plan 2003-2008 with an eye to the future and with your own areas of expertise and responsibility in mind.

During the sessions at which we solicited input into the draft Plan, we received the following comments among much other helpful feedback: "I was impressed with it, it is enormously detailed"; "It is an ambitious plan"; "The plan is inclusive"; "We are sophisticated educators"; "I get excited by this"; "I'm happy to have this plan"; "I'm excited about applied research"; "Finally I can see where my work fits into the big picture"; "What a breath of fresh air!" The writing team and I intend this document to be inclusive and inspirational, and we hope that it will provide the foundation for many productive discussions and planning sessions across the college.

Two years from now, we will re-visit the plan and re-"vision" Fanshawe College's academic goals. Five years from now, I intend to report back to you on our achievement of many of these goals.

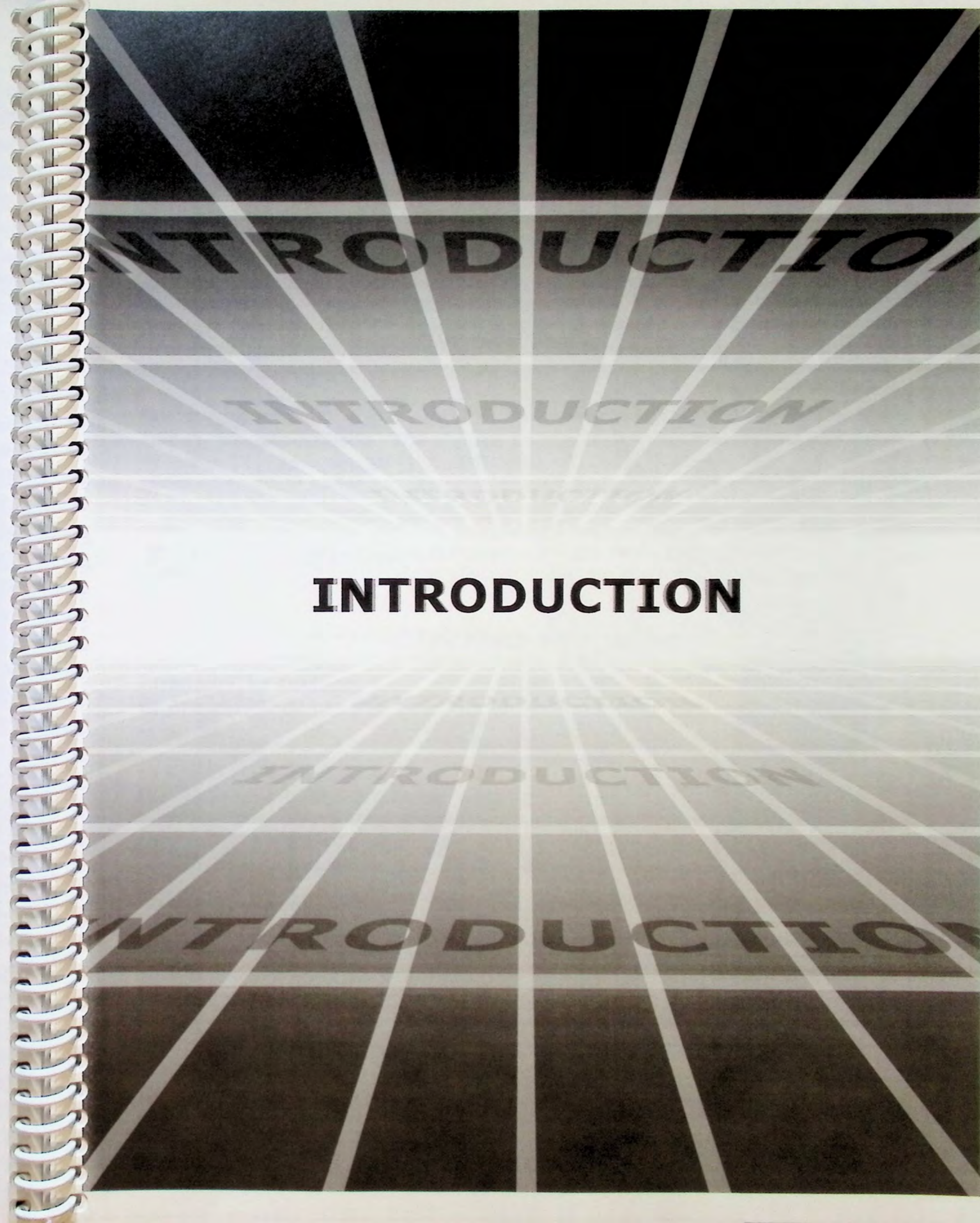
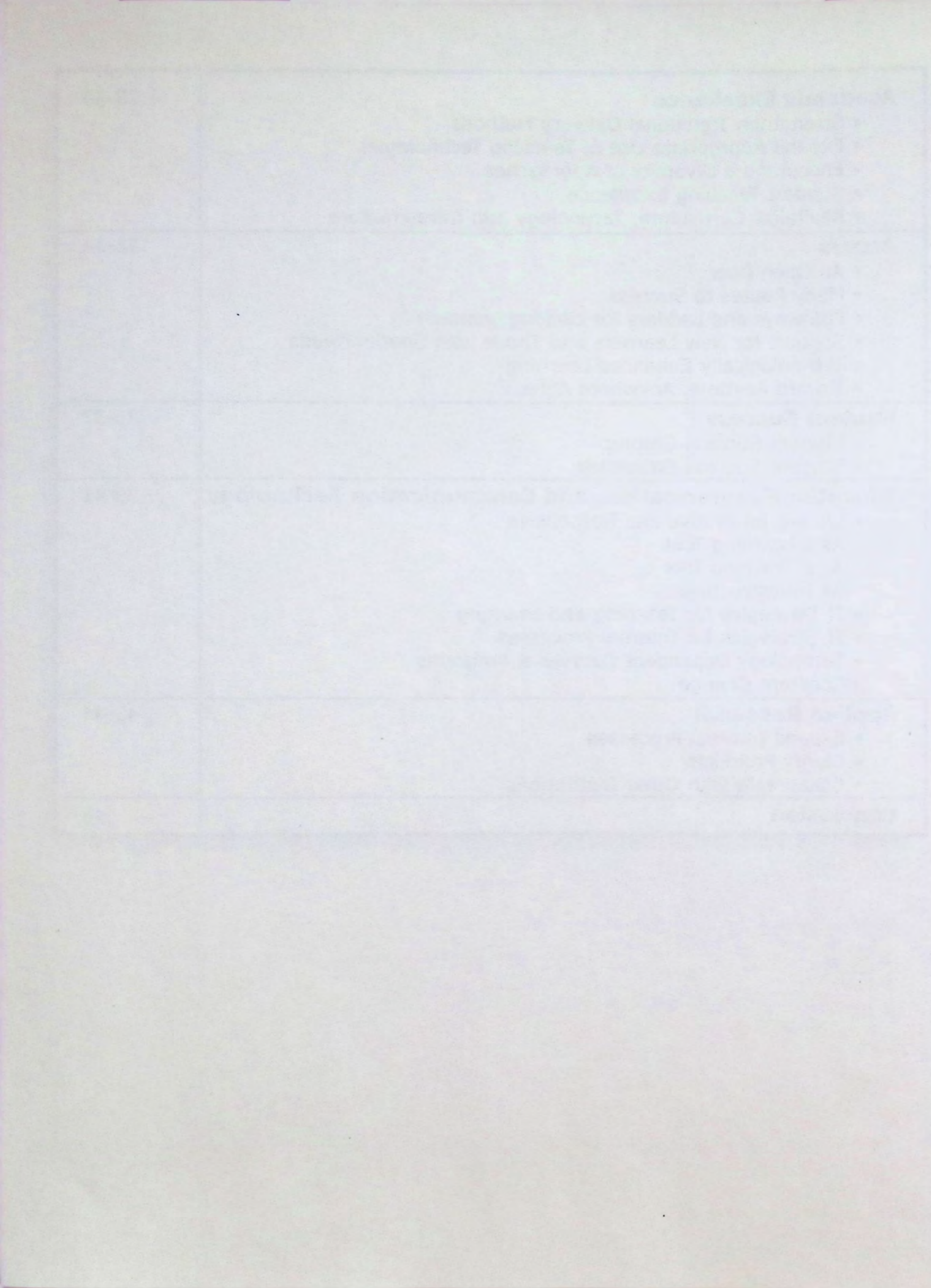


Joy Warkentin, *Senior Vice President, Academic*

## Table of Contents

<b>Introduction</b> <ul style="list-style-type: none"> <li>• Our Mission</li> <li>• Vision of Learning</li> <li>• Vision Graphic</li> </ul>	2-7
<b>History</b>	9-10
<b>Community</b>	12-14
<b>Opportunities and Challenges</b>	16-21
<b>We Promote Opportunity</b> <ul style="list-style-type: none"> <li>• Increasing Access Opportunities</li> <li>• Building on Our Strong Traditions</li> </ul>	
<b>Opportunities for Innovation</b> <ul style="list-style-type: none"> <li>• Implementing the New Charter</li> <li>• New Programming</li> <li>• New Modes of Curriculum Delivery</li> <li>• Applied Degrees</li> <li>• Applied Research</li> <li>• Increased Partnerships</li> </ul>	
<b>People Make the Difference</b> <ul style="list-style-type: none"> <li>• Faculty and Staff Renewal</li> <li>• Faculty and Staff Retention</li> <li>• Providing Faculty with Access to Graduate Degrees</li> <li>• Qualified Students</li> </ul>	
<b>Challenges</b> <ul style="list-style-type: none"> <li>• Enrollment Distribution</li> <li>• Under-Prepared Students</li> <li>• Reduced Funding/ Increased Enrollments</li> <li>• Space and Facilities</li> </ul>	
<b>Challenges That are Really Opportunities</b> <ul style="list-style-type: none"> <li>• Alternate Modes of Delivery</li> <li>• Finding the Right People</li> <li>• Keeping Pace with Technological Change</li> <li>• Competition</li> <li>• Accountability</li> </ul>	
<b>Promoting our Strengths and Increasing Student Options</b> <ul style="list-style-type: none"> <li>• Transferring Credits</li> <li>• Increasing Articulation</li> <li>• Centres of Excellence</li> </ul>	
<b>Programming</b> <ul style="list-style-type: none"> <li>• Building a Vision on a Strong Foundation</li> <li>• Quality Comprehensive Programming</li> <li>• Achieving the Vision</li> <li>-Build on Strong Programs</li> <li>-Expand Degree Programs</li> <li>-Support Excellence and Access</li> <li>-Focus on Applied Learning and Learning for Employment</li> </ul>	23-26

<b>Academic Excellence</b> <ul style="list-style-type: none"> <li>• Strengthen Traditional Delivery Methods</li> <li>• Expand Appropriate Use of Teaching Technologies</li> <li>• Encourage a Diversity of Approaches</li> <li>• Support Teaching Excellence</li> <li>• Revitalize Curriculum, Technology and Infrastructure</li> </ul>	28-30
<b>Access</b> <ul style="list-style-type: none"> <li>• An Open Door</li> <li>• Many Routes to Success</li> <li>• Pathways and Ladders for Lifelong Learning</li> <li>• Support for New Learners and Those with Special Needs</li> <li>• Technologically Enhanced Learning</li> <li>• Toward Anytime, Anywhere Access</li> </ul>	32-34
<b>Student Success</b> <ul style="list-style-type: none"> <li>• Student Success Graphic</li> <li>• Student Success Strategies</li> </ul>	36-37
<b>Educational, Information, and Communication Technology</b> <ul style="list-style-type: none"> <li>• We are Innovative and Responsive <ul style="list-style-type: none"> <li>-As a Learning Tool</li> <li>-As a Teaching Tool</li> <li>-As Infrastructure</li> </ul> </li> <li>• IT Strategies for Teaching and Learning</li> <li>• IT Strategies for Internal Processes</li> <li>• Technology Dependent Courses &amp; Programs</li> <li>• Constant Change</li> </ul>	39-41
<b>Applied Research</b> <ul style="list-style-type: none"> <li>• Expand Internal Processes</li> <li>• Clarify Protocols</li> <li>• Collaborate with Other Institutions</li> </ul>	43-44
<b>Conclusion</b>	46



**INTRODUCTION**



### ***Our Mission ...***

*Fanshawe College is committed to personal, social and economic success through quality education and learning for employment.*

*We enrich the lives of individuals and meet the changing needs of our diverse communities.*

*We are innovative and responsive.*

*We promote opportunity.*

*We are Fanshawe College.*



*Community Driven...  
Student Focused*

Planning at Fanshawe College is a highly valued, well-institutionalized process with a substantial record of success. This academic plan, with its five-year strategic focus, will strengthen our already well-established planning process. Specifically, Fanshawe College requires a differentiated mission to embrace new forms of college programming to meet the needs of our diverse communities.

Fanshawe College's new Mission is a reflection of our core values: quality education, community, success, innovation, opportunity, responsiveness, learning for employment and lifelong learning. Our Mission is fulfilled through our extensive and diverse range of certificate, diploma, apprenticeship and post-graduate offerings, and more recently, with the creation of several collaborative degrees, and our first applied degree. Several other applied degree projects are in development.

The graphic image of our Mission reflects Fanshawe's slogan "Community Driven...Student Focused." The stylized people are symbolic of diversity and can be viewed as students/learners, staff, alumni, clients, partners or members of the community. Their shadows coalesce into one, suggesting that the individuals form a collective whole, and yet, the successful student is clearly the center of this vision. The up-stretched arms of the shadow support and embrace the Mission Statement. The image depicts outreach, strength and celebration. The end-words "Fanshawe College" are strategically positioned to highlight the corporate logo.

### **WE ARE FANSHAWE COLLEGE**

#### **COMMUNITY DRIVEN ...**

Fanshawe College has developed strong economic links with the Southwestern Ontario region.

#### **... STUDENT FOCUSED**

Our program offerings are made available in a variety of ways: full-time, part-time, and co-op. Local community leaders were instrumental in the founding of the College, and its business, industry and service leaders continue to provide strong direction and support to Fanshawe's programming.

#### **LEADING the WAY**

Fanshawe was a leader in the investigation into Applied Degrees. Our Board, in developing its certification and articulation policy, consulted the community extensively and assumed provincial leadership in advocating for Applied Degree opportunities for colleges.

Our Board of Governors, in articulating Fanshawe's new Mission, has been responsive to clients, community, business, and industry expectations. *Differentiation is a process of clarifying our mandate in response to a changing environment.* Differentiation will enhance our core programming. Our core purposes and our core values remain unchanged. Differentiating our Mission to include more baccalaureate programming, whether it be through increasing articulation agreements, or through collaborative, applied degree or post-graduate programming, fulfills our goals of increasing access and providing affordable post-secondary education and continued responsiveness to the community.

#### **TRADITION and INNOVATION**

At Fanshawe, we welcome the challenge of educating a population that has grown larger, more complex and more diverse. We have become more flexible and have adopted a commitment to move beyond tradition. Our programming has been enhanced through our core values of encouraging innovation, being responsive to our diverse communities, and our commitment to promote and encourage opportunities. Here at Fanshawe, there has been an infusion of new subject matter, new markets and new conceptions of college education, and these changes are a source of vitality, stirring us to engage our strengths with a society that is, in itself, in a state of flux and evolution.

#### **MEETING CHANGING NEEDS**

Our communities are demanding differentiation. In order to consider the differentiation of our Mission, we have continuously engaged our College's internal and external constituents in the discussion of offering select degree-level programs. Their input, along with market demand, has given impetus to our Mission Differentiation.

#### **INNOVATIVE and RESPONSIVE**

Historically, Fanshawe has demonstrated a commitment to enhancing student success, responding to workforce development, and providing affordable, relevant education. Our vision to pursue more collaborative and applied degrees is a direct response to work force shortages experienced in health care and applied technical vocational fields. We are also investigating other applied degree sectors. Our development of these degrees and our desire to have them be a significant portion of our offerings is in response to the trends affecting higher education, such as changes in the marketplace, changes in student profiles, changes in employer needs, and changes in education.

## **ENVISIONING FANSHAWE'S FUTURE**

### **THE VISIONARIES**

This academic plan was developed by a team from the Fanshawe College Academic Management Group and included

- Joy Warkentin, Sr. Vice-President, Academic;
- Mike Hanwell, Dean, Tourism/Hospitality Studies Division;
- Pam Skinner, Dean, Health Sciences Division;
- Terry Boyd, Dean, General Studies Division;
- Dennis Dowker, Dean, Information Technology Division;
- Frank Rodgers, Dean, Art and Design Division;
- Ann Everatt, Director, Continuing Education.

### **THE CONSULTATIVE PROCESS**

In developing this academic plan, we incorporated

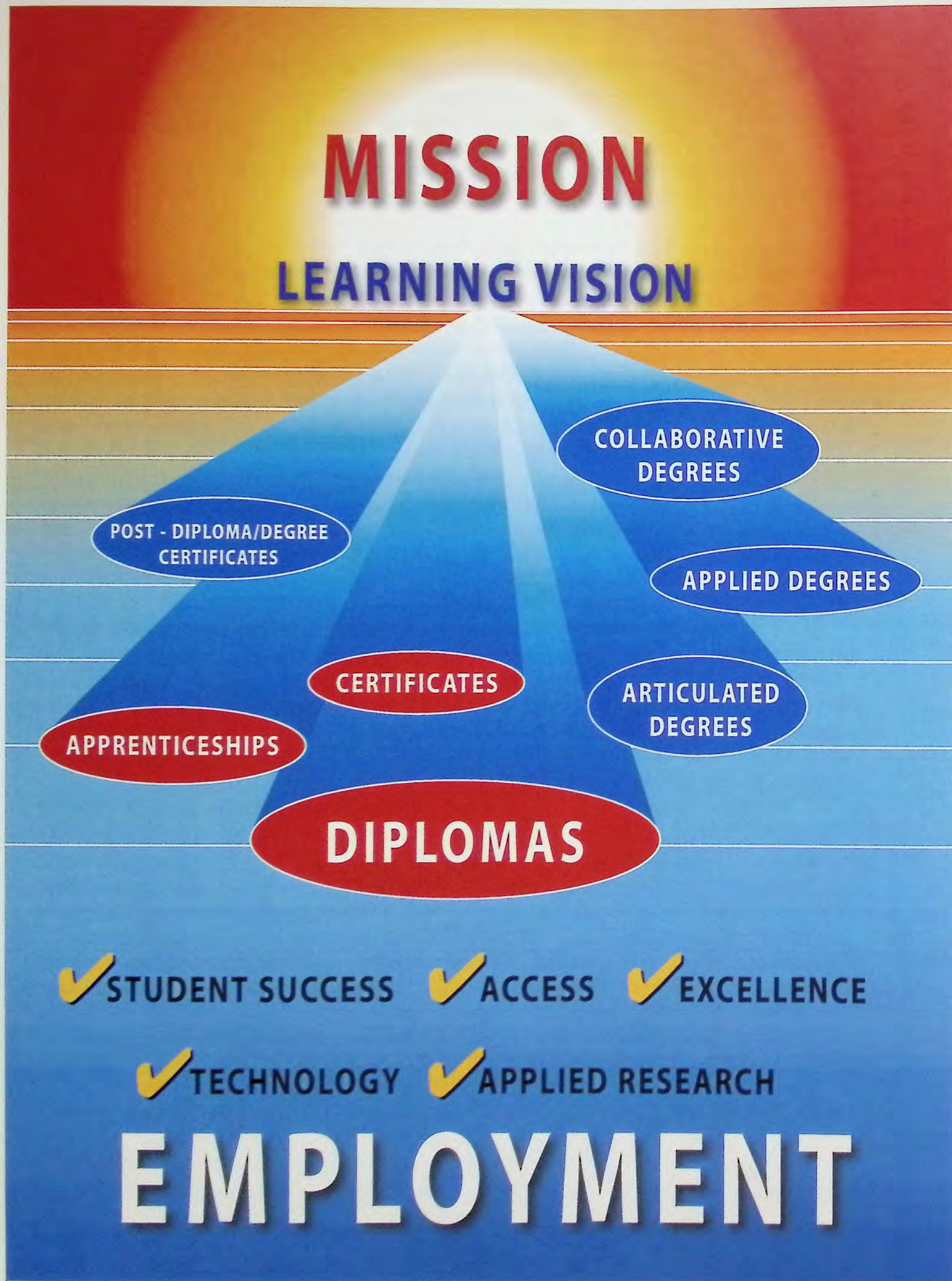
- results of Board focus groups on articulation/certification/mission;
- consultations with staff and students;
- consultations with representatives of business, industry, health, and service agencies;
- consultations with the London Economic Development Corporation;
- review of academic plans from other post-secondary institutions and review of documents from ACAATO (Association of Colleges of Applied Arts and Technology of Ontario) and other provincial and national organizations;
- review of census data.

### **WE PROMOTE OPPORTUNITY...**

The opportunity for Fanshawe College to provide a differentiated mission is in keeping with our diverse communities' needs and with our core values.

### **...WE ARE FANSHAWE COLLEGE**





## THE VISION OF LEARNING AT FANSHAWE COLLEGE

In order to provide excellent education that builds applied skills and supports lifelong learning, we commit to this vision of learning, which articulates the goals that we strive for in the context of our College Mission and Vision. We will

- kindle enthusiasm for education and instill a desire for further learning;
- develop positive and dynamic partnerships among learners, College employees, industry, government, other educational institutions, the local community, the international community, and society-at-large;
- design our facilities and services with a focus on providing a full range of supports for learners and for the teaching and learning process;
- provide opportunities for all members of the College community to grow intellectually, experientially, and educationally in order to maintain our currency in the face of changing needs;
- support our teachers as innovative and effective facilitators of student learning, including the development of learning systems, delivery techniques, authentic evaluation strategies, and the use of instructional technology as appropriate;
- motivate, facilitate, and support learners in their educational goals and personal goals;
- place the needs of learners first in the development and delivery of learning opportunities;
- design learning opportunities that are accessible, with geographic and time restrictions minimized wherever possible;
- design learning opportunities that are genuine, engaging, relevant, and reflective of the workplace environment while addressing the diversity of learning styles and needs;
- design learning opportunities that emphasize the development of critical thinking skills, participative and team skills, and the ability to focus and direct personal learning.

HISTORY

HISTORY

**HISTORY**

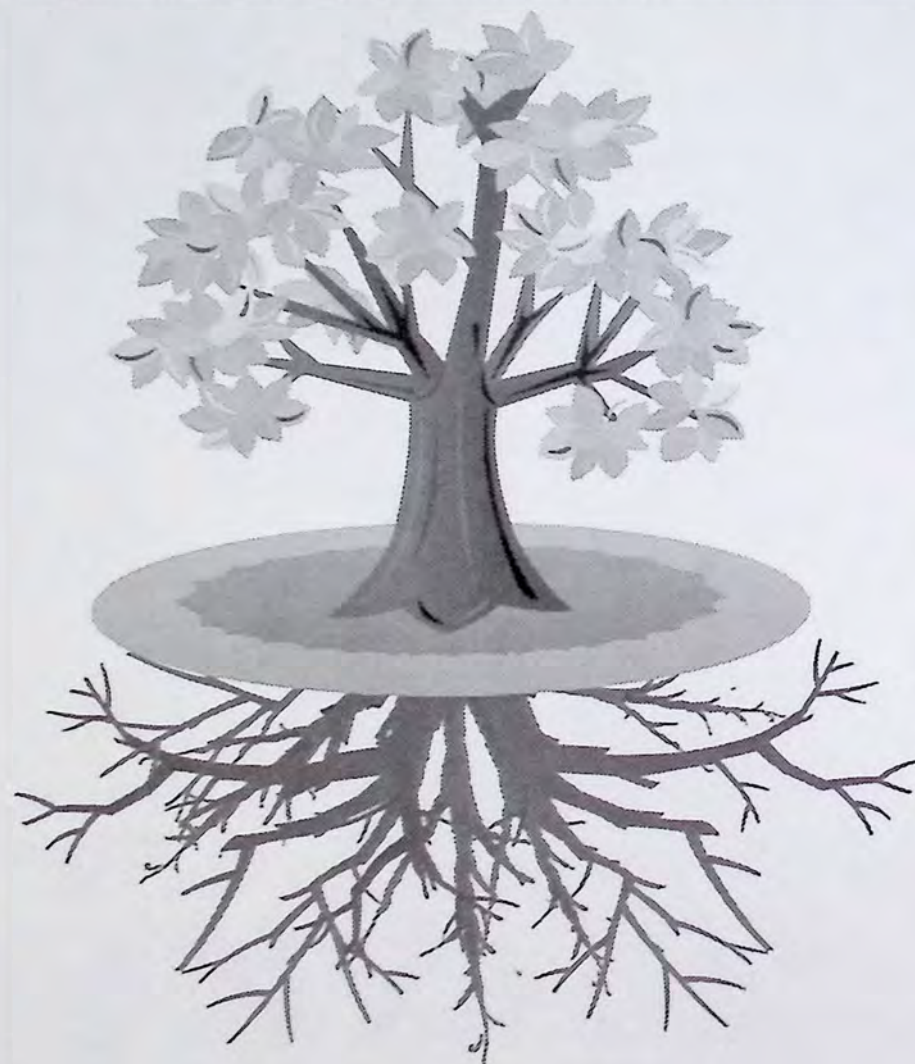
HISTORY

HISTORY

## FANSHAWE : A TEMPLE OF LEARNING IN THE WOODS

### PUTTING DOWN ROOTS

In 1966, the site of the former Ontario Vocational Centre on Oxford Street East in London, the Forest City, was chosen as the location of a new community college. The following year, Fanshawe College, whose name, meaning "a temple in the woods," echoes that of a nearby lake and park, opened with 500 day students under the leadership of its first President, Dr. James Colvin.



### BRANCHING OUT

A campus of Fanshawe College opened in Simcoe in 1967. The Oxford County campus in Woodstock, also east of London, opened in 1968. In 1969, a third area campus opened in St. Thomas, south of London, to serve the needs of Elgin County. All three of these campuses have since built new and expanded facilities to house ever-growing activities. The Woodstock campus is housed with a Community Centre; the St. Thomas campus shares space with a new secondary school. In 1979, the year that Harry Rawson became Fanshawe's second President, a new facility opened in Simcoe, known as the James N. Allen Campus.

## CELEBRATING UPWARD AND OUTWARD GROWTH

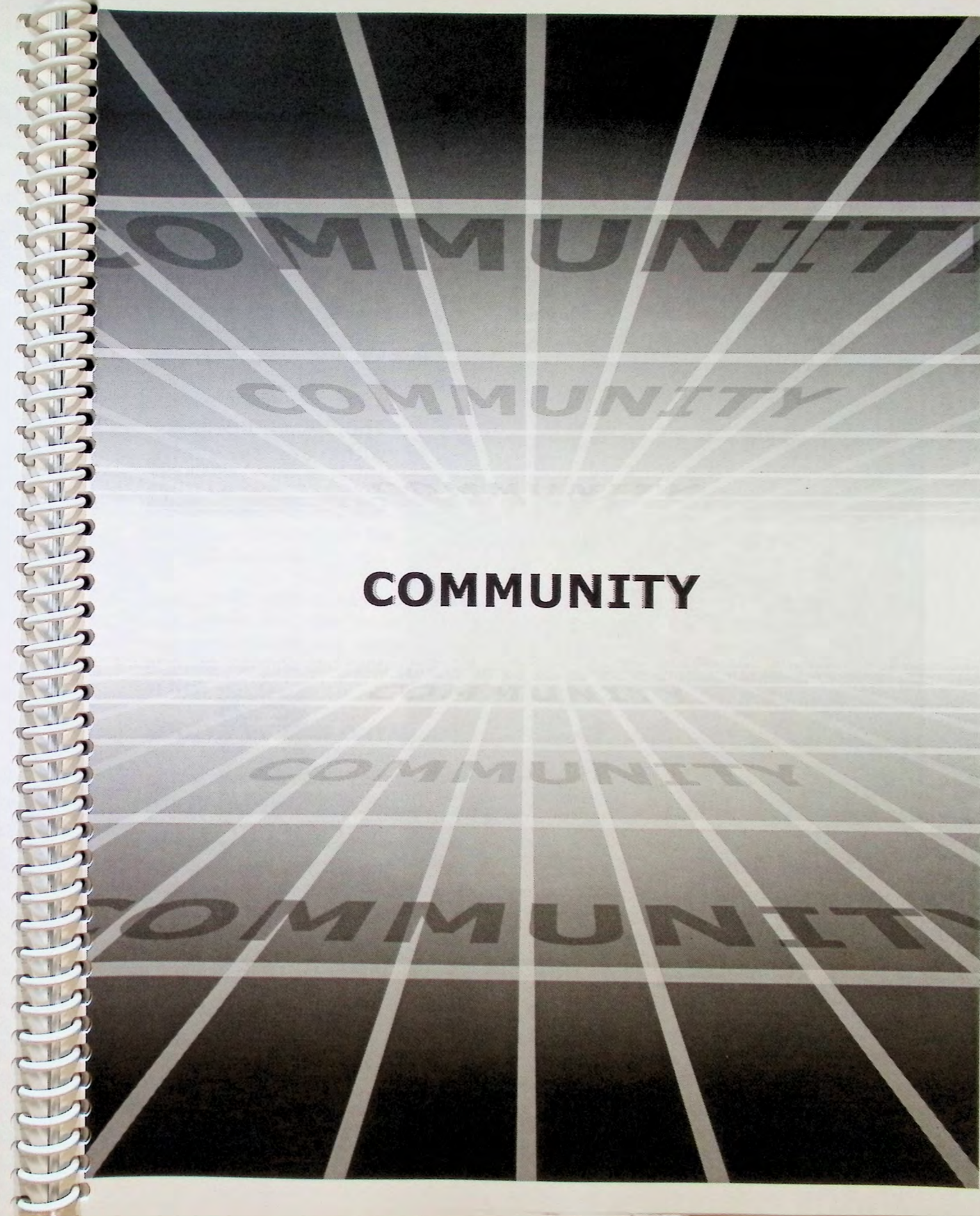
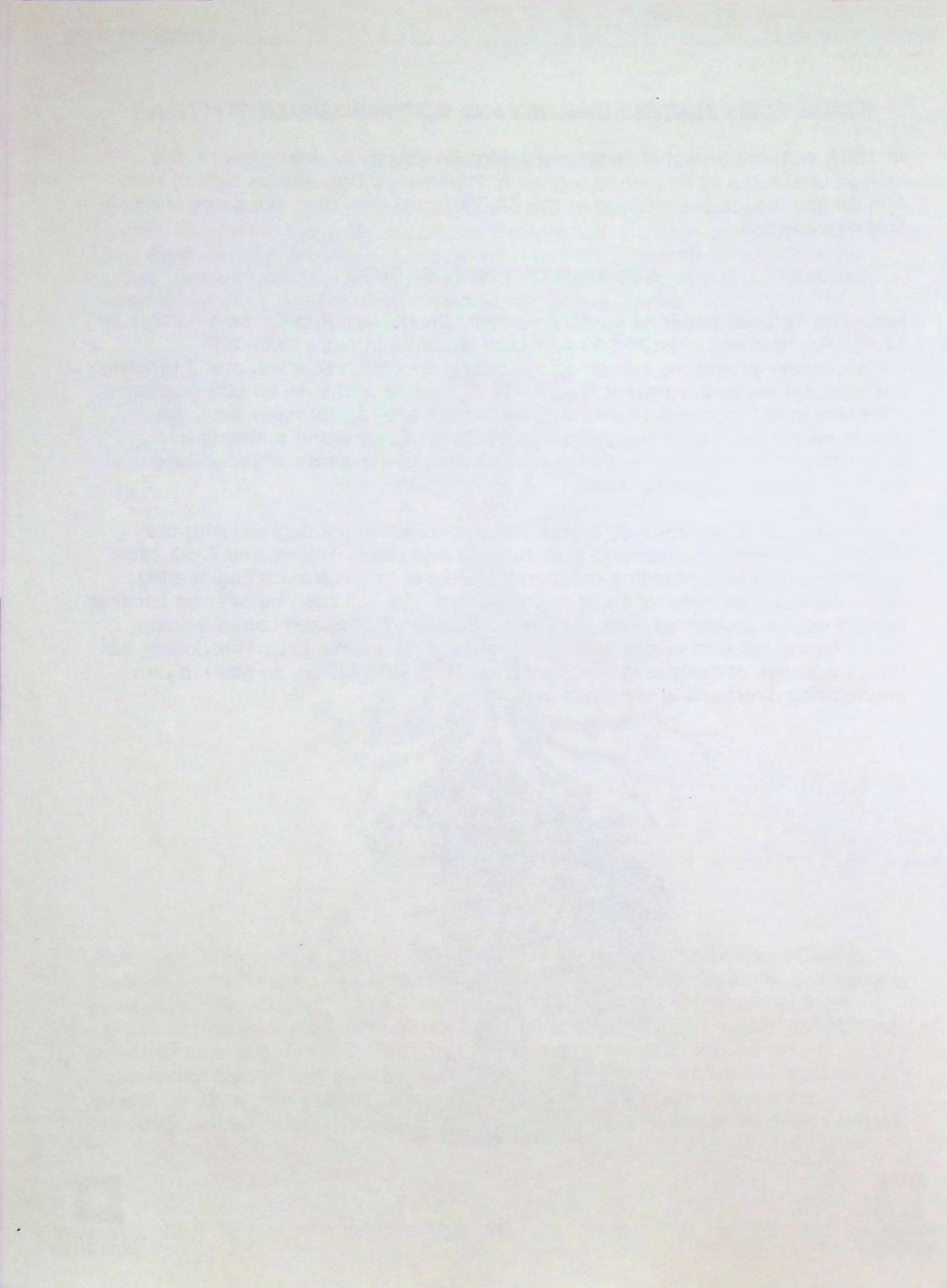
In 1987, with the arrival of Fanshawe's third President, Dr. Barry Moore, the College celebrated its tremendous growth. Fanshawe's first Alumni Officer, Mary Ann Darling, began the tracking of the 30,000 graduates then living and working around the world.

### SENDING OUT NEW SHOOTS

Fanshawe College, under its fourth President, Dr. Howard Rundle, now hosts over 12,000 full time and over 39,000 part time students in more than 100 postsecondary programs, numerous continuing education courses, and a growing international student representation. In 2002, we tracked over 80,000 graduates. With almost 800 personnel (almost half of whom are faculty members), we deliver education in over one million square feet of space and maintain a balanced budget and an over 90% graduate employment rate while seeking continuous growth opportunities.

Fanshawe College has recently begun offering collaborative degrees with the University of Western Ontario in both Nursing and Media Theory and Production, to accompany a long-standing collaborative degree in Electronics Engineering Technology and Bachelor of Engineering Science. We will soon be offering our first applied degree programs: Bachelor of Applied Arts: Integrated Land Planning Technologies and Bachelor of Applied Technology: Biotechnology. The College will take advantage of the strength and stability of its long history to grow in new and exciting directions in the years ahead.

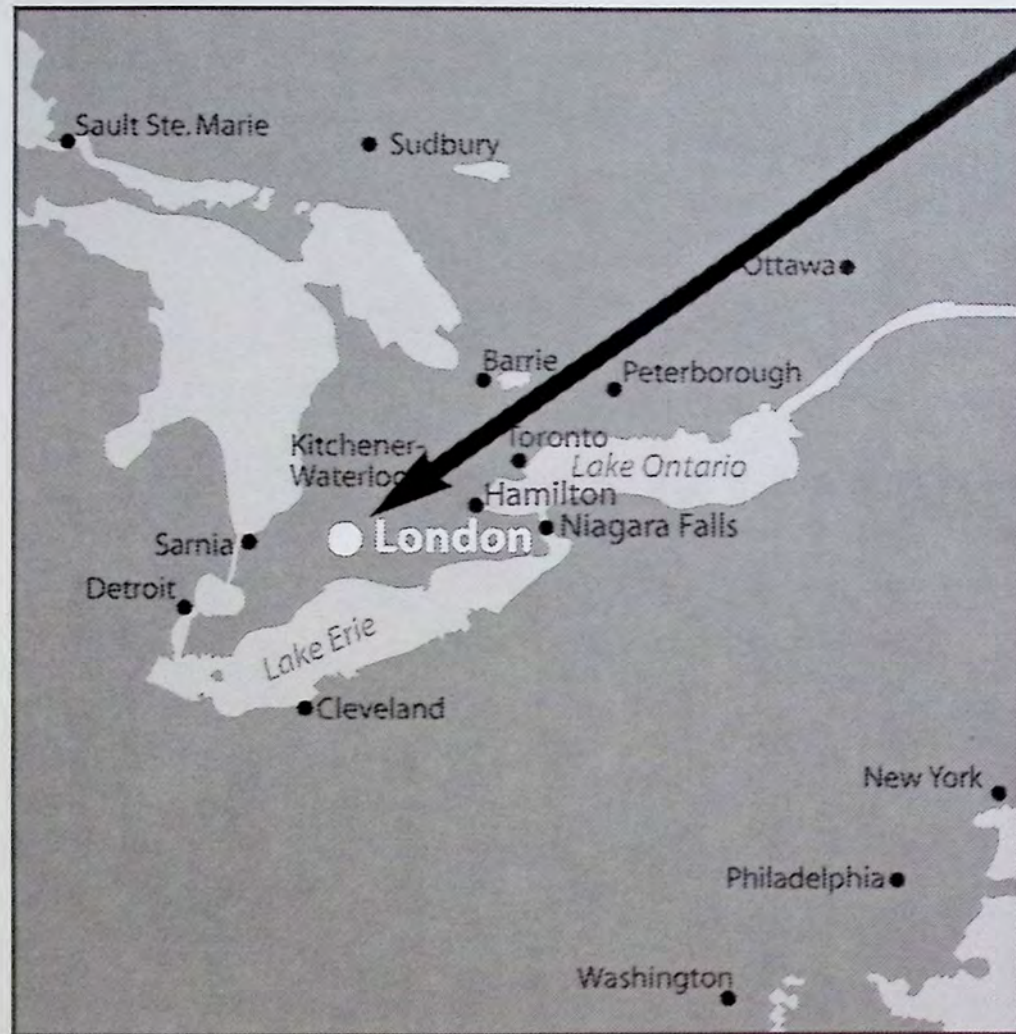




**COMMUNITY**

## FANSHAWE – WE'RE AT THE CENTRE OF THINGS

The demographic and economic reality of Southwestern Ontario demands that Fanshawe College remain true to our history of providing a breadth of educational opportunities while at the same time ensuring that we have the required resources to offer applied degrees and specialized programming to meet the economic demand.



London and area  
650,000 people

150,000,000 people  
within one day's drive

On NAFTA trade route



## LONDON, ONTARIO and REGION

London is the regional centre for southwestern Ontario. Surrounded by the Great Lakes, London's strategic location between the eastern and midwestern urban regions of Canada and the United States (with over 150 million people within one day's drive) is recognized as an excellent location for business and industry. London's easy access to the United States marketplace offers many opportunities for its business community. As North American trade grows with NAFTA, London's strategic position will become increasingly important. The population in the immediate catchment area for Fanshawe College is estimated at 650,000.

London has a diverse economic base. Many national and international businesses and industries have chosen London as their Canadian home, as it offers the lifestyle and business atmosphere that is desired by today's decision makers. Great-West Life, Labatt Breweries, and TD Canada Trust are London firms in the world markets with offices in London Ontario. Significant investment in manufacturing and construction has been made by 3M Canada, Ellis-Don, General Motors, General Dynamics, Ford Motor Co., Kellogg Salada, Lever Industrial, Southside Construction, Trojan Technologies, EMCO, and Kaiser Aluminum. Some of the benefits of London that continue to attract and retain these companies include access to a highly skilled workforce, comprehensive low cost healthcare benefits, a competitive tax rate and a positive attitude by local government towards business.

In addition, London has a strong telecommunications infrastructure and is on its way to becoming the "most-connected city in Canada". There are numerous industries conducting research in the communications field, and a strong and growing inbound call centre sector that is second only to the call centre industry in New Brunswick.

## SOUTHWESTERN ONTARIO

From its inception, Fanshawe College has been an outward looking institution, with strong ties to its communities and employers. Also, from its inception, Fanshawe has been focused on making a difference in the lives of its learners.

To ensure that we continue to serve this region effectively Fanshawe College remains true to its mission of providing a comprehensive range of educational opportunities for the residents of Southwestern Ontario as well as supporting, creating and fostering strategic centers of excellence. The support of our agency partners for this mission has been confirmed through discussions.

### **ECONOMIC DIVERSITY**

The diverse economic base for London and region is supported by Fanshawe College in our commitment to our continued breadth of educational opportunities. In addition, the College recognizes and supports the ongoing economic development of the region by responding to the London Economic Development Corporation's identified key sectors of economic growth:

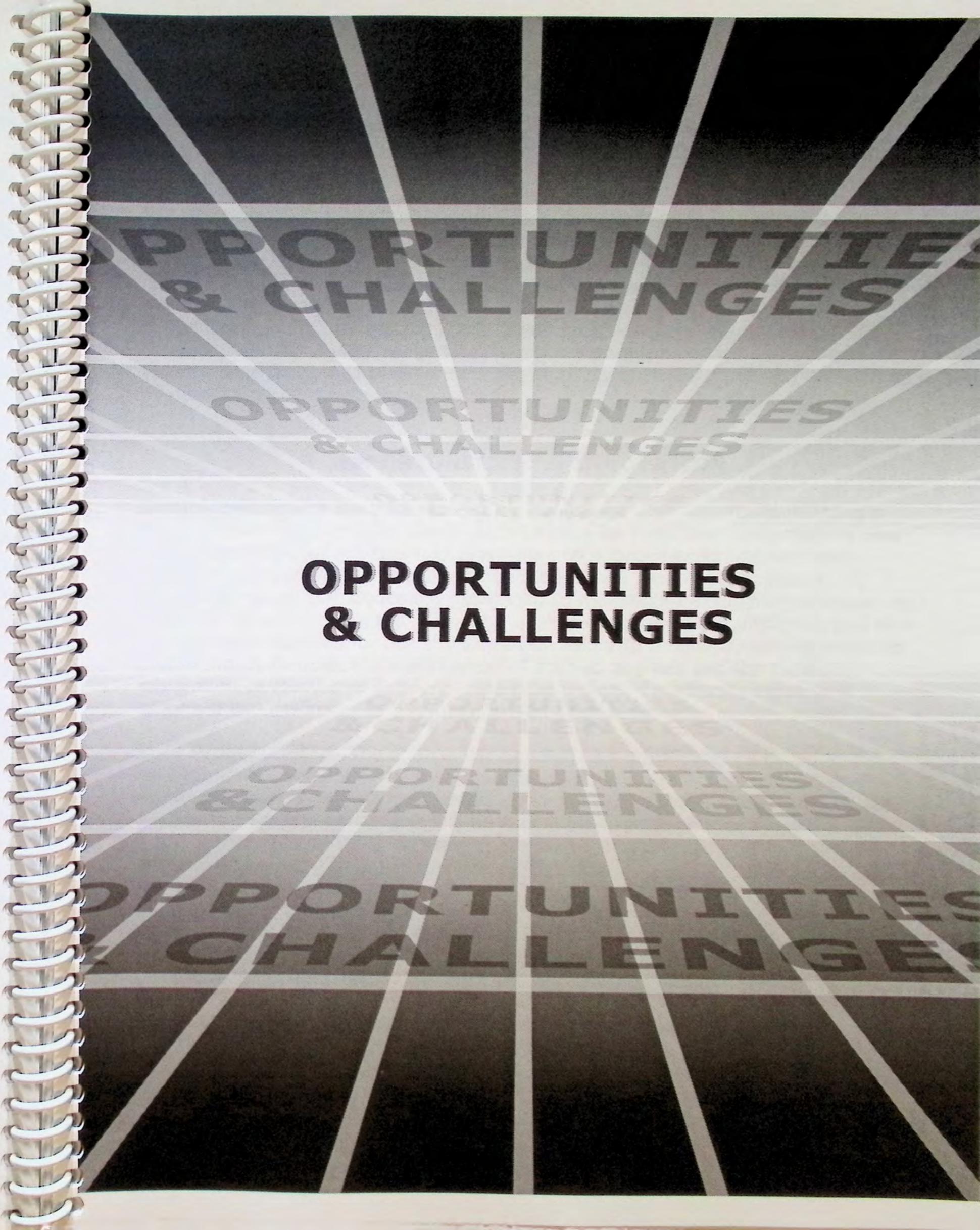
- Customer Service
- Financial Services
- Manufacturing – Automotive
- Manufacturing - Food Processing
- Technology (Biotechnology/Life Sciences and Information Technology)
- Transportation and Distribution

The College has and will continue to work in partnership with industry in our region to develop applied degree, diploma, certificate and apprenticeship programs that meet the needs of our region, the province, the country and the world in these sectors.

### **LOOKING BEYOND SOUTHWESTERN ONTARIO**

Fanshawe College is committed to

- Partnering with other educational institutions,
- Partnering with business and industry
- Drawing Canadian students from beyond southwestern Ontario
- Encouraging International students to come to Fanshawe College
- Developing International projects



## WE PROMOTE OPPORTUNITY

**Increasing Access Opportunities-** Fanshawe College seeks to ensure that opportunities for education and life achievement are not restricted by income, race, gender or demographic variables.

**Building on our Strong Traditions-** Fanshawe College is committed to innovation. However, despite the current fiscal environment and sometimes abrupt policy shifts, we remain committed to ensuring that certificate and diploma level educational opportunities will continue to exist in a comprehensive manner. We remain committed to our traditional strengths: relevant, current curriculum, community partners, and co-op programming. We provide our communities with a wide range of skilled trade programs critical to economic growth. Innovation and tradition are not mutually exclusive, and no firm line can be drawn between the two.

## OPPORTUNITIES for INNOVATION

**Implementing the New Charter-** The newly legislated Charter for Ontario's community colleges creates many opportunities for Fanshawe to operate in new ways: the ability for the Board of Governors to approve programs and the capacity for Fanshawe to establish Foundations and profitable subsidiary companies. Fanshawe College is positioned to maximize the funding necessary to meet its current challenge of providing quality educational programming and new learning opportunities for our students. Our ability to further develop specialized programming through the introduction of applied degrees and the further integration of innovative delivery systems is critical. Community employers require these theoretically informed, skilled graduates.

**New Programming-** The college will develop new certificate, diploma, collaborative, and applied degree opportunities. Learners and graduates of diploma programs will have increased opportunities to move into degree or other programs. These opportunities will be accessible in a number of flexible delivery formats that maintain or increase our standards of academic quality.

**New Modes of Curriculum Delivery-** Fanshawe is committed to providing learners with many modes of curriculum delivery to meet the needs of our diverse communities. Some learners will want web-enhanced courses, others would like online course delivery or satellite delivery, or independent study or fast-track options.

**Applied Degrees-** Employers in certain sectors, such as manufacturing, healthcare, technology, communications, and media, are demanding that graduates have both technical job-specific skills and a theoretical understanding

of their professions. Applied degrees will become increasingly important to the program mix at Fanshawe College. The degrees will meet the Post-Secondary Education Quality Assessment Board's (PEQAB) rigorous approval process and faculty must have a minimum of a Masters degree or other terminal credential in fields that do not have graduate level programs. Integrating this new educational format into the existing programming will bring faculty new opportunities to teach in a different format and will give graduates more employment opportunities.

**Applied Research-** The introduction of the new Charter provides the opportunity and challenge for Fanshawe College to develop the capacity to lead and support applied research activities in partnership with business and industry. The goal of such research is the development of commercialized products and services. Another goal of Applied Research is to increase knowledge and scholarship of college teaching practices. As well, the opportunity to develop subsidiary corporations that support the capital and operating needs of the colleges and that nourish the ongoing development of centres of excellence will be crucial.

**Increased Partnerships-** Fanshawe College has a strong tradition of community partnerships. Working with others brings new ideas, fresh perspectives, shared knowledge, and combined strengths. Fanshawe plans to increase partnerships involving

- internal programs and divisions;
- other colleges;
- universities;
- professional organizations;
- private and/or public sector employers;
- alumni;
- international students, educators, and businesses.

### PEOPLE MAKE THE DIFFERENCE

**Faculty and Staff Renewal-** Fanshawe faculty and staff have provided excellent programs and services for over 35 years. The expected increase in new faculty and staff due to anticipated retirements is an opportunity for Fanshawe to continue and, in some cases, strengthen existing standards of academic and service excellence.

**Faculty and Staff Retention-** Increasing methods to reward current faculty will ensure that the existing faculty remain committed to the learners and the College. All faculty members will have ongoing access to professional development, including opportunities to learn how to support learning through the use of mediated technology and enhanced learning tools.

**Faculty Credentials-** As well, as we become engaged in the delivery of applied degree programming, it is becoming increasingly necessary to ensure that our faculty are able to access graduate level degree opportunities through professional development activities.

**Qualified Students-** Fanshawe is committed to helping students find the right program for their talents and career goals. Improved recruitment techniques, increased liaison with secondary school guidance teachers and school districts, and increased web presence have resulted in Fanshawe being a college of choice for many Ontario applicants. Once students arrive at Fanshawe, early detection of "at risk" students, increased advertising of academic services, mentoring programs, orientation sessions, and student success initiatives are helping Fanshawe students succeed in their studies.

### CHALLENGES

Fanshawe has a strong record of meeting and dealing with the numerous challenges placed on delivering education at community colleges. Fanshawe requires increased sources of revenue to provide the quality education it envisions for future learners. With significantly increased enrollments over the past several years, in addition to the expected double cohort years, Fanshawe College has been continually challenged to meet its commitments.

**Too Much Success:** good news and bad news-Fanshawe College continually meets or exceeds the provincial average in all key performance indicators including graduate satisfaction, employer satisfaction, and our graduate employment rate. We have become a destination of choice for many students, thus bringing increased demand for entry.

**Enrollment Distribution-** Some programs at Fanshawe are so popular that we cannot accommodate all qualified applicants. Fanshawe College has experienced rapid growth in a number of program areas and has a number of severely oversubscribed programs. To provide access to a quality education we must work toward an enrollment distribution that is reflective of the economic opportunities in our region, the province, and the country. The College must ensure that our programs continue to have high placement rates for graduates regardless of the enrollment patterns and that our programs are viable not only financially, but also regarding graduate opportunity.

**Under-prepared Students-** Many of our applicants arrive at Fanshawe without the academic prerequisites or academic average for their program of choice. Many of these applicants take our preparatory programs in Pre-Health, Pre-Technology, Human Services Foundation, or General Arts and Science to prepare for their programs of choice. Students who meet their desired program requirements may need on-going support, especially in English and Mathematics.



**Reduced Funding/Increased Enrollments** – While Fanshawe has met the challenge of handling significantly more students with fewer dollars per year, this trend cannot continue without the College compromising its core value of quality education. Fanshawe is facing a continuing competitive disadvantage that is associated with the comparatively poor funding of Ontario's post-secondary system, together with pressures to differentiate between colleges on the basis of programming, funding and opportunity. Current government funding levels, while improving, are still inadequate: the steadily increasing applicant demands, the shortage of physical space, aging infrastructures, and increasing demands for new technology and technologically enhanced delivery systems have stretched the resources of the College. Without more funds for students and infrastructure, Fanshawe will have difficulty delivering quality academic services if enrollment continues to grow.

### **NOT ENOUGH SPACE, NOT ENOUGH EQUIPMENT RENEWAL**

**Space and Facilities-** The Enrollment increases experienced by Fanshawe College continue to significantly challenge the College. The demand for new programs to meet industry and economic demand, and the opportunity to increase the numbers of students is severely restricted by our existing physical space. Superbuild funding has alleviated some of the pressures, but further funding is required for us to continue to enhance and renovate our existing space and create new space to accommodate the growing population of the region and Fanshawe College students.

### **CHALLENGES THAT ARE REALLY OPPORTUNITIES**

**ALTERNATE MODES OF DELIVERY-** The limited physical space has been a significant factor in our search for innovative and effective alternate curriculum delivery methods.

The Web - Webct, a web-based curriculum delivery shell, has been in place for five years. Currently, 330 teachers use Webct to deliver 220 courses to roughly 7,200 students. There are 20,000 user accounts. The system is reliable and well integrated across the College. Other opportunities to leverage physical space requirements through the introduction of pedagogically sound, technologically enhanced delivery methodologies are being explored.

Weekend College- As well, many programs are offered in a weekend college format, and in some cases full-time and part-time post-graduate programs have been combined through creative scheduling and web delivery.

Outcome Based Delivery- Fast track programs require that learners complete the learning outcomes in a condensed time frame. There are many opportunities for Fanshawe to increase fast-track opportunities for students.

Alternate delivery development represents both a challenge and an opportunity as the funding and development time to support these initiatives challenge our current resources. Fanshawe College recognizes that these initiatives must ensure that the learning achieved through these alternate modes of delivery either meets or exceeds the current quality academic standards. These initiatives will provide our learners with even greater access to programming options.

### **FINDING THE RIGHT PEOPLE**

Recruitment has become of heightened significance in the entire college system. Recruitment of new top-level administrators, faculty, and staff for program areas where the demand for graduates is extremely high can be difficult. The college system as a whole must provide the funding necessary to ensure that we remain competitive in our ability to recruit highly qualified and sought after professionals.

### **KEEPING PACE WITH TECHNOLOGICAL CHANGE**

The fiscal pressure to incorporate new technologies into college programs is coupled with the demands of ensuring that technological, physical and human resource infrastructures are continually upgraded and maintained.

### **COMPETITION**

Competition challenges our college to continually improve its programming and services. The colleges in Ontario are now facing significantly increased competition from private colleges and universities offering certificate, diploma and degree programs. Private institutions challenge Fanshawe College to provide quality education through more flexible delivery systems for students. Often these institutions provide access to programming in a shortened time frame. Fanshawe College must position itself to ensure that our students have access to programming that is flexible and time sensitive.

### **ACCOUNTABILITY**

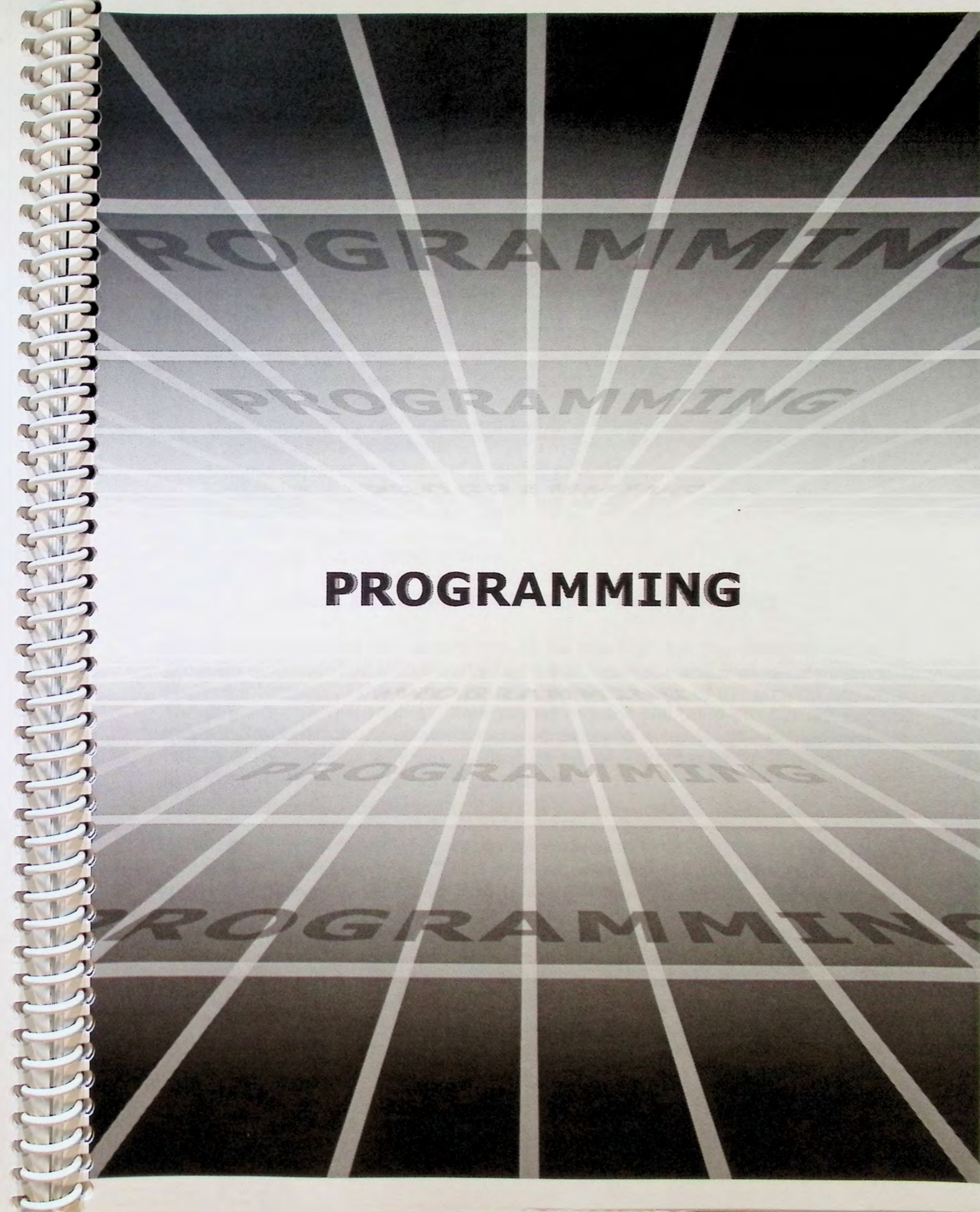
The government has initiated increasingly aggressive funding methods for measuring college and program performance and linking performance to funding. The Key Performance Indicators (KPIs) and the competitive Superbuild funding processes are two such examples. Performance based funding is a challenge which makes our programs accountable to our students, graduates and employers. Poor performance means reduced funding. Fanshawe must continue to have strong performance and accountability as a means to maintain and increase funding.

## PROMOTING OUR STRENGTHS AND INCREASING STUDENT OPTIONS

**Transferring credits-** To ensure that we are competitive in this environment, we must have an effective transfer function among post-secondary institutions. Students will be able to move among educational institutions in many ways; they must be mobile in their educational pursuits, both upwardly and laterally, and lifelong learning, episodic education and just-in-time education are critical.

**Increasing articulation-** Our goal is to have laddering opportunities for every suitable program, through articulations and other agreements. To attain this goal, we will need to ensure that part-time learners have access to a variety of programming areas, that processes for ease of transfer between other institutions and ourselves are clarified, and that enhanced articulation agreements for our programs are developed. Fanshawe has started this process and will continue to expand it.

**Centres of Excellence-** Fanshawe has created an internal vetting process to establish Centres of Excellence based on eight criteria: External Recognition; Quality; Resources; Support of College Mission Statement and Strategic Goals; Programs and Services; Contribution to Applications of Knowledge; Marketability; and Strategic Educational Partnerships.



## BUILDING A VISION ON A STRONG FOUNDATION

Fanshawe College provides a broad range of educational opportunities to residents of Southwestern Ontario. A spectrum of educational opportunities for our students and employers provides multiple access points and routes to success so that students can "ladder" their studies. A comprehensive range of programs, full and part-time formats, a wide range of delivery methods, as well as transfer credit and prior learning assessment processes, enable Fanshawe students to achieve multiple levels of post-secondary credentials for lifelong learning and continued career success in the diverse economy of Southwestern Ontario and beyond.

Fanshawe's offerings include

- college and literacy upgrading programs;
- apprenticeship training;
- post-secondary certificate and two and three-year diploma programs;
- post-graduate programs;
- university preparation and transfer programs;
- collaborative degrees;
- articulation opportunities;
- applied degrees;
- corporate and contract training.

## QUALITY COMPREHENSIVE PROGRAMMING

- Fanshawe's emphasis will continue to be on the high quality, comprehensive programming that has traditionally been our strength, and that is responsive to student interest and the diverse, broad-based economy of the London region. The directions planned for a differentiated mission will build on, but not replace, this solid foundation. Fanshawe's determination to maintain the comprehensive nature of its offerings while expanding its advanced programs fulfills both provincial mandates and national directions.

**"Differentiation strategies must...maintain and protect the current level and range of programming." The Honourable Dianne Cunningham, Minister of Training, Colleges and Universities, August 19, 2003**

**"...allow for transparency in post-secondary education funding...ensure public, accessible post-secondary education for all Canadians who wish to pursue skills upgrading, training, and academic programs..."  
National Summit on Innovation and Learning**

- Fanshawe College will focus on the development of initiatives that build on and support our comprehensive emphasis. This focus will take us in directions that will accommodate appropriate Enrollment growth and an increased array of selected programming in the areas of applied degrees, collaborative degrees, and articulations. These new programs will provide expanded opportunities for students to efficiently and easily continue their education beyond the certificate and diploma levels.

### **ACHIEVING THE VISION**

To meet the needs of our diverse student population and our region while implementing a differentiated mission, Fanshawe will implement activities in the following directions.

#### **BUILD ON STRONG PROGRAMS**

- Explore possibilities for further development of programs and of Centres of Excellence in areas of documented industry need, in order to enhance opportunities available to students by building on Fanshawe's outstanding reputation in a number of leading edge programs.
- Continue to ensure excellent programming in support of the economic base and growth potential of the Southwestern region with programs that are up-to-date, supported by appropriate equipment, services, and resources, and taught by credentialed faculty.
- Develop new programs in the areas of academic strengths, especially where these have a strong applied flavour.
- Streamline and simplify the number of program offerings while still recognizing the need for diversity of programming.
- Cluster like or interrelated programs within and across divisions for promotional purposes.
- Review co-op programs in terms of their requirements and delivery issues.
- Expand existing flexibility in the structure and delivery of our programs to increase accessibility for more part-time, international, and other non-traditional students.

### **EXPAND DEGREE PROGRAMS**

- Expand Collaborative and Applied Degree programs to comprise 10% to 15% of the programming at Fanshawe, building on the philosophy of learning ladders to provide multiple routes of access to these programs.
- Base degree program development on an assessment of our current strengths and the interests of our students, as well as a thorough assessment of the needs of the employers in the London region and beyond.
- Facilitate the development of interdisciplinary and joint applied degree programs and build on our collective strengths to develop new initiatives in emerging areas.
- Aggressively pursue and promote articulation agreements in order to expand the opportunities for students to recognize and apply their transferable skills and education. Create pathways in as many program areas as possible to enable students to achieve baccalaureate education, should that be their desire.

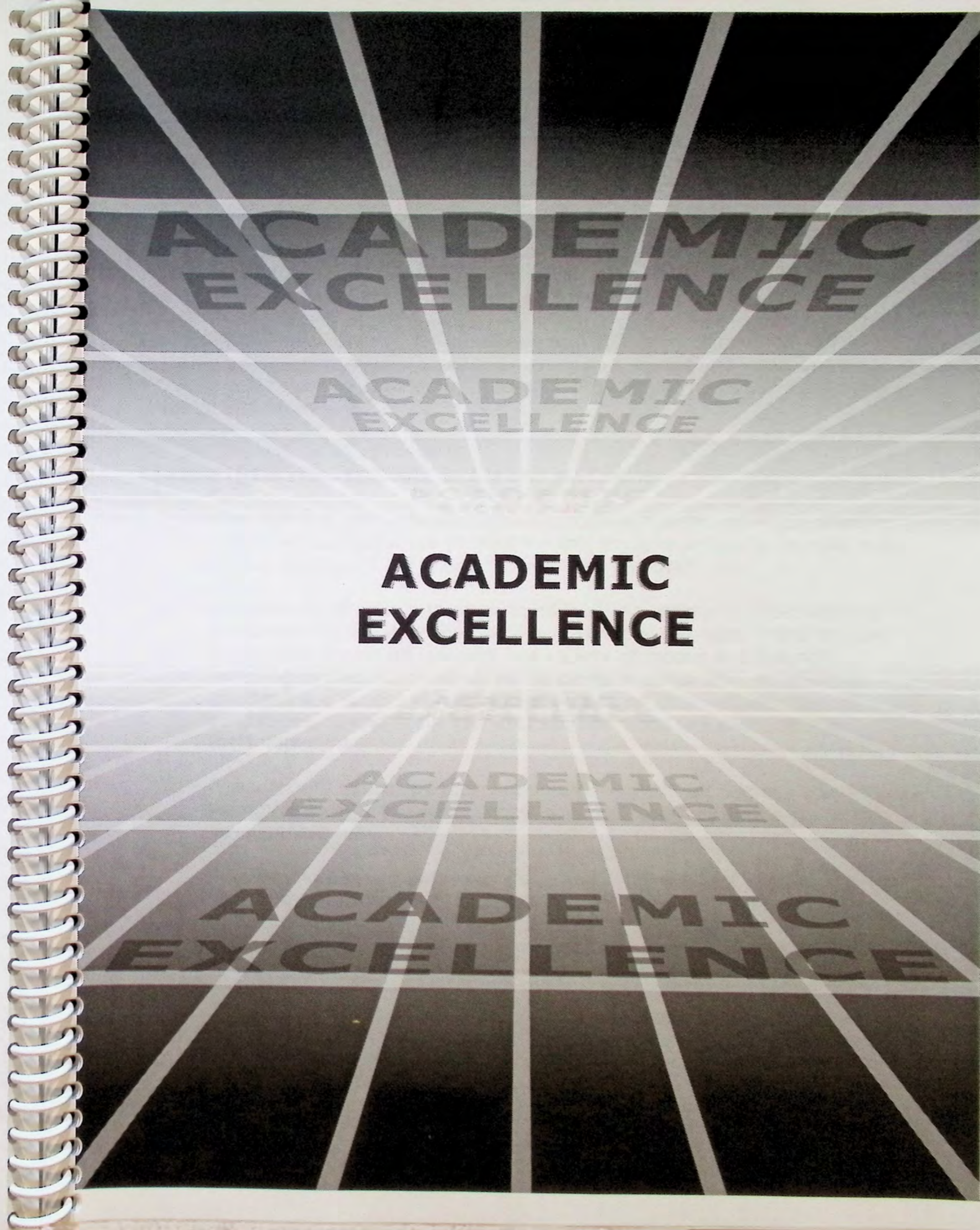
### **SUPPORT EXCELLENCE AND ACCESS**

- Emphasize core vocational programming, the development of generic skills, and exposure to an appropriate mix of general education offerings in an elective format.
- Enhance the existing internal and external program review process, including the addition of a peer review component for degree programs, to ensure continuance of strong programs that meet proven market demand and performance benchmarks.
- Provide on-site applied learning experiences enriched by technology, and on-line and distance learning opportunities appropriate to access and programming demands.
- Strengthen cooperation within divisions, and among divisions and campuses, in order to promote integrity and sharing of courses and elimination of course duplication.
- Identify opportunities for sharing resources and reducing barriers to transfer among our own programs, as well as to programs in other educational institutions, so that students can take advantage of a multitude of course selections.
- Increase the participation rates of international students.

### **FOCUS ON APPLIED LEARNING AND LEARNING FOR EMPLOYMENT**

Fanshawe College is committed to providing students with applied learning for employment.

- Design course and program curriculum with learning outcomes that will enhance the graduates' employment opportunities.
- Reflect workplace standards and practices in course assignments.
- Encourage working individuals to be guest lecturers to tie course curriculum to employment.
- Interact with employers through participation and leadership by both students and faculty in professional organizations.
- Use community employers as client groups or case study examples for student projects and in program reviews.
- Create student projects in partnership with community employers.
- Produce graduates who meet or exceed employer satisfaction rates.
- Offer co-operative education opportunities in appropriate programs to provide students with opportunities to apply their skills and knowledge in workplace situations during their programs of study.
- Ensure that vibrant advisory committees provide input to new program development and suggest needed modifications to maintain currency and relevancy.



## ACADEMIC EXCELLENCE

Fanshawe College is firmly committed to excellence in teaching and learning, in the application of technology to enhance the learning environment, in the provision of facilities and support services which will further students' success, and in the expansion of applied research. This commitment to excellence provides the hallmark by which the College engages in the development and delivery of curriculum, the establishment of admission and program standards, the recruitment and retention of faculty, the formulation of criteria for performance evaluation, and the formulation of the College's academic vision.

Fanshawe has a solid record for innovation and quality in its learning and teaching activities; however, in order to be vigilant in pursuing initiatives to increase quality and to emphasize excellence in pedagogy, Fanshawe College will undertake the following:

### STRENGTHEN TRADITIONAL DELIVERY METHODS

- Continue to base curriculum on an outcomes framework which provides a clearly articulated vision of what we intend our students to be able to do in their complex lives in and outside the classroom.
- Increase the provision of an array of learning options to meet learning outcomes and the differing needs and styles of learners. These options might include hosting learning in a variety of modes and settings, including classes augmented with tutorials or small labs, or offering courses via a variety of alternate and distance technologies supported by libraries, virtual spaces for courses, and scholarly exchanges on the Internet.
- Assist faculty to employ teaching methodologies that address a variety of learning styles by providing access to a pedagogically sound curriculum development tool.
- Develop more opportunities to share and celebrate best practice models of both qualitative and quantitative evaluation tools.
- Review the practice of co-operative education, building on Fanshawe's strength in this area and finding ways to improve and expand its delivery.
- Continue close liaison with secondary school teachers and counselors to ensure that graduates from the revised secondary school curriculum are well prepared for the transition to college programming, and that admission requirements are appropriate.

### **EXPAND APPROPRIATE USE OF TEACHING TECHNOLOGIES**

- Develop and implement a strategy to promote, facilitate, and coordinate the appropriate use of learning technologies.
- Provide new opportunities to offer technologically-mediated learning experiences and to provide greater flexibility and accessibility.

### **ENCOURAGE A DIVERSITY OF APPROACHES**

- Provide opportunities for faculty to learn how to adapt their approaches and course materials to different instructional designs.
- Continue to focus on innovation in teaching, learning, evaluation and curriculum development.
- Implement new and redesigned methodologies for learning, such as cooperative and project-based learning.
- Offer support and training to staff in order to ensure sensitivity to the diversity of our population and foster awareness and inclusive practices in both learning and support.

### **SUPPORT TEACHING EXCELLENCE**

- Recruit and retain high quality faculty and support them in the development and maintenance of excellent teaching and curriculum skills.
- Support excellence in teaching by ongoing scholarly and applied research in faculty's professional fields of study and in the field of college education itself.
- Maintain the existing accountability framework that examines and reports on quality through the use of key performance indicators, program reviews, and the instructional feedback survey.
- Encourage and reward excellence in teaching through improved evaluation and support for teachers, including expanding the existing model of student feedback on teaching and course delivery to include a comprehensive faculty performance review process.
- Offer appropriate opportunities for obtaining advanced credentials to professors and support staff who are involved in the learning environment.
- Encourage a culture of customer service that supports learning throughout the learner's experience from admission to graduation.

### **REVITALIZE CURRICULUM, TECHNOLOGY, and INFRASTRUCTURE**

To support academic excellence, Fanshawe College must continually invest in the revitalization of our people, our programs, and our physical plant.

#### **CURRICULUM**

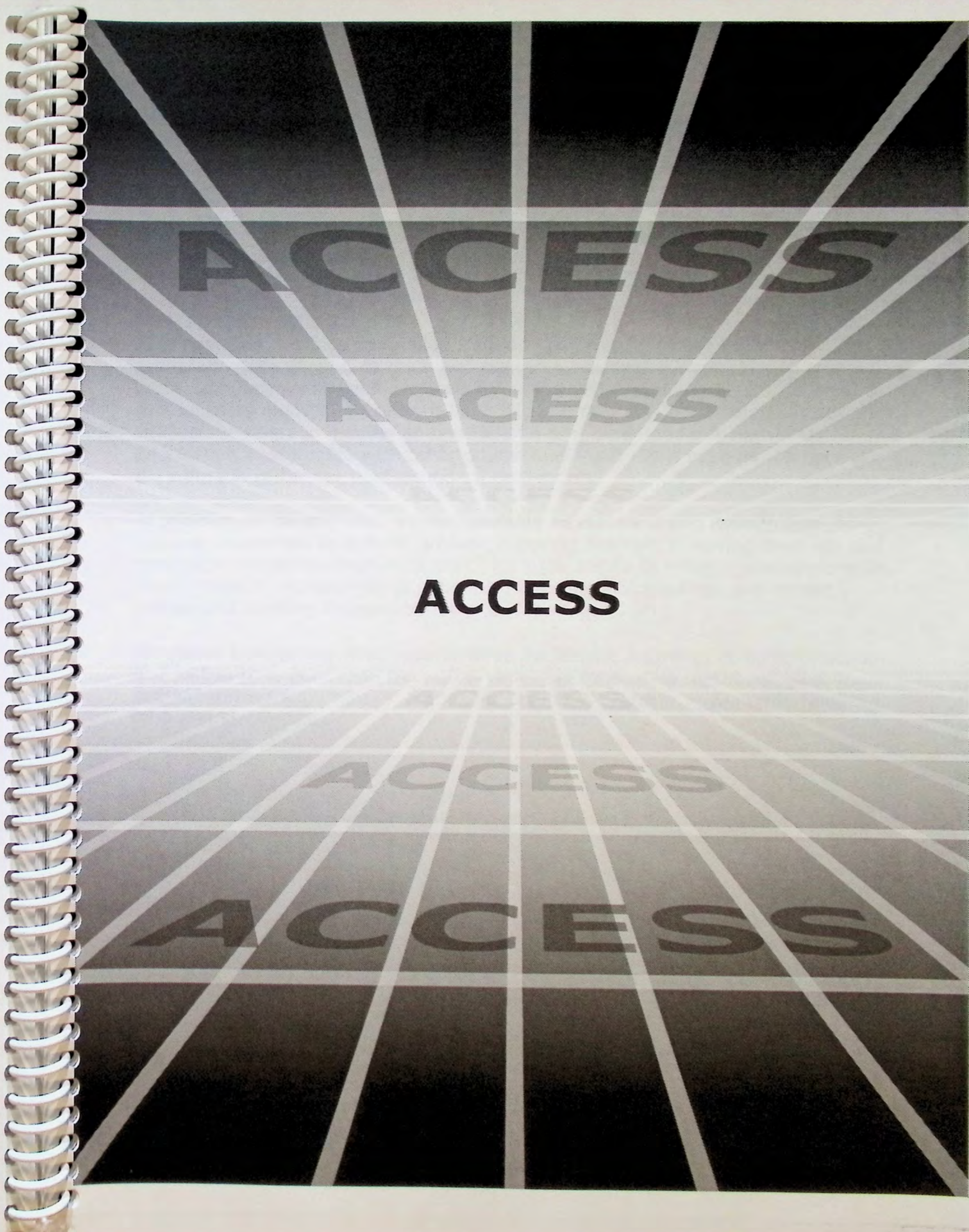
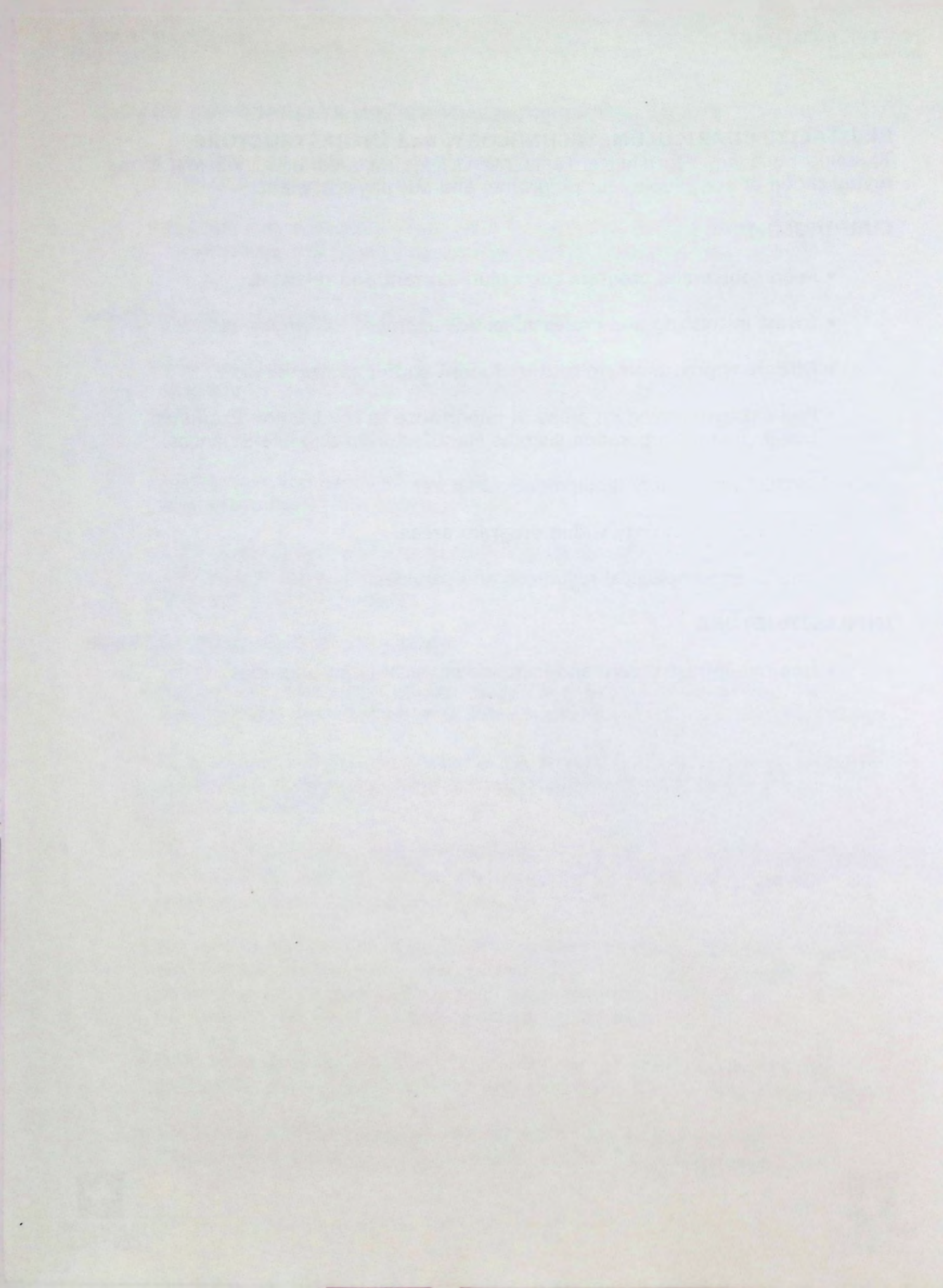
- Keep course and program curriculum current and relevant.
- Invest in training and professional development for employees.
- Offer new programming to suit student and employer needs.
- Focus programming on areas of importance to the London Economic Development Corporation such as Manufacturing and Life Sciences.

#### **TECHNOLOGY** (machinery, equipment, facilities)

- Revitalize technology within program areas.
- Improve technological resources and services.

#### **INFRASTRUCTURE**

- Improve infrastructure and increase physical plant upgrades.





## ACCESS

### **AN OPEN DOOR**

Fanshawe College is committed to ensuring fair and equitable access for all learners by offering opportunities for education and life achievement that are not restricted by income, race, gender or demographic variables. The College seeks to provide a welcoming atmosphere free from harassment, where all are welcomed and supported in their learning. International students feel comfortable at Fanshawe College.

### **MANY ROUTES TO SUCCESS**

Fanshawe will continue to provide a broad spectrum of programs at the preparatory, certificate, diploma and degree levels and will continue to create ladders for learners to achieve mobility in their educational pursuits. To ensure that learners enjoy mobility both vertically and laterally, our curriculum design supports learners in moving among College programs, and our numerous articulation agreements with other educational institutions support learners in their pursuit of further postsecondary credentials.

In addition, a comprehensive Prior Learning Assessment and Recognition (PLAR) process, supported by a PLAR advisor, supports learners in having their life and work experience assessed in terms of its applicability to college program credits. This process is increasingly popular with international students and recent immigrants seeking recognition for prior learning.

Fanshawe College provides opportunities for lifelong learning, episodic education and just-in-time education through a variety of innovative methodologies. To support further expansion of access opportunities, Fanshawe will undertake the following strategies:

### **PATHWAYS AND LADDERS FOR LIFELONG LEARNING**

- Continually provide a wide and comprehensive spectrum of programs on both a full time and part time basis that enable the learner to achieve at the preparatory, certificate, diploma or degree level. Fanshawe College will continually build on our collective strengths to develop new initiatives in emerging areas through our centres of excellence.
- Provide opportunities for learners who may have to interrupt their studies to continue their educational pursuits through the creation of logical entry and exit points. Laddering opportunities will be made available, wherever possible, for those learners.
- Ensure that learners at Fanshawe College have access to a seamless education that allows ease of transfer between Fanshawe programs, to programs at other colleges, and to degree programs via articulation agreements with universities.
  - Create further opportunities for students through articulation agreements and degree transfer opportunities.
  - Reduce and eliminate barriers to ensure that learners can transfer with ease between programs at Fanshawe College.

### **SUPPORT FOR NEW LEARNERS AND THOSE WITH SPECIAL NEEDS**

- Continue and increase liaison opportunities with secondary school teachers and counselors to ensure a smooth transition between the revised secondary school curriculum and college programming.
- Expand testing and counseling services to applicants and learners with special learning needs.

### **TECHNOLOGICALLY ENHANCED LEARNING**

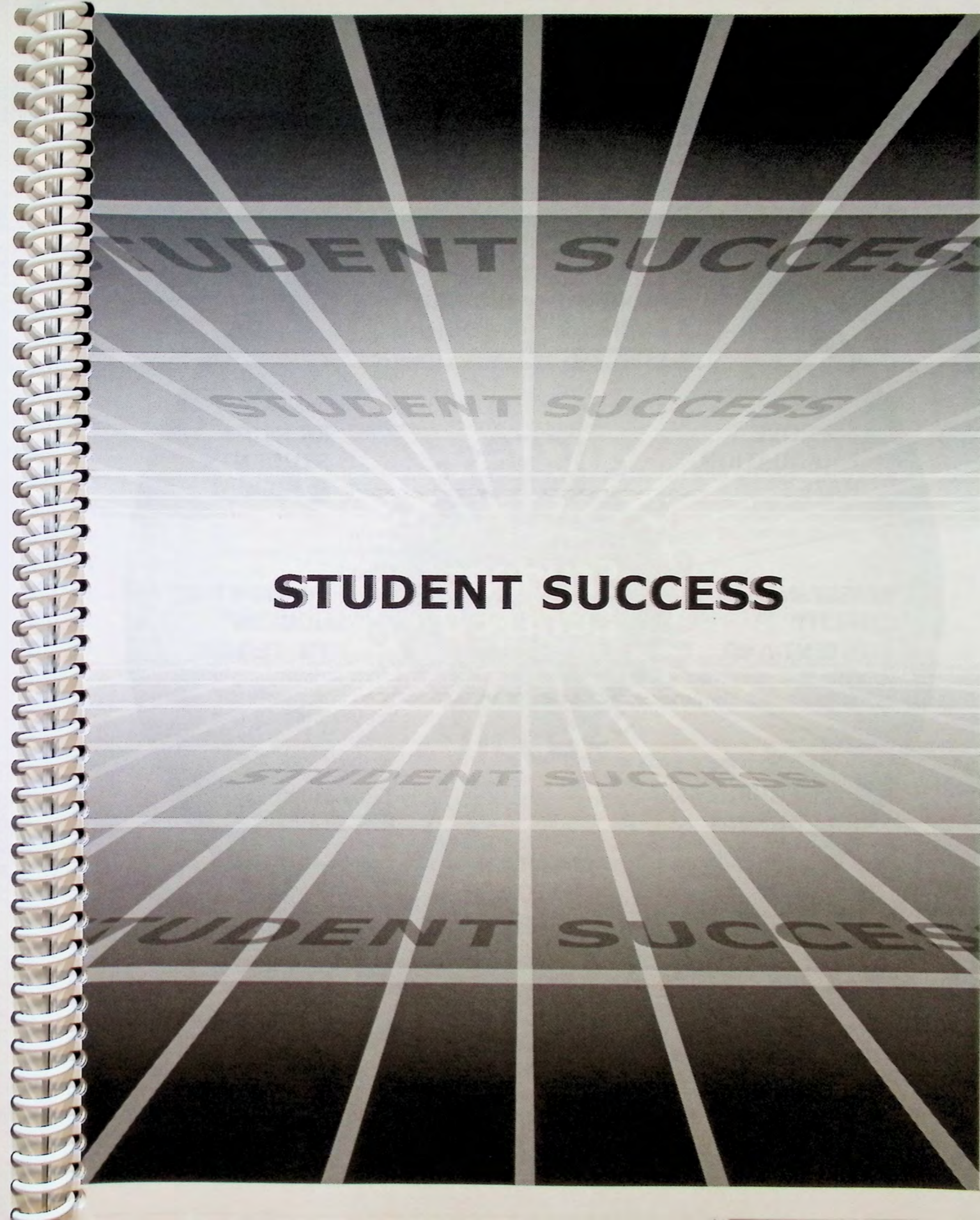
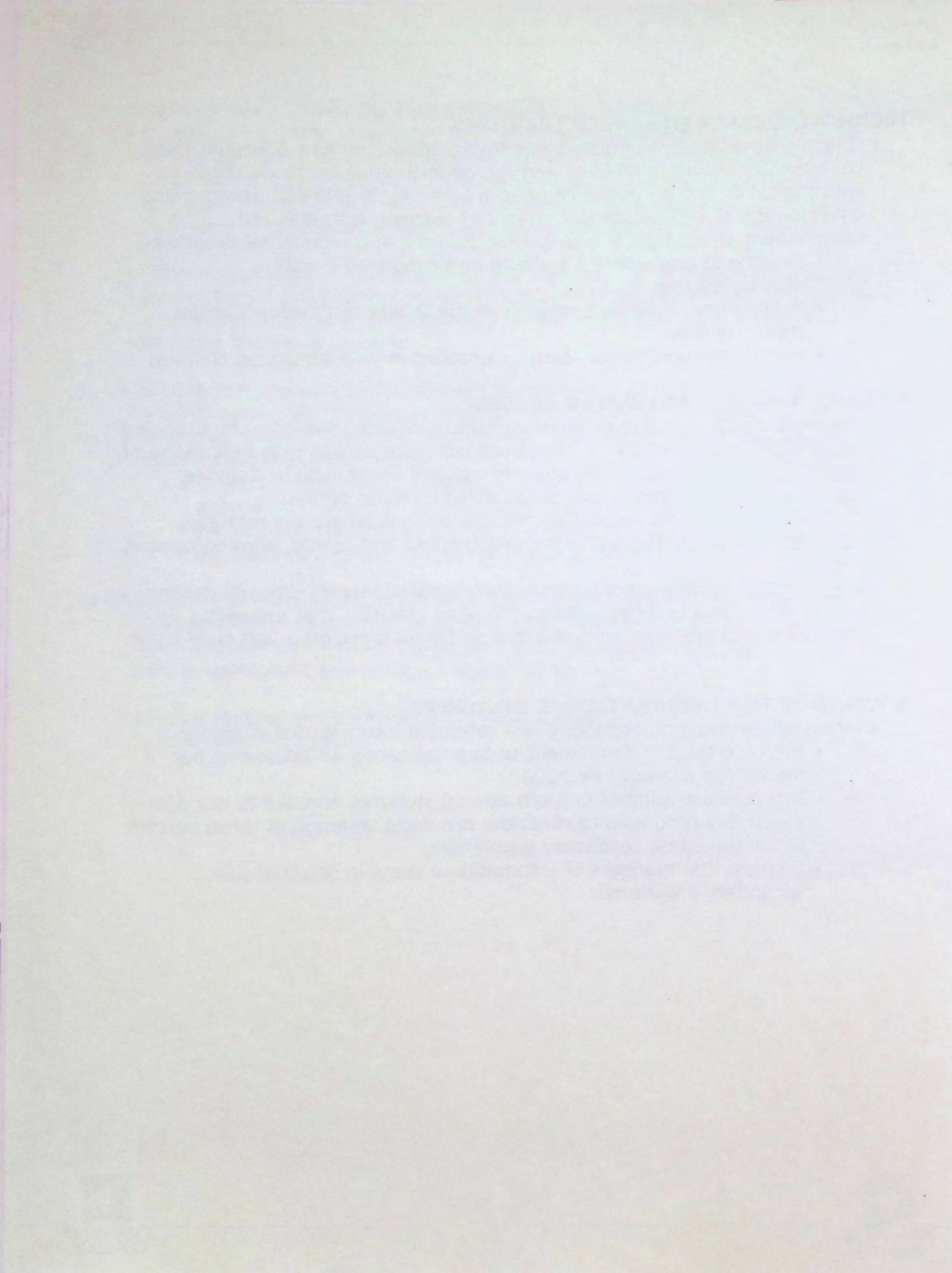
- Ongoing development of distance learning opportunities will ensure that we are contributing to lifelong learning opportunities for those students who cannot or choose not to come to a campus. In addition, the ongoing development of technologically enhanced learning activities will complement and enhance face-to-face delivery in conventional programs.
  - Select and implement a suitable and expandable web delivery system.
  - Provide development and support for faculty to develop transfer credit courses.
  - Provide support to our learners enrolled in web-enhanced courses.

### **TOWARD ANYTIME, ANYWHERE ACCESS**

- Implement an innovative delivery system to ensure that learners attending any of the Fanshawe College campuses will have access to a wide range of programs and courses. These delivery options could include distance education, self directed, and individualized learning options.
  - Create new and innovative delivery options where appropriate.
  - Implement opportunities for fast tracked and hybrid learning options.
- Implement a flexible schedule to accommodate learners. We will expand our weekend and evening access as well as ensuring that expanded diploma completion options are available for learners on a part-time basis.

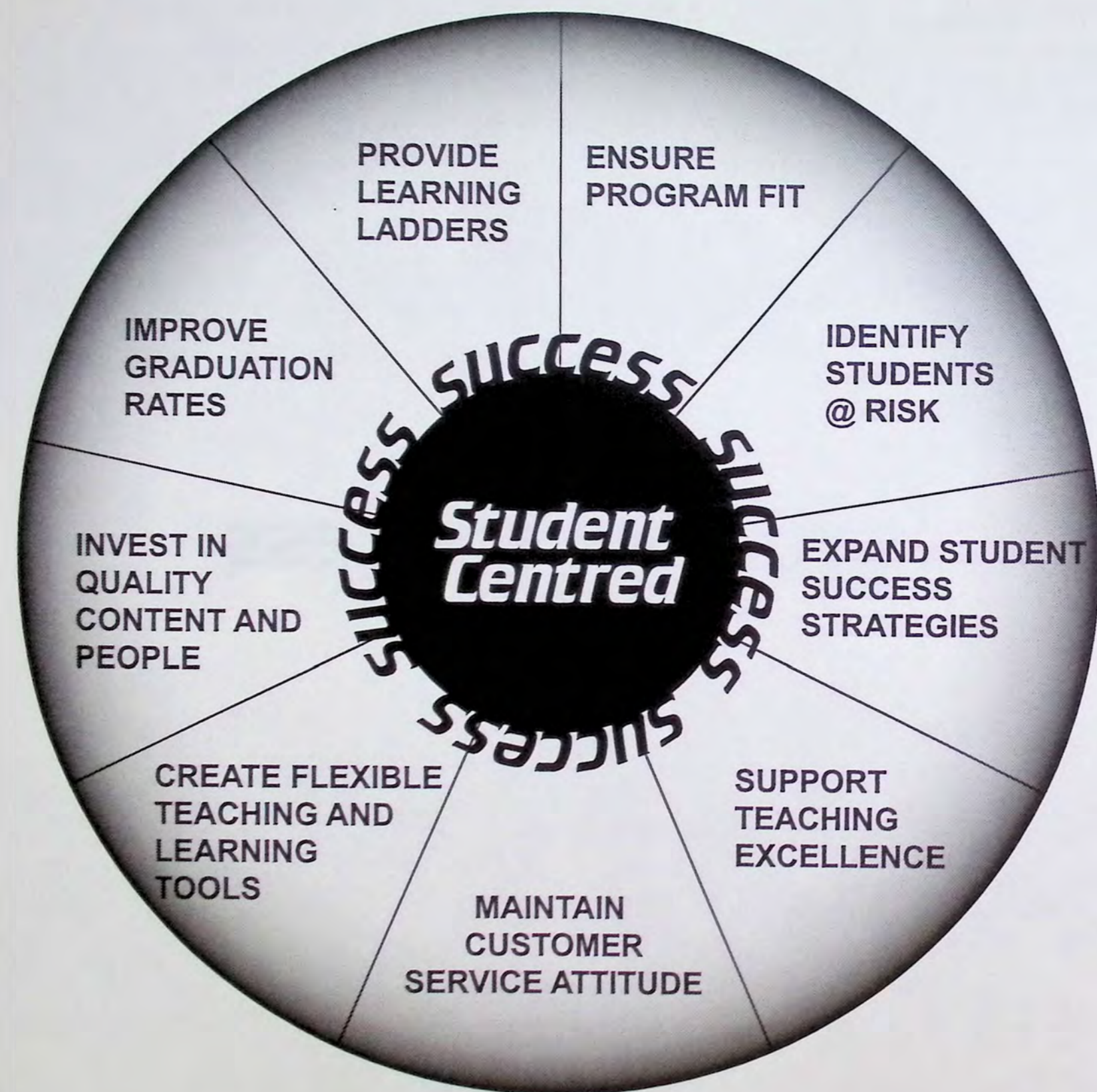
### **A WELCOME FOR INTERNATIONAL STUDENTS**

- Intensify our focus on attracting and retaining international students
  - Increase the ESL Enrollment to approximately 150 students per month (on average) by 2008.
  - Increase the number of international students enrolled in our post-secondary programs to meet the provincial average of three percent of full time post secondary Enrollment.
  - Increase the numbers of international seats in selected post secondary programs.



**STUDENT SUCCESS**

**FANSHAWE COLLEGE IS COMMITTED TO PERSONAL, SOCIAL, AND ECONOMIC SUCCESS THROUGH QUALITY EDUCATION AND LEARNING FOR EMPLOYMENT**



## STUDENT SUCCESS

Student success is a defining characteristic of the mission of Fanshawe College. It is the intention of the College to balance student access with student success. To ensure progression toward this goal, the College is currently engaged in an ongoing process of measurement and quality improvement activities. Students are retained when we are successful in supporting them in their process of becoming optimal learners who are actively engaged, self-directed and goal-oriented. Some students will choose to become involved in sporting and social aspects of the organization; other students may opt solely for academic programming. Many students will continue to be involved with the College as they move through their lives. The primary challenge of faculty and staff is to move students to excellence by challenging them and helping them to discover, affirm, celebrate, and apply their special gifts and talents.

### STUDENT SUCCESS STRATEGIES:

- Identify and implement strategies to improve the graduation rate by 5% over the next five years (2003 – 2008).
- Implement a minimum GPA of 2.0 for progression and graduation in all programs as of Fall 2003.
- Develop methods and procedures to ensure the best fit between students and their program of study.
- Establish a protocol whereby students are identified as soon as possible as "at risk" in an effort to provide timely advice, support or redirection
- Deliver a student-centered approach to college services that transcends organizational structures and includes orientation activities, appropriate admission and progression requirements, inter-program transferability, and preparatory programs.
- Select classroom teachers based not only on their teaching talent and subject area expertise but also on their ability to care that every student continually learns and grows as a human being.
- Develop the quality of the students' experience of the curriculum through ongoing investment in the teacher, the student, and the content.
- Provide financial, social, academic and personal supports necessary to student success, using a student-centered approach that recognizes diversity.
- Identify and implement valid and reliable student success and retention strategies. Implement strategies on a pilot basis, monitoring, documenting and transferring these as appropriate.
- Establish measurement criteria that recognize that student success takes multiple forms and is most often identified through qualitative measures or means.

EDUCATIONAL, INFORMATION,  
& COMMUNICATION TECHNOLOGY

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EDUCATIONAL, INFORMATION,  
& COMMUNICATION TECHNOLOGY

## **EDUCATIONAL, INFORMATION AND COMMUNICATION TECHNOLOGY**

WE ARE INNOVATIVE AND RESPONSIVE

Education, information, and communication technology has the ability to improve the services Fanshawe provides to learners and employees, to increase the quality of education, and to increase the speed at which non-academic services can be provided. Services can be provided in a variety of flexible formats, locations and times. Faculty, staff, and students have quick and reliable access to information and management tools. Fanshawe College's Virtual Learning Environment will soon include online library resources, a student portal, a learning management system, and a repository for learning objects and curriculum, as well as a full range of online student services. Inevitably, every facet of our enterprise will be impacted. Information and communication technology should improve every aspect of the learning environment at Fanshawe College and help to ensure that quality and service is the outcome of all our activities.

Information technology is used at Fanshawe College in three distinct ways:

### **IT to SUPPORT LEARNING**

- Online library resources
- Web-based learning tools such as Webct
- Internet
- Homework labs
- Laptop programs
- Computer labs and relevant software

### **IT to SUPPORT TEACHING**

- Online resources
- Web based teaching tools
- Internet
- Computer labs and relevant software
- Presentation equipment

### **IT to SUPPORT ADMINISTRATION**

- Planning and Budgeting
- Student Record keeping
- Internal communication
- Finances
- Human Resources

Fanshawe College aims to have easy-to-use educational and information technology that is helpful and practical for all users whether they are applicants, current students, faculty, staff, graduates, or employers. Technology should be an enabler, never a barrier, to someone wanting to access information in a quick and timely fashion.

## **INFORMATION TECHNOLOGY STRATEGIES for TEACHING and LEARNING**

### TECHNOLOGY THAT *ENHANCES* STRONG CURRICULUM

- Ensure that curriculum relating to all forms of technology is current, authentic, and reflective of the workplace, and that it promotes active, engaged learning that develops advanced thinking skills, personal growth and responsibility.
- Use technology to support the diverse needs of learners including time-shifting learning, identifying areas where students need special assistance with learning issues, and providing access to learning for those who cannot access the traditional classroom.
- Give learners access to as broad a range of technologies as possible so as to better guide and assist learning and to ensure that learners are comfortable and productive users of appropriate technology.
- Provide data, information, and electronic learning resources that allow learners to collaborate, gather information, share their ideas, and solve complex problems. Networked, online learning spaces, remote access, and wireless connectivity are in use.
- Develop and offer a wide range of well-designed on-line and web-enhanced courses and programs that permit learners to have wide access to quality learning.
- Ensure appropriate access for all staff to technology training, and provide a technology development centre where learning objects can be created and shared for incorporation in curriculum.
- Coordinate our electronic learning development with other learning institutions and partners in order to maximize benefits and opportunities.

## **INFORMATIONAL TECHNOLOGY STRATEGIES for INTERNAL PROCESSES**

- In order to manage Fanshawe College more effectively, efficiently, and collaboratively, utilize a well-planned, reliable and secure information and communication technology infrastructure. Include comprehensive databases and appropriate software applications that allow all employees to incorporate these technologies in their daily work processes, and that aid in their decision-making and productivity.
- Utilize a full range of technology-enhanced support services for students, faculty, staff, employers and the community.

### **TECHNOLOGY DEPENDENT PROGRAMS AND COURSES**

Information and Educational Technology are important to Fanshawe College's success. However, Fanshawe College offers many programs and courses that are dependent on the traditional definition of technology: machinery, equipment, and facilities. Fanshawe College is committed to having technology dependent programs outfitted with current appropriate technologies so that students can learn on industry/occupation relevant machinery and equipment in facilities similar to those in the workplace.

### **CONSTANT CHANGE**

Fanshawe College will continue to deliver current and state-of-the-art technology curriculum in the traditional and emerging technology fields because we recognize the significant and pervasive role of technology in today's economy and the future of our society. Fanshawe College will also use information and communication technology to enhance, support and augment learning opportunities, to develop the quality of education, and to align educational experiences with the needs of our students and our employers.

Technology is changing the way we live, work, engage in business, and spend our leisure time. Information and communication technology is changing education not only in the classroom but also with respect to how we relate to and communicate with our learners and our employees. The incorporation of all forms of technology in our curriculum as well as in our teaching, learning, and the delivery of services will ensure that Fanshawe College meets the needs of our students, employers, and the community.

APPLIED RESEARCH

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APPLIED RESEARCH



## APPLIED RESEARCH

With the introduction of applied degrees, Ontario's community colleges have new opportunities to engage in scholarly and applied research. As well, industry is requesting that community colleges identify and fill gaps in areas requiring the application of research. Finally, community colleges are developing considerable expertise in the areas of program content and teaching methodologies, and this focus on learning is altering the traditional definitions of scholarship to include not only original research but also research into teaching, applications, and integration. In view of these developments, Fanshawe College is committed to the expansion of its engagement in applied research.

*Whereas "basic or pure research is motivated by intellectual interest and has as its goal the extension of knowledge " (Merriam and Simpson 2000), "applied research is any...research designed to answer practical questions. Applied research may also be testing theories...and may be...directly involved in a practical or real world setting" (Kidder and Judd 1986). Applied research may also include action research, a "form of self-reflective inquiry undertaken by participants...in order to improve the rationality...of their own practices, their understanding of these practices, and the situations in which these practices are carried out" (Jarvis 1999). Community colleges may engage in applied research in fields related to program content, and in the field of college education itself. In other words, the scholarships of teaching, application (e.g., clinical practice) and integration (e.g., connections across and within disciplines) are legitimate forms of applied research (Boyer 1990).*

Fanshawe College must ensure that faculty engaged in applied research have sufficient time and support for their research activities, must encourage collaboration in research where appropriate, and must provide the necessary infrastructure, including adequate library and computing facilities as well as professional development, to carry out research projects.

To promote applied research throughout the College, Fanshawe will take the following actions:

## EXPAND INTERNAL PROCESSES

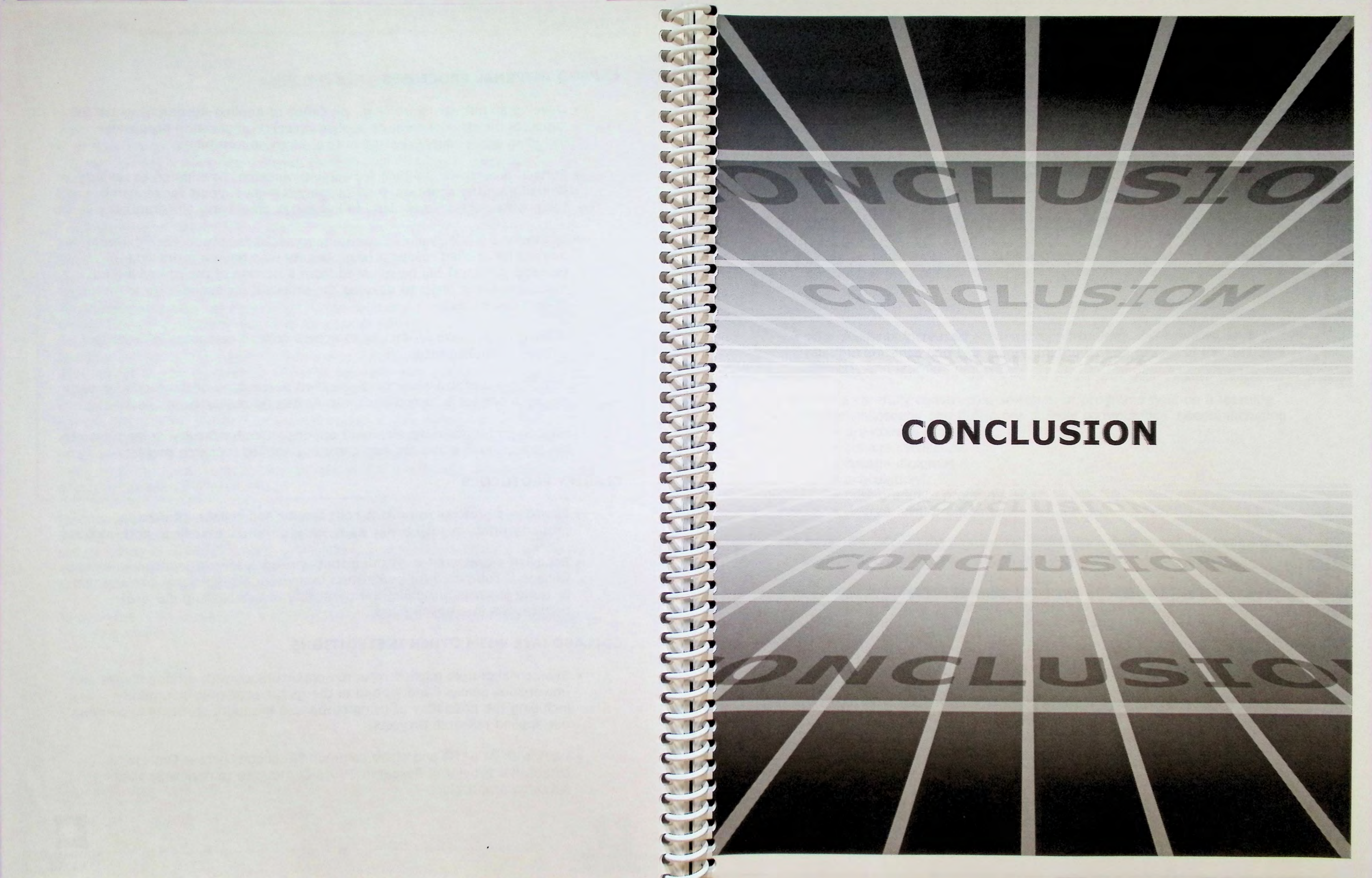
- Develop an infrastructure (e.g., an Office of Applied Research) which fully supports the development of applied research application proposals including aggressively seeking out research opportunities
- Pursue, proactively, funding for applied research. In addition to publicly funded granting agencies, the College will seek support for research in the private sector, particularly in industries employing our graduates
- Expand the funds available internally to assist faculty to seek external funding for applied research (e.g., faculty who have a promising research proposal will be released from a portion of their teaching for one semester in order to develop the proposal for submission to external agencies)
- Establish a protocol for faculty to access college resources in order to engage in applied research
- Establish a protocol whereby a specified percentage of the funds for each research project is turned back into furthering research proposals
- Provide professional development opportunities for faculty to learn how to develop, seek funding for, and carry out applied research projects

## CLARIFY PROTOCOLS

- Establish a protocol to protect both faculty and college intellectual property rights in such a way as to ensure mutual benefit to both parties.
- Establish a protocol for ensuring that applied research undertaken by the College is submitted for publication in appropriate scholarly, professional or trade journals, including the possibility of establishing our own publications in areas of need.

## COLLABORATE WITH OTHER INSTITUTIONS

- Seek collaborative applied research opportunities with other colleges and universities across Canada, and in the global academic community, including the possibility of using co-op and graduate students in carrying out applied research projects.
- Work with ACAATO and other community colleges across Ontario to establish a provincial Research Ethics Committee to review applied research proposals.

A spiral-bound notebook is shown from a top-down perspective. The left side of the notebook is a plain, light-colored cover. The right side is a dark cover with a grid pattern of white lines that recede into the distance, creating a perspective effect. The word "CONCLUSION" is printed in a bold, white, sans-serif font across the grid. The word appears multiple times, once in each row of the grid, and is centered horizontally in each row. The central instance of the word is the most prominent and is the focus of the bounding box.

**CONCLUSION**

## CONCLUSION

Fanshawe College, in partnership with its diverse communities, has the academic, financial and philosophical capacity to deliver programs through a differentiated mission. Fanshawe College is a comprehensive, full service college, amongst the largest in Ontario, offering academic excellence to students in the Southwestern Ontario region and beyond.

In the 2003 – 2008 period Fanshawe College will

- kindle enthusiasm for education and instill a desire for further learning throughout the College;
- offer quality comprehensive programming and support services;
- offer students increased academic opportunities and services, and multiple entrance and exit points, methods, and modes of instructional delivery, and learning ladders;
- offer a carefully constructed selection of programs built on a learning ladder philosophy and fitting our diverse communities' needs, including
  - pre-college programs
  - college certificates
  - college diplomas
  - articulations
  - post-graduate programs and
  - degree-level programs;
- have 15% of our programming fall within the differentiated mission framework to meet the upward credentialing needs of specific industry sectors;
- increase partnerships between Fanshawe College and others including other colleges and universities, healthcare, business, and industry sectors, international students, educators and businesses, and graduate employers;
- attract and retain dynamic qualified personnel as both employees and students;
- provide increased levels of access, academic service, quality education, opportunities for student success, and learning for employment;
- be innovative and responsive;
- promote opportunity.

