

**SIMON FRASER UNIVERSITY
MEMORANDUM**

TO: Senate

FROM: W.R. Heath
RegistrarSUBJECT: Election at Senate Meeting
- Monday, April 6, 1992

DATE: March 19, 1992

The Senate Nominating Committee has submitted nominations for elections to the undernoted committees to be conducted by Senate at its meeting of April 6, 1992.

Under Senate regulations any Senator who wishes to add nominations to those shown below may do so by notifying the Secretary of Senate in writing of such nominations. Nominations must be received by the Secretary of Senate no later than Friday, April 3, 1992.

Nominations received after that time, and nominations from the floor cannot be accepted. Senators making such nominations must ensure in advance that the nominee is willing to stand for election.

SENATE COMMITTEE ON INSTRUCTIONAL METHODS AND ORGANIZATION (SCIMO)

Four Faculty Members elected by Senate for no specified term of office.

Lawrence Boland
Peter Coleman
Charles Day
Malgorzata Dubiel
Noel Dyck
John Dewey Jones
James Ogloff
Leigh Palmer
Gary Poole
Grant Strate
Laurence Weldon

One Undergraduate Student elected by Senate for no specified term of office.
Zoltán Barabás

One Graduate Student elected by Senate for no specified term of office.
(Sam) Vanda Rea Black
Ken Giffen

Note:

Information Sheets on the candidates are enclosed for your information prior to the Senate meeting but balloting will take place at Senate on April 6th.

Application for nomination to the
Senate Committee on Instructional Methods and Organization(SCIMO)

Zoltán A. Barabás

(91101-1247)

Education

Jan 1991 - present Simon Fraser University. Entering third year Bachelor of Arts in Economics and Political Science. Completing Cert. in Liberal Arts 92-2.

Jan 1988 - Dec 1990 Camosun College, Victoria, B.C. University transfer in Business, Economics and Political Science.

Work Experience

Jul 1985-present Department of National Defence

-Naval Reserve Officer. My present rank is Lieutenant with three years seniority.

-Currently studying for my ship command qualification.

Current Employment

-Personnel Administration Department Head with Her Majesty's Canadian Ship DISCOVERY, Vancouver's Naval Reserve Division.

-Responsible for the administration of all personnel, recruiting, and security. I directly supervise three section officers.

-I will be reassigned to the position of Training Officer on April 1st, responsible for all aspects of training DISCOVERY personnel including instructor training and standards assessment.

Sep 1990-Dec 1990 Camosun College - Student Services

-Student Assistant to Academic Counselling Section.

-Student member of Enrollment Process Review Committee.

May 1989-Dec 1989 Naval Officer Training Centre in Esquimalt, B.C.

Navigation Instructor

Senate Members,

I submit to you this brief resume to highlight some aspects of my background that might prove helpful to your Senate Committee on Instructional Methods and Organization. I am employed full time with the Naval Reserves in Vancouver in the position mentioned in above. Concurrently, I also attend three classes each semester working towards my Bachelor of Arts in Economics and Political Science.

My desire to be selected for the SCIMO is twofold. First, I wish to make a worthwhile contribution to SFU that would benefit both the University, and most importantly my fellow and students. Secondly, I wish to diversify my education and work experiences to include affiliation with SFU and the skills I would gain from this involvement.

My ability to make a meaningful contribution to the SCIMO is based in the fact that through my education(post secondary and Navy) and my employment as a Naval Officer, I have gained the necessary skills to work closely and effectively in teams and committees. I have learned the dynamics of being a leader, a follower and a group member. I believe in the power of synergy to help a team accomplish goals. I am a diplomatic, and not aggressive, team player. I am as much a listener as I am a contributor. I have strong analytical and organizational skills that might prove helpful to the committee. I am available during the required time period and during the day due to flexible work hours. Your consideration of my nomination is greatly appreciated.


Z.A. Barabás

1.

March 19, 1992.

Dear Senators,

I wish to be considered for nomination to the Senate Committee on Instructional Methods and Organization.

I have worked as a teaching assistant at Simon Fraser and the University of Windsor. In addition, I conducted a workshop for TA Day at SFU last September. Recently, I participated in a panel discussion which was part of the Centre for University Teaching's film and discussion series.

My experience as a teaching assistant, student, and a representative of the Teaching Support Staff Union allows me to bring a realistic perspective to the consultative process on instructional methods and organization.

Please contact me if you have any questions.

Sincerely,



Sam Black

(Sam) Vanda Rea Black

208-1885 Barclay
Vancouver, B.C. V6G 1K7
(604) 688-3993

EDUCATION

September 1988 - present

Simon Fraser University, BC
Master's student in Philosophy
Awards: Graduate Fellowship (4 semesters)

January - May, 1988

University of Windsor, Ontario
Enrolled in Master's programme in
Philosophy

September 1985 - December, 1987

University of Windsor
Completed B.A. in Philosophy

WORK EXPERIENCE

May 1991 - present

Teaching Support Staff Union, SFU
Chief Steward

January 1990 to August 1991

Simon Fraser University
Teaching Assistant

BOLAND, LAWRENCE ARTHUR

Univ. of Illinois, Ph.D. 1966, M.Sc. 1963; Bradley University, B.Sc. 1962.
Present Position: Professor of Economics.

Publications: *The Foundations of Economic Method*, London: Geo. Allen & Unwin, 1982, Italian edition (1990), *Methodology for a New Microeconomics*, Boston: Allen & Unwin, 1986, *The Methodology of Economic Model Building*, London: Routledge, 1989, *The Principles of Economic Models: some lies my teachers told me*, London: Routledge, 1992. Over 40 published articles including 'On the Futility of Criticizing the Neoclassical Maximization Hypothesis', *American Economic Review*, and 'A Critique of Friedman's Critics', *Journal of Economic Literature*.

Currently a member of Senate. Previous university service includes being Chair of Joint Faculties, Senate member (1968-69), Chair of the Faculty of Arts Undergraduate Curriculum committee, and Chair of the Department of Economics.

PERSONAL RECORD: Peter E. F. Coleman, March 1992

EDUCATION University of British Columbia:

Faculty of Commerce, 1955-57; Faculty of Arts, 1957-59 B.A. (Hons.), English Lit.; Faculty of Graduate Studies, 1959-61, M.A., English Lit.; Faculty of Education, 1961-62, Teaching Certificate.; Faculty of Graduate Studies, 1969-73, D.Ed., Educational Administration.

EMPLOYMENT IN EDUCATION

Graduate Assistant, UBC, 1960-1962; subsequently sessional there and at Uvic.
Teacher/Department Head, English, Prince George Senior Secondary School, 1962-64.
Instructor and Department Head, English, British Columbia Institute of Technology, 1964-71.
Director of Educational Services, Manitoba Association of School Trustees, 197-73.
Superintendent of Schools, St. Boniface School Division, Winnipeg, Manitoba, 1973-79.
Associate Professor, Faculty of Education, Simon Fraser University, September, 1979. Promoted to Professor, 1987.

ASSOCIATED EDUCATIONAL EXPERIENCE

School Trustee, School District #36, Surrey, 1967-68; President, Manitoba Educational Research Council, 1978-1979; President, Canadian Association for Studies in Educational Administration, 1979-1981. Speaker at many professional conferences of teachers and administrators in public schools. Member, American Educational Research Association, 1979-present; Canadian Society for Studies in Education, 1973-present. At SFU I have served on various Faculty committees, including tenure (twice), on Senate, and on UTC. I am presently Treasurer of the SFU Faculty Association.

RECENT PUBLICATIONS

Since 1971, have published a wide variety of articles and book-chapters in Canadian, American, British and Australian journals and books, on educational finance, organizational theory, and school improvement. In 1971, published a textbook on teaching technical writing, The Technologist as Writer, which was used in Canada and the U.S. for a number of years. Most recent publications include:

(1990). Reaching out: Instructional leadership in school districts. Peabody Journal of Education, 65,(4), 60-89. (With L. LaRocque).

(1990) Struggling to be "Good Enough": Administrative practices and school district ethos. London: Falmer Press. (With L. LaRocque).

(1990). School costs and achievement: Explaining the riddle. In S. Lawton & R. Wignall (Eds.), Scrimping or squandering: Financing Canadian Schools. Toronto: Ontario Institute for Studies in Education Press.

(1991). Network coverage: Administrative talk, administrative collegiality and school district ethos. Canadian Journal of Education, 16(2), 151-167. (With L. LaRocque & L. Mikkelsen).

(1991). In the Web: Internal and external influences on school effectiveness. School Effectiveness and School Improvement, 2(4), 262-285. (With J. Collinge).

(1991). School district or regional management and school improvement. In W. L. Boyd (Ed.), International Encyclopedia of Education. Supplement 2. Oxford: Pergamon.

(1991). Negotiating the master contract: Transformational leadership and school district quality. In K.A. Leithwood & D. F. Musella (Eds.). Understanding school system administration: Studies of the contemporary Chief Education Officer. Toronto: Ontario Institute for Studies in Education Press. (With L. LaRocque).

STATEMENT

My teaching experience is both long (1961-present, with interruptions) and diverse (high school, college, and four universities as sessional/visitor). At SFU I have taught at undergraduate and graduate levels, and supervised many graduate students, in research teams working cooperatively and on individual projects. My technical interest in educational cost-effectiveness in the public schools is also useful preparation for the work of this most important committee. My role on the committee will be to represent the interests and concerns of the full-time teaching professor, who is without administrative responsibilities.

Day, Charles R. , Professor of History, S.F.U. since 1966.

B.A. Stanford, 1958, M.A. Ph.D. Harvard 1959, 1964.

Citizenship : Canadian

Areas of Interest : Europe, France, History of Education & Technology.

Publications: Book : Education for the Industrial World, the Ecole d'Arts et Métiers and the Rise of French Industrial Engineering, Cambridge, Mass.: the MIT Press, 1987, revised and translated into French: Les Ecoles d'Arts et Métiers, L'enseignement technique en France XIXe-XXe siècle, Paris: Belin, 1991. Plus four chapters in books and about 20 refereed articles.

Community service : Alderman, West Vancouver, 1987-1994.

I am interested in serving on the Ad Hoc Senate Committee on Instruction Methods and Organization because I would like to see the following:

1. The preservation of the tutorial system.
2. A more rational allocation of course credit across the university.

Many departments offer only three unit courses, and these are often overloaded to a point where the student can not take five courses at once in his department. Four unit courses would enable the student to take fewer courses and pursue the material in greater depth, and a crowded university would economize by offering fewer (but better) courses.

3. The introduction of a reading week before final examinations, and the restoration of a two-week final examination period. Now a student takes his last class on Friday and may have several papers due during week 13: he or she then must face a battery of final examinations beginning Monday. As the final exam period lasts only ten days, exams tend to be concentrated during the first week, and students are finding that they frequently have more than one exam per day. It is simply impossible to prepare adequately for so many papers and exams coming all at once.

During the coming years of financial austerity, S.F.U. will probably enter the final stages of becoming an overcrowded brain factory. This committee may be our last slight hope of maintaining some measure of intellectual integrity in the university.

DUBIEL, Malgorzata M.

M.A.(Mathematics)	Warsaw	1972
Ph.D.(Mathematics)	Warsaw	1976

TEACHING AND ACADEMIC EXPERIENCE:

Assistant Professor	University of Warsaw
Mathematics Department	1976-82

Sessional Instructor	Simon Fraser University
Mathematics Department	1979-3, 1980-1, 1985-1

Laboratory Instructor	Simon Fraser University
Department of Mathematics and Statistics	1985-3 - present

AREAS OF RESEARCH:

Logic; Mathematics Education

OTHER PROFESSIONAL ACTIVITIES:

Member of Mathematics and Statistics Undergraduate Studies Committee 90/91

Member of SFU Faculty Association Executive 91/92 - 92/93

Member of SFUFA Committee on Teaching Issues and Growth

STATEMENT:

The job of a Laboratory Instructor in the Mathematics and Statistics Department consists of organizing support services for the courses assigned to a Workshop: scheduling and supervising the work of TA's, organizing the marking of homework and exams, and coordinating the Workshop itself, which is the place students come to work on their assignments and get help whenever they experience any difficulties with the course material. Lab Instructors also organize review sessions, study and discussion groups and often work with faculty members in developing new courses and redesigning old ones. They also develop and teach supplementary courses; in my case these include a credit-free Basic Algebra course and a Math Anxiety Clinic - a course designed to help students to overcome anxieties and develop strategies enabling them to cope with their mathematics requirements.

In my job I work closely with faculty, and undergraduate and graduate students from across the university. I enjoy teaching and helping students.

I understand that these are times when we have a duty to train increasingly larger number of students as efficiently as possible. At the same time I resist the arguments heard from some quarters which seek to impose an industrial model on the University.

TO: Mr. Ron Heath, Registrar
FROM: Noel Dyck, Sociology/Anthropology
RE: Statement of interest in serving on the 'Ad Hoc' Senate
Committee on Instructional Methods and Organization
DATE: 17 March 1992

I would like to indicate my interest in serving on the
above mentioned committee.

PERSONAL RESUME

- B.A., M.A. (Saskatchewan), Ph.D. (Manchester)
- Associate Professor of Anthropology (employed by Simon Fraser University since 1975)
- teaching experience at SFU includes lower-division lecture courses, upper-division seminars, graduate courses and graduate supervision
- author and course supervisor of three SFU distance education courses
- previous chair of the S/A Graduate Program Committee and Director of the Social Policy Issues Post Baccalaureate Diploma Program
- winner of Excellence in Teaching Award, SFU, 1990
- external examiner for doctoral theses at:
 - University of British Columbia
 - University of Manitoba
 - University of Western Australia
- publications:
 - Indigenous Peoples and the Nation-State: Fourth World Politics in Canada, Australia and Norway (1985) (editor and contributor)
 - What is the Indian 'Problem': Tutelage and Resistance in Canadian Indian Administration (1991)
 - Anthropology, Public Policy and Native Peoples in Canada (forthcoming) (co-editor and contributor)
 - numerous articles in journals and collected volumes

KENNETH GIFFEN

B.A. (Hons), Communications

Presently a Graduate Student SFU
and teaching assistant and tutor marker.

University Contributions:

*Member Board of Governors:

*Academic Operations Committee

*Member of Senate:

*Senate Committee on University Budget,

*Senate Committee on Academic Planning,

*Senate Nominating Committee,

*Electoral Standing Committee,

Senate Undergraduate Admissions Board

Senate Graduate Awards Adjudication Committee

*Senate Graduate Studies Committee

Assessment Committee for New Graduate Programs

Search Committee for Academic Vice-President,

Search Committee for Vice-President Research and Information
Systems.

Special Senate Committee's to hear undergraduate and graduate
student appeals.

*Speakers Bureau For the University

*current

John Dewey Jones, School of Engineering Science

I would like to serve on the committee on instructional methods and organization. I have been interested in innovative teaching methods for the past fifteen years, during which time I have taught in a Kenyan secondary school, lectured at Simon Fraser, and served on the Board of Governors of Friends Secondary School, Detroit. Since coming to Simon Fraser, I have experimented with several modes of instruction. While the results have not always been as I hoped, the courses have been consistently been rated excellent by my students.

Brief Resume

1971-1974 BSc (First Class Honours) in Mathematical Physics at the University of Sussex, Falmer, Sussex, UK.

1979-1983 PhD in Mechanical Engineering at the University of Reading, Reading, Berkshire, UK.

Employment History

1974-1975 Scientist-Programmer at the Medical Computing Centre, Westminster Hospital, London, UK; worked with medical researchers on the applications of computing machinery to medicine.

1975-1976 Research Assistant to the Robotics sub-committee of the Council for Science and Society; conducted research on the social implications of automation.

1976-1979 Headmaster, Chavavo Secondary School, Mahanga, Maragoli, Kenya. Administered a rural secondary school, established a science laboratory, taught mathematics, physics and English.

1983-1988 Staff Research Engineer, General Motors Research Laboratories, Warren, MI 48090, USA. Applied finite-element analysis and computer modelling techniques to the design and analysis of advanced diesel engines.

1988-present Associate Professor, School of Engineering Science, Simon Fraser University, Burnaby, British Columbia, V5A 1S6.

Publications

Eleven articles in refereed journals; fifteen conference publications.

James Ogloff

Education

• B.A. Calgary; M.A. Sask.; Ph.D. Nebraska; Juris Doctor (J.D.) Nebraska.

- July 1, 1990 - Assistant Professor, Department of Psychology
- Pending - Associate Member, School of Criminology
- Founding Member, SFU Mental Health, Law, and Policy Institute

Publications

13 articles in refereed journals	1 edited book
7 chapters in edited books	4 monographs/technical reports
	2 law review articles

Background Experience and Statement of Interest in SCIMO

I maintain a productive program of research and I have developed innovative teaching techniques in the established courses I teach. My area of specialization is law and psychology and I have developed two undergraduate courses in that area, as well as a graduate program that includes both an experimental/policy stream and a clinical-forensic stream. I have also established a graduate course in experimental ethics in psychology. My commitment to teaching extends to my research and professional work. I have authored some articles on training in law and psychology, I am a member of the Teaching of Psychology division of the American Psychological Association and I currently chair the Training/Careers Committee of the American Psychology-Law Society.

In addition to courses in my area of specialization, my teaching interests include introduction to psychology. Thus, I have had experience teaching our "monster" classes with enrollment in excess of 400 students. I also supervise honors and graduate students, and see this as a vital -- yet oftentimes overlooked -- aspect of university teaching. Prior to coming to SFU, I won a "Recognition Award for Contributions to Students" at the University of Nebraska.

Because I have been at SFU for a brief time (2 years), I lack the in-depth, cross-department, knowledge of the university and its teaching practices. However, I believe I could contribute a fresh perspective on teaching at the university level. I am excited by the prospect of serving on SCIMO because I believe that we are at a turning point at SFU. With all of its relative risks and benefits, we have grown into a medium sized university.

It is my sense that the role and methods of teaching have "evolved" without much direction. Now is the time to evaluate the university's instructional role, methods, and quality of instruction, and I would be most interested in participating in this evaluation.

Leigh Hunt Palmer

A.A. Sacramento Junior College

A.B., Ph.D. University of California, Berkeley

Member of Department of Physics, SFU, since 1966

Associate Professor

Member of Senate (four elected terms) and Senate committees

Active in professional societies and community cultural organizations

I would like to serve as a member of the Senate ad hoc committee charged with examining and evaluating instruction at SFU. My principal area of interest and activity at SFU is in undergraduate physics teaching.

I want the committee to conduct a review in a context of comparing what we do with what is done in institutions of recognized excellence in instruction in Canada and the United States. The goal of the committee should be to make recommendations which, when adopted, will result in instructional success which will compare favorably with results obtained elsewhere. While there is some reason to consider subjective evaluation criteria as well, I would rely heavily on measurement of quantities like the fraction of students who successfully obtain appropriate employment or admission to advanced programs after graduation in comparisons of success. I believe that other suitably uncontroversial quantitative criteria can be found as well, and should be sought by the committee.

I have maintained close links with physics teachers in the high schools in British Columbia, and I maintain contact with many of my students after they graduate from SFU, very often by electronic mail. I will be able to seek information and advice from both future and past SFU students fairly easily and quickly on matters related to the investigations of the ad hoc committee. I also maintain links with colleagues at other colleges and universities, usually by electronic mail, with whom I may consult readily as well.

I am willing to devote the effort to this endeavor that it deserves.

Leigh Palmer, 19 March 1992

Resumé for Dr. Gary Poole re SCIMO

In addition to his research and teaching in Psychology, Dr. Gary Poole is the Director of the Centre for University Teaching at SFU, the instructional development program he helped initiate in 1988. In this capacity, he runs orientations and workshops for faculty to further improve their teaching. He also runs workshops for The University of Victoria's Pacific Institute on Faculty Development, which draws participants from across North America each summer. For the past 6 years, he has been the coordinator of SFU's TA Day, a day-long series of workshops held each fall for teaching assistants.

Gary has won the Hilroy Fellowship for Innovative Teaching, and has taught in college and university settings. He has designed psychology courses to be taught at secondary and post secondary levels, and has designed 4 courses for distance education formats.

He has attended conferences held by the Professional and Organizational Development Network (POD) in the United States and is on the mailing list for newsletters and other literature from that group. Also, he is a member of The Society for Teaching and Learning in Higher Education (STLHE) and has presented papers at two of their conferences.

This June, he will be on a panel with John Kirkness from the University of Toronto and Abe Konrad from the University of Alberta discussing future challenges for instructional development at Canadian Universities as part of the Canadian Society for the Study of Higher Education annual meeting.

He gave a presentation to the Smith commission and has been a panelist with Stuart Smith discussing ways in which excellence in teaching is manifest.

Currently, Dr. Poole is teaching Introductory Psychology (the 500 student variety), and a course for senior citizens in Social Psychology.

As someone who has spent a considerable amount of energy investigating the tutorial system, and who is charged with the responsibility of helping enhance instructional effectiveness at SFU, Gary is very interested in the Senate Committee on Instructional Methods and Organization.

GRANT STRATE

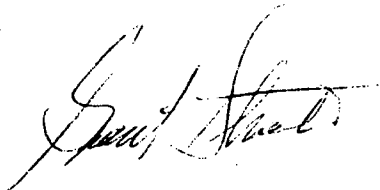
As past Director of the School for the Contemporary Arts and member of Senate and various of its committees including SCAP I have an understanding of much of SFU's instructional and organizational history. My interest in serving on the Senate Committee on Instructional Methods and Organization stems from my continuing respect for the educational objectives of SFU and a desire to protect the standards during this period of diminishing resources.

Short Biography

Grant Strate is a Canadian choreographer, dance educator and administrator. A charter member of the National Ballet of Canada, he continued with this organization for twenty years as a soloist, choreographer and Assistant to the Director. He was appointed founding Chairman of the Dance Department at York University in 1970, and was Director of the Centre for the Arts at Simon Fraser University from 1980 to 1989. He is currently Director of the Contemporary Arts Summer Institute at SFU.

Professor Strate is an experienced teacher of dance technique and theory, and has published a number of articles on dance and dance-related subjects. He has created more than fifty ballets for various dance groups, including the National Ballet of Canada, Royal Swedish Ballet, Studio Ballet in Antwerp, the Laban Centre in London, the Judith Marcuse Repertory Company and the Beijing Dance Academy. He organized National Choreographic Seminars in 1978, 1980, 1985 and 1991.

Professor Strate has been an advocate for dance and other arts in Canada and was the founding Chairman of the Dance in Canada Association. He is presently a member of the B.C. Arts Board and was a member of the Federal Task Force on Professional Training in the Cultural Sector. He has received the Centennial Medal (1967), The Queen's Silver Jubilee Medal (1978), the Dance Ontario Award (1979), and the Dance in Canada Award (1984). Grant Strate was awarded the Canada Dance Award for 1988.



I would like to be on this committee. Here is my one-page resume/statement.
I will put a hard copy of this in the campus mail today.

K. Laurence WELDON Assoc Prof. Math and Stat Age 49
PhD 1969 Statistics Stanford Univ.
MSc 1966 Statistics Toronto
BSc 1965 Math & Phys Toronto

Employment Experience:

1978-present	Assoc Prof	Math and Stat	SFU
1989-90	Vis Prof	Math	UCSD
1982-83	Snr Ind Fellow	Macmillan Bloedel Research	
1972-78	Assis Prof	Math/Preventive Medicine	Dalhousie Univ
1970-72	Assis Prof	Epidemiology and Biometrics	U. Toronto
1969-70	Assis Prof	Fac of Admin Studies	York U
1969-70	Research Assoc	Cttee of Presidents of Univs of Ontario	

Other Related Experience:

At Toronto, Dalhousie, and SFU, I have always been actively involved in university-based statistical consulting services. My teaching has always included the so-called "service courses" as well as the main stream courses at all levels. I have been involved for five years in SFUs Indonesia Project aimed at improving science instruction at universities in Eastern Indonesia. I have contributed and/or participated in several university committees involved with SFUs future planning (including the SCAP subcommittee for the planning of Harbour Centre). I have had some particular exposure to problems of enrollment forecasting through the activities of my wife who was the Research Director of the B.C. Post-Secondary Enrollment Forecasting Committee, and has continued in recent years as a consultant to SFU, OLA, and PMTI. I have expended most of my effort since 1969 to teaching my discipline, at the expense of research productivity, though I have managed to do some research in connection with my consulting activities. I have written several papers on the teaching of statistics, during 1987-92, some of which have been published. I have been a sporadic attendant at the lectures organized by Peter Kennedy on teaching at the university.

Statement About Instructional Problems at SFU:

I feel that the need for research at a university (as opposed to a research institute) is based on the support it provides to the teaching function, and that research for its own sake need not be based at a university. The fact that most research is funded by external agencies (e.g. NSERC) is a recognition that research for its own sake is not intended to be controlled by the university itself. The problem is that the external agencies are controlling the university and its teaching function. This has led to many unfortunate developments.

The traditions of university teaching are strangling the forces of creativity. For example, the braking up of a class of 500 into 5 classes of 100 has little effect on the quality of learning in those classes, but does increase the cost of the teaching. A related problem is the apparent necessity to give each faculty member the same instructional task. It seems clear to me that some instructors are better at lectures, others at tutorials, and others at preparing materials (written, computer, graphics, ..) and so we should have a system with more flexibility than at present. The innovations made possible by the revolution in communications have not been sufficiently explored, nor is there sufficient incentive to explore these options at SFU.

Unless the teaching function is recognized as the PRIMARY function of a university, there is little hope for significant improvement in instructional patterns. Research at a university is needed because of this teaching function, not in spite of it .