



FANSHAWE
COLLEGE

Build Futures
We Do That™

Academic Plan 2009-2012

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MESSAGE FROM THE SENIOR VICE-PRESIDENT ACADEMIC

To the Fanshawe College Community:

The 2009 - 2012 Academic Plan sets the overall direction of Fanshawe College for the next four years. The Academic Plan builds on the Board of Governors' six key strategic directions of the College:

1. Pursue Excellence in Learning, Teaching and Service
2. Encourage and Enhance Student Success
3. Engage in Applied Research and Scholarly Activity
4. Foster a Workplace Where Employees are Proud to Contribute and Grow
5. Engage the Support of Community Partners and Patrons
6. Support Strategic Growth in Current and New Markets, Both Domestic and International

The Academic Plan uses these six key strategic directions to set the framework for the College's future direction over this time period. Each of the six strategic directions provide the basis for identifying the College's future academic direction, activities and priorities over the next four years.

It is important to note that the development of the 2009 - 2012 Academic Plan was started before the onset of the current global economic crisis. While the College's six key strategic directions are sound principles to guide Fanshawe College in making academic decisions, the current world-wide economic situation will pose some of the most significant challenges to the continued economic and social well-being of communities served by the College; the City of London, Elgin County, Middlesex County, Norfolk County and Oxford County. This means that the Academic Plan may need to be adjusted to ensure that it continues to remain relevant to our students and employers. The College must be flexible and agile so that we can provide new opportunities, programs, services and supports that provide our learners with access to skilled jobs. We must be aware that the programs we offer will also support the development of Southwestern Ontario, and potentially the entire Province of Ontario.

The development of the 2009 - 2012 Academic Plan was lead by the Deans with consultation from a cross section of the College community. This group met with a variety of people within the College to gather information that formed the basic framework and direction for the Academic Plan. Additional discussions still need to happen within the College and the community as the 2009 - 2012 Academic Plan is rolled out on how it will be used in the decision-making and priority setting process.

The development of the 2009 - 2012 Academic Plan represents a considerable investment of time and energy of many people. I would like to acknowledge the team who were in involved in the development of the 2009 - 2012 Academic Plan, and in particular, to recognise the contributions and leadership of Joy Warkentin, Senior Vice President Emeritus. I would also like to thank the staff who attended the consultation meetings and provided their thoughts and feedback.

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.

OUR VISION

- Community Driven...Student Focused



Lane D. Trotter
Senior Vice President Academic
Fanshawe College

A BRIEF HISTORY OF THE COLLEGE

The London campus was founded in 1962 as the Ontario Vocational Centre (OVC). In 1966, the site of the former Ontario Vocational Centre on Oxford Street East in London, Ontario was chosen as the location of a new community College.

The following year, Fanshawe College, whose name means “a temple in the woods,” and was a reflection of a nearby lake and park, opened with 500 day students under the leadership of its first President, Dr. James Colvin. The College, one of a province-wide system of Colleges of applied arts and technology, also referred to as Community Colleges, subsequently had area campuses established in Woodstock, St. Thomas and Simcoe.

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.

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.

Fanshawe College, under its fourth President, Dr. Howard Rundle, now hosts over 15,000 full time and over 35,000 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 1.5 million square feet of space and maintain a balanced budget and an over 90 percent graduate employment rate while seeking continuous growth opportunities.

The London, Ontario, Canada campus covers 100 acres (0.4 km²) and has twenty buildings, including two residences for 800 students with a third residence that opened in September 2009 that accommodates 400 students.

STRATEGIC DIRECTION 1

PURSUE EXCELLENCE IN LEARNING, TEACHING AND SERVICE

Applied learning is the hallmark of a College education, and has been since the Ontario College system was first created. But as in all educational institutions, successful students require excellent teachers. In order to support curriculum and learning quality, academic leaders will need to inspire and champion faculty.

Every aspect of College life, both inside and outside the classroom, contributes to each student's ultimate success. Fanshawe College is committed to providing students with the best College experience so they are prepared for the job market. It also means a more satisfying career for our employees. In approaching excellence we are mindful of the need for both financial and environmental sustainability. The following objectives will assist in attaining these goals:

- 1.1 Foster innovation and continuous improvement with sustainability.
- 1.2 Identify and nurture excellence in each academic and service area.
- 1.3 Build leadership capacity.

The role of the College is to provide the best quality learning, teaching and service to our students' that provides them with the skills they need to successfully enter the work force. The learning and teaching experience our students have while they are at the College will affect their future success as they pursue the pathway to their respective career. It is our responsibility to ensure that we are continually updating our programs and practices to anticipate and meet the changing technological or pedagogical needs of the occupations chosen by our students. Our commitment is to ensure that our faculty are supported so that they are inspired and inspiring, are current in their field of practice, our curriculum is relevant and current, are focused on the learning needs of our students as they explore applied research and innovation in their field of specialty, and have the tools and resources appropriate to achieve these outcomes. These are and must be the key elements of the Academic Plan.

Each student who chooses Fanshawe College deserves our assistance, support and guidance so they are successful in their program of choice. In order for our students to be successful, it is important that we provide as many opportunities and avenues as possible for them. This includes support for students with disabilities, the integration of learning technologies into the classroom, flexible learning strategies, access to technology and intervention when and where appropriate. The College must provide the appropriate pathways and ladders that allow students to enter the College, to enter their program of their choice, to change programs if they choose to do so, and to articulate into advanced learning at Fanshawe College or another institution. Our students' success is Fanshawe College's goal!

Being an access College requires us to be responsive and supportive to the needs of all learners. Many students require access outside of normal hours, different locations, and differing delivery methodologies. Second Career applicants, for instance, require flexible options that allow them to complete their education and training faster. As a College we must be responsive because of increased competition from private career colleges, on-line Universities, and other post-secondary institutions. To remain relevant, we must provide educational opportunities that meet our learners needs while providing them with an excellent education.

Initiatives	Strategies	Action Priorities (referenced from Fanshawe Planning Framework (FPF) 8/14/2009)
1. Provide Students with Quality Flexible Options to Access Learning	<ul style="list-style-type: none"> • Every course uses FanshaweOnLine (FOL) for learning and communications with students. • Investigate and enhance alternative delivery options. • Extend multiple entry/exit options to those programs which are most appropriate. • Strengthen and increase Prior Learning Assessment and Recognition (PLAR) processes. • Increase where appropriate flexible learning options. 	<ul style="list-style-type: none"> • 2.3a • 2.3a • 2.3a, 2.3b • 2.1b • 2.3a
2. Ensure Excellence of Curriculum	<ul style="list-style-type: none"> • Continue to use systematic and rigorous approaches to developing and renewing curriculum. • Ensure program mapping is completed for each program. • Realign curriculum in order to enhance transferability between programs and Colleges as well as universities. • Ensure proficiency in oral and written communication and in numeracy in all programs 	<ul style="list-style-type: none"> • 1.2a • 1.2a • 2.3a, 2.3b • 1.2a
3. Focus Learning Quality Towards Excellence	<ul style="list-style-type: none"> • Ensure that all programs have an appropriate level of high quality, experiential, field and/or coop education. • Increase opportunities for project-based or inter-professional learning and practice. • Use evidence based decision making to inform and support the improvement of the learning experience. • Support continuous improvement in teaching and professional practice. 	<ul style="list-style-type: none"> • 6.3a • 3.2a • 6.3a • 1.3a
4. Nurture Academic Leaders	<ul style="list-style-type: none"> • Support Academic Leaders to be more effective in their roles. • Utilize process reviews to improve efficiency and effectiveness of systems and processes. • Concentrate on growing leaders. 	<ul style="list-style-type: none"> • 1.3a • 4.1b, 4.1c
5. Ensure a Mix of Excellent and Innovative Programs at the Certificate, Diploma and Degree Levels that is Responsive to our Diverse Community's Employers and Applicants	<ul style="list-style-type: none"> • Identify and support Centres of Excellence. • Align program development /suspension with College mission and strategic directions. • Create a plan to implement a Polytechnic model of education. 	<ul style="list-style-type: none"> • 1.2c • 2.2a, 6.1a • 3.1a

STRATEGIC DIRECTION 2

ENCOURAGE AND ENHANCE STUDENT SUCCESS

Appropriate programming allows us to respond to community needs and to be competitive in the post secondary market. Relevant and appropriate programming requires that students be directed to the correct program that meets their needs and goals. The College's commitment to student success continues to have a very positive effect on retention.

Fanshawe College facilitates student success through its commitment to access, high academic standards and integrated support systems focused on students' achievement of their program outcomes. The College also recognizes that a rewarding College experience includes personal growth beyond academics. The following objectives will assist in attaining these goals:

- 2.1 Ensure access to relevant and appropriate programming.
- 2.2 Provide relevant student success services.
- 2.3 Pursue and provide pathways to relevant credentials.

Effective transition into the College and early intervention when students are at risk increases student success. Having the appropriate student success services available allows students to reach their goals and aspirations. Multiple learning pathways demonstrates the College's responsiveness to the needs to our learners, clients and community.

The College must ensure that we remain responsive to the dynamic long and short term needs of the communities for whom we are responsible. Improving student retention is a critical task that this Academic Plan hopes to tackle. The strategies to do this are encompassed in the entirety of this plan. The focus on our student retention efforts must be directed at ensuring the best interest of our learners are placed at the heart of these efforts. No one person or strategy is enough to deal with retention; this must be a collective effort guided by our Academic Plan.

To be competitive in the adult learner market we need to value the learning and experience students have gained from the occupational environment. Flexibility of program delivery is essential to compete in the educational market, and multiple points of entry allows learners to engage us at multiple points in their careers.

Initiatives	Strategies	Action Priorities (referenced from Fanshawe Planning Framework (FPF) 8/14/2009)
1. Improve Graduation Rate	<ul style="list-style-type: none"> • Continue to expand identification, assessment and management of at risk students. • Consistent and timely academic advising of students. • Develop strategies to ensure proper fit between students and programs. • Continue to encourage and support staff engagement with students in order to foster student success. 	<ul style="list-style-type: none"> • 2.2a • 2.1b • 2.1b • 1.2b, 1.1b
2. Ensure Access to Relevant and Appropriate Academic Programming	<ul style="list-style-type: none"> • Ensure that programming outcomes and content meet the current and future needs of students, employers and the communities we serve. • Ensure student recruitment and program information provides learners accurate assessment of the skills and aptitudes required to experience success in the program and in their chosen careers. 	<ul style="list-style-type: none"> • 2.3b • 1.3a
3. Provide Relevant Student Success Services	<ul style="list-style-type: none"> • Work collaboratively with enabling areas to improve and enhance integrated support systems towards a successful and rewarding College experience including personal growth beyond academics. • Review and rationalize the application process. • Implement best practices (suitable for the College) for students to experience success throughout their academic progression. 	<ul style="list-style-type: none"> • 1.1b • 1.2a, 1.1b • 1.1a, 1.1c, 2.1a, 2.1b, 2.2a
4. Pursue and Provide Pathways to Relevant Credentials	<ul style="list-style-type: none"> • Create more effective pathways for students to migrate between programs and transfer course credits. • Improve and enhance our ability to evaluate prior learning and non academic knowledge of potential learners. • Continue to develop and offer strategic articulation and collaborative agreements with other institutions that provide pathways for Fanshawe graduates as well as attracting PS graduates with Graduation Certificate program/degrees. 	<ul style="list-style-type: none"> • 1.2c, 2.3a • 2.1b • 1.2c, 2.3a, 2.3b

STRATEGIC DIRECTION 3

ENGAGE IN APPLIED RESEARCH AND SCHOLARLY ACTIVITY

Colleges exist to support economic success and social development of both the individual and the community. This is the foundation that builds prosperous and healthy communities. There is growing recognition of the actual and potential contributions of colleges and college graduates. The main way the College community supports community development is by producing skilled graduates for the labour market. We also serve our communities in other ways. Fanshawe can help local employers become more successful and competitive. Involving students in applied research and innovation projects enhances their learning experience and improves the quality of their education. If we can combine these two things – creating a higher quality learning experience for students, while at the same time helping companies in our region be competitive – both the community and the students' benefit.

Canada needs more graduates who can foster innovation. We face a new generation of students, changing demographics, increased competition, and economic challenges. At the same time, employers face increasing global competition and need help, especially Small to Medium Sized Enterprises. Students who are able to engage in applied research projects will acquire real-life learning that is specifically employer related, that helps employers stay competitive.

Fanshawe enjoys a positive reciprocal relationship with its community. That relationship provides valuable opportunities for students to earn real world experience – and help local businesses and organizations succeed – through innovative research projects. The College pursues these opportunities as part of its commitment

to academic excellence and to supporting economic development in the region. The following objectives will assist in attaining these goals:

- 3.1 Integrate research and education within the College and throughout the community.
- 3.2 Foster innovation through interdisciplinary and collaborative research with other institutions, businesses and government.
- 3.3 Build capacity for research and scholarly activity.

Applied research and scholarly activity also broadens the knowledge and experience of our employees. This knowledge is then brought back into the classroom which benefits all students. It can also be used to advance our own practices by helping us keep our curriculum current with industry.

Almost all of our learning will still be geared toward employment, but as we broaden our mission to include more applied degrees, and life long learning, applied research and scholarly activities will play an increasingly more important role. As our reputation grows, we will distinguish ourselves as a college where people can participate in innovation. This will enhance our profile and attractiveness as an educational first choice for students and as a prospective employer for highly qualified staff.

Initiatives	Strategies	Action Priorities (referenced from Fanshawe Planning Framework (FPF) 8/14/2009)
1. Integrate Research and Education Within the College and Throughout the Community	<ul style="list-style-type: none"> • Build research & innovation training and activities into curriculum. • Implement project-based learning models. • Adopt a model of scholarship and research that works for the College. • Develop cross disciplinary projects related to innovation in teaching and learning. 	<ul style="list-style-type: none"> • 3.1a, 3.3b • 3.2a • 3.3b • 3.3a
2. Foster Innovation Through Interdisciplinary and Collaborative Research With Other Institutions, Businesses and Government	<ul style="list-style-type: none"> • Encourage inter-professional collaboration across the College in support of joint initiatives • Assist community organizations to solve problems and develop new products, services and markets. 	<ul style="list-style-type: none"> • 3.2a • 6.2a
3. Build Capacity for Research and Scholarly Activities	<ul style="list-style-type: none"> • Actively pursue funding opportunities for capacity building • Continue to develop internal support systems and structures, and models for overcoming existing systemic barriers • Develop mentors, training, facilities and project supports to enable faculty staff and students to develop grant writing and research skills and conduct research. 	<ul style="list-style-type: none"> • 5.2a, 5.2b • 5.1b, 4.1b, 4.2a • 4.2a, 5.2a, 5.1a, 5.1b

STRATEGIC DIRECTION 4

FOSTER A WORKPLACE WHERE EMPLOYEES ARE PROUD TO CONTRIBUTE AND GROW

Student success is directly dependent on the efforts of College faculty and staff. The College recognizes that its employees are critical human resources. Their contributions facilitate student engagement and, in turn, assist students in successfully navigating along the winding path toward greater learning and knowledge. In short, faculty and staff are responsible for the creation, management and delivery of the student learning experience, providing information and know-how that will undoubtedly mark a new epoch in our students' academic lives and future employment.

As much as Fanshawe exists to help students pursue their dreams, it can also help employees pursue theirs. Fanshawe College's success is enhanced by having employees who are motivated, involved, growing, and satisfied in their careers. Our commitment to excellence includes supporting our employees as they develop their skills and work to accomplish their career goals. The following objectives will assist in attaining these goals:

- 4.1 Facilitate employee engagement with the College and its Mission.
- 4.2 Position employees for growth through professional development and reflective practice.
- 4.3 Enhance workplace wellness, health and safety.

Professional expertise, continued engagement and dedication fosters success at all levels. The College recognizes that successful program outcomes lie not only in the credentials of those who deliver, but in their level of interest and engagement. The College will strive to maintain a working environment that fosters creativity, job satisfaction and enthusiasm amongst its employees. This approach will grow a highly dynamic and focused learning environment for our students. Moreover, the College is committed to promoting a workplace where faculty and staff are able to thrive; a workplace which is committed to furthering employees' knowledge through professional development; a workplace which welcomes personal contributions and new ideas, and one which offers the communities we serve the very best graduates.

Initiatives	Strategies	Action Priorities (referenced from Fanshawe Planning Framework (FPF) 8/14/2009)
1. Facilitate Academic Employee Engagement with the College and Its Mission	<ul style="list-style-type: none"> • Encourage faculty and staff to represent the entire College positively to our customers and stakeholders. • Improve internal communication with faculty and staff. • Recognize the contributions of faculty and staff in the achievement of our strategic objectives. • Enhance faculty and staff renewal. • Engage faculty and staff in the academic planning process. 	<ul style="list-style-type: none"> • 3.3b • 1.1b, 4.1b • 1.2b • 1.2b, 1.3a • 2.1a, 4.1c
2. Position Employees for Growth Through Professional Development and Reflective Practice	<ul style="list-style-type: none"> • Develop and implement Human Resource strategies to position Fanshawe to become a Polytechnic type Institute. • Develop processes to engage academic employees in reflective practice. • Encourage academic leadership. 	<ul style="list-style-type: none"> • 1.3a, 4.2b, 1.1a • 1.1c, 1.2b • 4.2b, 4.2a, 5.2a
3. Enhance Workplace Wellness, Health and Safety	<ul style="list-style-type: none"> • Support a respectful and stimulating academic learning environment. 	<ul style="list-style-type: none"> • 4.1a, 4.3a, 5.2a

STRATEGIC DIRECTION 5

ENGAGE THE SUPPORT OF COMMUNITY PARTNERS AND PATRONS

In order to have a healthy and thriving Community college, it is critical that community partners and patrons be actively engaged in supporting the College's mission and strategic directions. Students, staff and benefactors all benefit tremendously from donations of time, expertise and other resources provided by community partners. Students are able to work with more better and more current equipment that provides a richer learning experience. This also allows staff to stay on the leading edge of their profession by being actively involved with professionals in the community. Benefactors get the satisfaction of giving back to the community through the College while at the same time contributing to the development of the next generation of workers.

Partnerships with individuals, businesses, organizations, and industries have a profound impact on the quality and delivery of Fanshawe's programs. Students benefit tremendously from donations of time, expertise, and resources by community partners. The following objectives will assist in attaining these goals:

- 5.1 Support the Fanshawe College Foundation
- 5.2 Pursue partnerships that complement the College's strategic priorities.

The Fanshawe College Foundation has matured into a very effective organization through which all stakeholders can channel their generous contributions. If the contributions to the Foundation continue to improve so will the presence of Fanshawe College as a community leader. It is imperative that the Foundation continues to strengthen the connection with community patrons, while at the same time staying strongly engaged with College students, faculty and staff.

Initiatives	Strategies	Action Priorities (referenced from Fanshawe Planning Framework (FPF) 8/14/2009)
1. Support the Fanshawe College Foundations	<ul style="list-style-type: none"> • Promote academic employees to support the work of the Fanshawe College Foundation. • Communicate broadly on the positive impacts of Fanshawe College on the community and the region. • Support and encourage the development of active, program-specific alumni chapters in the College. 	<ul style="list-style-type: none"> • 5.2a, 5.1b • 4.1b, 4.1a, 1.1b, 1.1c • 5.1a, 6.3a
2. Pursue Partnerships that Complement the College's Strategic Priorities	<ul style="list-style-type: none"> • Identify existing partnerships with business and industry and identify opportunities for additional opportunities for the development of strategic partnerships in the community, region and province. • Ensure that the academic employees are involved in local, regional and provincial communities where appropriate. • Engage academic employees in planned outreach activity to pursue workplace training/learning partnerships with industry. 	<ul style="list-style-type: none"> • 6.3a, 6.1a, 3.2a • 6.2a • 3.1a, 3.3b

STRATEGIC DIRECTION 6

SUPPORT STRATEGIC GROWTH IN CURRENT AND NEW MARKETS, BOTH DOMESTIC AND INTERNATIONAL

Growth is critical to Fanshawe's future success. In order to ensure growth, we must consider challenges and opportunities posed by our location, changing student demographics and employment trends. Smart and responsible growth strategies will enable the College to attract students from around the world and to address the needs of local, provincial, national and international labour markets. The following objectives will assist in attaining these goals:

- 6.1 Develop and implement enrolment growth strategies that leverage provincial, national and international markets.
- 6.2 Target growth in markets and programs congruent with community needs
- 6.3 Enhance our capacity to serve our diverse student community

To serve our region, Fanshawe should continue to provide education and training opportunities that are congruent with the requirements of employers in southwestern Ontario and target growth in key employment markets, with an overall understanding of the needs of a global economy. In this way, we will provide life-changing learning experiences and ultimately increase the international perspectives of our students.

We will continue to draw a large percentage of our students from our traditional four-county catchment area. We expect that most of these students will remain after graduation to work in this area and support its economic growth. However, to further support our growth, the College should continue to develop strategies that attract more students from outside this region. We will need to attract students from other population centres, including those which are growing faster than southwestern Ontario. In pursuing our internationalization strategy, we will attract more international students.

To support growth, to compensate for a future decline in post-secondary student populations and to support public policies aimed at creating a highly educated and trained workforce, we must also attract and support the educational needs of more adult learners and immigrants. We must enhance access and increase the participation rates of those populations that face challenges engaging in post-secondary education, including students with disabilities. We must increase the college's role in retraining, skills enhancement and life-long learning.

Competition for students will increase. We will need to differentiate ourselves from other institutions by providing unique and high-quality educational experiences and services. It will be important for us to use new and creative acquisition, communication and tracking methods to maintain positive and frequent contact with those who have expressed an interest in attending Fanshawe, as well as our graduates.

Future students will demand and will be presented with a wider variety of educational offerings and learning delivery methods. This represents an opportunity for Fanshawe to optimize its current delivery methods while branching out into alternative programming, locations, partnerships and teaching delivery methods.

In successfully addressing these growth priorities we will be attracting a greater diversity of students than in the past. We will need to enhance our capability to support this diverse community, which will imply that a greater variety of services will be required to support them.

Initiatives	Strategies	Action Priorities (referenced from Fanshawe Planning Framework (FPF) 8/14/2009)
1. Develop and Implement Enrolment Growth Strategies that Leverage Provincial, National and International Markets	<ul style="list-style-type: none"> Implement Strategic Enrolment Management (SEM) plan that takes into account changing geographic, demographic, social and economic needs. 	<ul style="list-style-type: none"> 6.1a, 1.1a
2. Target Growth in Markets and Programs Congruent with Community Needs	<ul style="list-style-type: none"> SEM plan will define all of our “communities” how serving each would support growth: <ul style="list-style-type: none"> London area Southwestern Ontario GHA GTA Ontario Canada World On an ongoing basis, determine educational needs of our various communities: <ul style="list-style-type: none"> Obtain input, data from all communities identified above Identify need for specific skills and knowledge over short and long-term Identify marketing and support plans required to successfully attract students from these various communities 	<ul style="list-style-type: none"> 6.1a, 6.2a, 6.3a, 6.3b, 6.1b 6.2a, 6.3a, 1.2a 1.2c 3.1a
3. Enhance our Capacity to Serve our Diverse Student Community	<ul style="list-style-type: none"> As part of SEM, identify learning and support needs of applicants, prospective, students, current students and graduates Increase program mix and ensure programming responds to the diverse and changing needs provincially, nationally, and internationally. We need to Plan for investments in new programming, educational technology, specialized spaces, which support growth The Academic Plan needs to be supported by the International Plan, the Marketing Plan, the IT plan, the HR Plan and the Facilities Plan. 	<ul style="list-style-type: none"> 6.3a 6.2a, 6.1b, 2.3a 2.3a, 2.1a 6.1b