

III. Summary of General Benefits of a Flexible Education Strategy for SFU

Group	Benefit
For Students	<ul style="list-style-type: none"> • Integrated research, teaching and experiential learning opportunities • Quality instruction and learning opportunities driven by research and innovative practice • Teaching that takes into account changing student needs and aspirations • A learning environment that is conducive to academic life and study requirements
Faculty and Instructors	<ul style="list-style-type: none"> • Ongoing professional development opportunities • Incentives and grant programs for teaching excellence and innovation • Increased opportunities to bring research into teaching • Discipline-specific, in-house support and mentorship opportunities • Supported piloting of alternative teaching approaches and innovative practice models • Opportunities for interdisciplinary interactions with students and colleagues
Educational and Support Staff	<ul style="list-style-type: none"> • Recognition of the integration and research and support service as a key component within a teaching and learning support system • Coordinated priorities and efforts in providing support across the university – guided by a new key position within the University through an Associate Vice-President of Teaching and Learning
Administrators	<ul style="list-style-type: none"> • Better alignment and support of teaching and learning research and support services across SFU initiatives • Clearer expectations for collaboration between Teaching and Learning Centre (TLC), Centre for Online Learning (CODE), and research provided by the Institute for the Study of Teaching and Learning in the Disciplines (ISTLD) • Framework for a flexible education system that recognizes, supports and rewards Teaching and Learning across Faculties and at all levels
The University Community	<ul style="list-style-type: none"> • Shared vision, direction and common purpose around a flexible approach to teaching and learning that define an SFU approach • Visible recognition and rewarding of teachers and learners • Increased awareness of available supports and support systems for learners and instructors • Steps towards recognizing all stakeholder roles and enabling a community around a responsive approach to teaching and learning at SFU