TEACHING AT SFU
SURVIVAL KIT FOR NEW FACULTY

Welcome to Teaching at SFU! The purpose of this guide is to provide new instructors with quick links and easy instructions to teaching resources, policies and support at SFU. We asked faculty members who recently joined SFU to let us know what they wish they had known when they started, and put together resources to address their questions.

We tried to keep the document as short as possible, with links to campus resources and detailed guidelines you can access if you need more information.

If you have questions, you can always reach us via the big blue “How can we help you” button on the CEE front page, or by writing to ceehelp@sfu.ca.

If there is any other information that would be helpful to you or future new faculty, please let us know.
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SECTION 1: COURSE LOGISTICS

Where do I find important dates for the term?

- SFU has three main terms in each academic year—spring, summer and fall—as well as an intersession in May/June and a summer session in July/August.

- Semester dates are listed in the Academic Calendar: [https://www.sfu.ca/students/calendar/2023/spring.html](https://www.sfu.ca/students/calendar/2023/spring.html)

- Please note the following statutory holidays (Spring 2023 to Fall 2023) – some of these are different from other provinces and countries. The university is closed, and no classes are held on:

  - January 2: New Year’s Day (in lieu)
  - February 20: Family Day
  - April 7: Good Friday
  - April 10: Easter Monday
  - May 22: Victoria Day
  - July 3: Canada Day (in lieu)
  - August 7: BC Day
  - September 4: Labour Day
  - October 2: National Day for Truth and Reconciliation (in lieu)
  - October 9: Thanksgiving
  - November 13: Remembrance Day (in lieu)

How do I get a class list?

- Class lists are accessible via goSFU, the university’s course registration and student information system (also called SIMS).
  [https://www.sfu.ca/information-systems/services/gosfu.html](https://www.sfu.ca/information-systems/services/gosfu.html)

What can I see in goSFU?

- Instructors can check class schedules, view class rosters, assign final grades to students, and submit or approve grade change requests.

- All SFU students are able to access goSFU for course registration, viewing grades, tracking degree progress, ordering transcripts, and applying for graduation.

How do I access goSFU?

- Instructors will obtain access to goSFU automatically once their teaching appointment has been entered into the system, and it will be provided for as long as they have an active teaching appointment at SFU.
• Accessing goSFU from your home may require you to set up a secure connection through VPN SFU’s virtual private network (VPN) and multi-factor authentication (MFA). Please connect with your department or IT services for support on how to set this up.

How do I access course mailing lists in goSFU?
• First, check with your academic unit to see if they have already set up class mailing lists for your courses.
• Instructions on creating your own mailing list are here: https://www.sfu.ca/cms/howto/advanced/for-site-admins/creating_maillist_restricted.html

How can I download photos of my students?
• Photos can be downloaded from goSFU using the Class Roster or through your course Canvas site: https://www.sfu.ca/canvas/instructors/learningtech/add-roster-photos.html

Who can help if we have a medical emergency in class?
• In an emergency, call 911.
• Campus Security provides urgent assistance and first aid 24/7 at all campuses – call 778.782.4500.
• For more, review emergency information and procedures.
• Campus map of AEDs is available here: https://www.sfu.ca/srs/risk-emergency-planning/emergency-preparedness/emergency-procedures/medical-emergency/cardiac-arrest.html
SECTION 2: COURSE OUTLINES AND SYLLABI

How do I edit and publish my course outline?

- Basic course outlines are published with the Course Outlines Administration App (Outlines app). Check with your academic unit for the internal process. [http://www.sfu.ca/outlines/help/basics.html](http://www.sfu.ca/outlines/help/basics.html)
- You can view all [SFU Course Outlines](http://www.sfu.ca/outlines) online.

Key components of an effective syllabus

The syllabus you share with your students on the first day of class should include:

- course description
- course goals
- readings and materials
- type of evaluation and weighting
- exam format
- expectations
- study strategies, strategies for succeeding in the course
- any unique learning activities, and what students can expect (such as field trips, labs, community engaged learning or simulations)

*At the program level, SFU requires educational goals, which are defined by individual academic units. Please ask your academic unit about its specific educational goals (Educational goal is the SFU specific term for a learning outcome).*

[Click here for strategies on how to write a welcoming syllabus that is accessible to students.](http://www.sfu.ca/students/academicintegrity/faculty/prevention/syllabus.html)

What standard language/content should I add to my syllabus?

Please check department-specific expectations for course outlines. Your unit will likely be able to provide you with a sample outline. The following sections are recommended:

- Recommended text for Academic Integrity, Plagiarism, Copyright, Use of Turn-It In, Online Proctoring Collaboration
  [https://www.sfu.ca/students/academicintegrity/faculty/prevention/syllabus.html](https://www.sfu.ca/students/academicintegrity/faculty/prevention/syllabus.html)

  “Academic honesty is essential for maintaining a high standard of academic excellence and integrity. There are many different forms of academic dishonesty. These include plagiarism such as inadequately citing the source of short phrases or ideas of an author in written work submitted for a grade and submitting or presenting another’s work as one’s own, among others. Students should read SFU’s policy S10.01 on Code of Academic Integrity and Good Conduct at: [http://www.sfu.ca/policies/gazette/student/s10-01.html](http://www.sfu.ca/policies/gazette/student/s10-01.html) which outlines all prohibited acts of academic dishonesty.”
• **Accessibility and Accommodation**

“Students with hidden or visible disabilities who may need classroom or exam accommodations are encouraged to register with the **SFU Centre for Accessible Learning** (CAL- 1250 Maggie Benston Centre) as soon as possible to ensure that they are eligible and that approved accommodations and services are implemented in a timely fashion.”

• **Sexual Violence Support and Prevention**

Establish expectations for respectful conduct and provide information about support resources. Consider using **content notes** when teaching content related to sexual violence, such as:

“In this course, we will discuss issues related to sexual violence, intimate partner violence, and racism. I recognize that this content may bring up difficult feelings for people who have been impacted by these issues. If you are concerned about this content, you are invited to seek support from one of the campus services listed below. We can also discuss how to achieve the same learning goal from a different pathway.”

Visit [https://www.sfu.ca/sexual-violence/faculty.html](https://www.sfu.ca/sexual-violence/faculty.html) for ideas on what to include in your syllabus and other information for instructors on how to handle issues related to sexual violence.

• **Religious Accommodation**

Learn about your responsibility to accommodate students for religious reasons. Encourage students to let you know their needs for religious accommodation early in the semester if possible.


If a significant religious holiday in the student’s culture falls on the date of the exam, the student is entitled to be absent, without penalty, and perform the work at another time. Accommodation can involve any of the following:

- writing a make-up exam on another day;
- assigning the value of the exam to a later exam;
- requiring the student to submit another type of assignment.

**Multifaith calendar:** [https://www.sfu.ca/humanrights/guides-and-protocols/interfaith-calendars.html](https://www.sfu.ca/humanrights/guides-and-protocols/interfaith-calendars.html)

• **Course Codes and Terminology**

For a detailed list, please see: [Terminology – Schedules](https://www.sfu.ca/humanrights/guides-and-protocols/religious-accommodation.html)

D = Day
E = Evening
C = Distance Education
OL= Faculty Led Online
B = Blended
F = French
J = SFU NOW
U, W, X, Y, Z = Education Professional
SECTION 3: TEXTBOOKS AND COURSE PACKS

How do I order books/course packs for my course?

- Bookstore: [https://shop.sfu.ca/faculty/faculty-requisitions](https://shop.sfu.ca/faculty/faculty-requisitions)
- Custom Course Packs: Email [coursematerials_coordinator@sfu.ca](mailto:coursematerials_coordinator@sfu.ca) for information and orders
- Please note: *If a book is available electronically, the Bookstore will not order hard copies unless specifically requested*
- Copyright resources: [https://www.lib.sfu.ca/help/academic-integrity/copyright](https://www.lib.sfu.ca/help/academic-integrity/copyright)
SECTION 4: GENERAL POLICY INFORMATION AND CODE OF ETHICS

The SFU Policy Gazette contains a collection of all policies currently in effect at Simon Fraser University. In the Teaching and Instruction Section, you will find policies on exams, grade appeals and grade revisions.

- Please review the Code of Faculty Ethics for faculty members as teachers, scholars and colleagues.
- http://www.sfu.ca/policies/gazette/academic/a30-01.html

Ethical Principles in University Teaching

The Society of Teaching and Learning in Higher Education has articulated 9 ethical principles for university teaching, in collaboration with 3M National Teaching fellows. The 9 Ethical Principles that define the professional responsibilities of university professors in their role as a teachers across Canada are:

1. Content Competence
2. Pedagogical Competence
3. Dealing with Sensitive Topics
4. Student Development
5. Dual Relationships with Students
6. Confidentiality
7. Respect for Colleagues
8. Valid Assessment of Students
9. Respect for Institution
SECTION 5: EXAM POLICIES

Scheduling exams
- Exam dates are published by the university around week 4 of the semester, and scheduled to reduce time conflicts and multiple exams for the same student within a 24-hour period.
  https://www.sfu.ca/students/exams/new-exam-scheduling.html

No in-class final exams during the term
- “In-class final examinations are not to be held before the beginning of the official examination period. Take-home examinations cannot be due until the commencement of the official examination period.”
  https://www.sfu.ca/students/calendar/2022/fall/fees-and-regulations/enrolment/policies-and-procedures.html#exam

Final exam grades due date
- Final exam grades are due 96 hours after the after the exam via the on-line grade roster to Records and Registration.

Final exam procedures (Academic Integrity Office):
- https://www.sfu.ca/students/academicintegrity/faculty/examprocedures.html

What if a student misses an exam?
- Please check with your departmental manager for the process within your department.
- Ask students to communicate with you as soon as possible if they miss an exam due to illness. If students miss a final, they may receive a deferred grade (DE) – a temporary notation on their transcript.
- Any medical absence would ideally be documented with the Certificate of Illness for Academic Concessions (form for undergraduate students).

Do I need to book a room for my exam?
- Room numbers for final exams are automatically assigned by the Scheduling Department, while midterms are held during class times.
- For faculty-led online courses (OL), you will need to ask your department to schedule a time. OL exams can be in-person or remote.

How long do exams need to be kept on file after the course ends?
- Exams need to be kept for one year after the last grade appeal involved with the course.
  https://www.sfu.ca/policies/gazette/information/I10-09.html
Exam accommodations

- The Centre for Accessible Learning (CAL) provides special exam accommodations for qualifying students. CAL will notify you if a student in your course has registered to receive accommodation.
- If a student requests accommodation, but has not registered with CAL, please refer them as soon as possible.

For procedures on how you will work with CAL to provide them with your exam so that they can administer it to accommodated students, visit https://www.sfu.ca/students/accessible-learning/faculty/student-accommodations/facilitating-exams.html
SECTION 6: GRADING POLICIES

- SFU’s grading system currently relies on grade point average and letter grades.
- The percentages attached to letter grades vary by department. Be sure to confirm with your department what percentage scale they use before assigning any letter grades to your students, and clarify grading expectations for your TAs.
- Please see the undergraduate grading systems document below for definition of competency-based grades.

Undergraduate grading systems and policies


Graduate grading systems and policies


<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
<th>Definition</th>
<th>SFU recommended grading scale in percentages ** Not required, and may vary by department</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
<td>Excellent Performance</td>
<td>A+ 95-100</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td></td>
<td>A  90-94</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
<td>A- 85-89</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Good Performance</td>
<td>B+ 81-84</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
<td>B  77-80</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
<td>B- 73-76</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Satisfactory Performance</td>
<td>C+ 67-72</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
<td>C  61-66</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Marginal Performance</td>
<td>C- 56-60</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
<td>D  50-55</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Fail. Unsatisfactory Performance</td>
<td>F  0-49</td>
</tr>
</tbody>
</table>

Where can students find their final grades?

- Students can view their final grades on goSFU.
How do I upload grades to goSFU?

- [Step-by-step instructions](https://www.sfu.ca/information-systems/services/gosfu/how-to-guides/faculty.html) for uploading grades
- [https://www.sfu.ca/information-systems/services/gosfu/how-to-guides/faculty.html](https://www.sfu.ca/information-systems/services/gosfu/how-to-guides/faculty.html)

To avoid errors, encourage students to check their final grades in goSFU rather in Canvas.

How do I export my grades from Canvas?

What is the grade change process?

- Grade changes are made online through goSFU. Here is a simple step-by-step guide for the online grade change form:
  1. Login to [https://go.sfu.ca](https://go.sfu.ca)
  2. Click on the Grade Change tab (next to Faculty Center)
  3. Click on Instructor - Grade Change Form
  4. Click on Grade Roster for the appropriate course
  5. Click on Grade Change for the appropriate student
  6. Using the drop-down menus, select the appropriate reason and revised grade
  7. In the text box add reason for the grade change
  8. Click submit and confirm that you want to submit the change (at which point it will go to Director of Undergraduate Programs for approval)

- Sessional instructors with semester contracts will need to contact their academic departments to initiate a grade change if their contracts are expired and they no longer have access to goSFU.

What is the deadline for submitting final grades?

Please check with your department manager.
- As a general rule, grades are due 96 hours after the last day of classes or 96 hours after the final exam.
- If the due date falls on a weekend, the deadline for grade receipt is 8:30 a.m. on the following Monday.
- An instructor can request a grade submission date extension from the advisor for their department, if necessary, to avoid multiple grade changes later.
- Deferred grades are due at the end of the first week of classes of the following semester.
- For more information, see [Examinations (Policies and Procedures)](https://www.sfu.ca/exams/policies-and-procedures.html) in the Academic Calendar.

What is the process for grade appeals?

- The policies on reconsideration of a grade are outlined in section 2.5 of the [Grading and the Reconsideration of Grades](https://www.sfu.ca/exams/policies-and-procedures.html) policy webpage.
• Please consult with your chair and department manager about your unit’s procedures for grade changes.
• **Faculty guide to grade appeals:** [https://www sfu ca/ombudsperson/get-help/faculty-guide.html](https://www.sfu.ca/ombudsperson/get-help/faculty-guide.html)
• If a student submits a grade appeal, their instructors need to respond within 10 days.

**How long do I need to keep copies of exams and assignments?**

• The instructor is responsible for maintaining clear records of marks given and to keep them and all marked exams for **at least one year** following the end of term, and make them available if a student requests reconsideration of their grade.
• See section 2.2.5 in the Grading and the Reconsideration of Grades: [https://www sfu ca/policies/gazette/teaching/t20-01.html](https://www.sfu.ca/policies/gazette/teaching/t20-01.html)
Any enrolled SFU student with a documented or suspected disability is encouraged to meet with a Disability Access Advisor at the Centre for Accessible Learning (CAL).

Please review the instructor responsibilities in the accommodation process.

See Instructor and faculty FAQs about accommodation here.

Instructors can confirm student requests to write a test or final exam using the online exam booking module, as well as provide exam administration instructions to the Centre: https://www.sfu.ca/students/accessible-learning/faculty/instructors-online-exam-booking.html

How do I add extra time to an exam or quiz in Canvas?

Search for “Accessible Learning” in the Canvas Instructor Guide: https://www.sfu.ca/canvas/instructors.html
SECTION 8: ACADEMIC INTEGRITY

What do I do if I encounter an academic integrity violation?

- Faculty Guide to Academic Integrity at SFU – Infographic. https://www.sfu.ca/content/dam/sfu/students/academicintegrity/AI_infographic.pdf
- Process for responding to academic integrity violations https://www.sfu.ca/students/academicintegrity/faculty/reporting.html

How can I prevent academic integrity violations?

https://www.sfu.ca/students/academicintegrity/faculty/prevention/syllabus.html

How do I educate my students about academic integrity?

- Articulate key principles of academic integrity in your syllabus, on the first day, and again before exams.
- The Academic Integrity website has an engaging two-minute video that can be played in class or embedded in Canvas to summarize the types of acts that are prohibited (click here to learn how to embed a video in Canvas).
- The Online Plagiarism tutorial and the new Academic Integrity tutorial from the Library can be embedded in Canvas.
- Refer to free study skills/writing workshops through the Student Learning Commons.
- Provide students an alternative to private “editors” that might misrepresent the amount of work completed by the student by referring to WriteAway, which is an SFU approved, 100% online writing support service for undergraduates.
- You can find a list of hints and tips to share with your students to help them avoid plagiarising here: https://www.lib.sfu.ca/help/academic-integrity/plagiarism
The Freedom of Information and Protection of Privacy Act (FIPPA) is British Columbia’s legislation governing how public bodies, like the university, manage the personal information they collect about you.

- BC’s protection of privacy guidelines are generally stronger than those of other provinces in Canada. In particular, the guidelines limit the use of software tools that store students’ personal information outside Canada, including some learning technologies, such as Google docs or Dropbox.
- In most cases, FIPPA compliant alternatives are available, and you are able to use software supported by SFU IT Services.
SECTION 10: TEACHING TECHNOLOGY SUPPORT

For an overview of support for teaching technologies, please visit the Learning and Teaching Technology division website at https://www.sfu.ca/cee/services/learning-and-teaching-technology.html

Online Learning Management System – Canvas

- SFU’s online learning management system is Canvas. Every course is assigned a Canvas site by IT Services. Use your SFU ID and password to access canvas.sfu.ca
- For Canvas Technical Support (log in, system requirements), contact IT Services: http://www.sfu.ca/canvas.html
- For Teaching Support and course design, contact CEE via our support portal. Our educational developers can support you with questions about course design and teaching tools, while our course production team can answer technical questions related to setting up exams, quizzes, grading and interactive teaching tools.

How do I set up/find my course site in Canvas?

- Step by step instructions are here: https://www.sfu.ca/canvas/instructors/getting-started/gettingstartedwithcanvas.html

Teaching with Zoom

- SFU Zoom is available to all faculty, staff, and students for real-time online teaching, meeting, and learning. CEE offers workshops on teaching with Zoom, including sessions for advanced users focusing on using breakout groups, polls and other interactive tools. Check for available workshops at http://www.sfu.ca/cee/events.html.
- For information on Zoom proctoring, and privacy: https://www.sfu.ca/information-systems/services/zoom.html
- How do I view attendance reports for Zoom meetings? https://www.sfu.ca/information-systems/services/zoom/how-to-guides/zoom-meeting/view-attendance-reports-for-zoom-meetings.html

How do I record my lectures?

- https://www.sfu.ca/information-systems/services/lecture-recording.html
SECTION 11: GRADUATE SUPERVISOR RESOURCES AND EXPECTATIONS

- The supervision and mentorship of graduate students is an important component of your teaching role at the graduate level. Much of this mentorship will take place outside the classroom. You will be mentoring students to transform from consumers of knowledge to creators of knowledge, and potential future scholars and colleagues.

- **Setting clear expectations** for how you and your students will collaborate on research projects, how you will provide feedback, collaborate on publications, manage intellectual property and authorship, and work with your TAs in their teaching roles are critical in establishing a great working relationship with your graduate students.

- Each faculty will have specific expectations and guidelines related to supervision. Be sure to consult your department and faculty for details.

Graduate Supervision Resources:

**Sample supervisory agreement**
- Consider creating a supervisory agreement to set expectations. A template is available on the Graduate and Postdoctoral Studies website here: [https://www.sfu.ca/gradstudies/graduate-students/managing-your-program/supervision.html](https://www.sfu.ca/gradstudies/graduate-students/managing-your-program/supervision.html)

**List of student responsibilities** in the supervisory relationship: [https://www.sfu.ca/gradstudies/graduate-students/your-role/student-responsibilities.html](https://www.sfu.ca/gradstudies/graduate-students/your-role/student-responsibilities.html)

**Supervision strategies**
- Nature’s Guide for Mentors (Science): [https://www.nature.com/articles/447791a](https://www.nature.com/articles/447791a)
SECTION 12: SFU TEACHING CONTEXT AND CURRICULUM

Reconciliation

At SFU, we learn, teach, work and live on the unceded traditional lands of the Coast Salish peoples including the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Səl̓ílwətaɬ (Tsleil-Waututh), and Kʷikʷəƛ̓əm (Kwikwetlem) Nations.

- We encourage you to start your first day of class with a land acknowledgement and to engage your students in dialogue about Reconciliation in your discipline.
- You will find resources for creating a meaningful positionality statement and land acknowledgement here: https://www.lib.sfu.ca/help/academic-integrity/indigenous-initiatives/traditional-territory
- SFU Indigenous protocol and pronunciation guide is located here: https://www.sfu.ca/ceremonies/Protocol/indigenous-protocol.html

Accreditation

SFU has been granted formal accreditation by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is one of six independent regional agencies recognized by the U.S. Department of Education to evaluate the quality and institutional effectiveness of post-secondary institutions. SFU is accredited by a U.S. agency because Canada doesn’t have a comparable institutional accreditation body. https://www.sfu.ca/vpacademic/accreditation.html

Educational Goals

- SFU’s educational goals capture the skills and competencies our graduates achieve by the end of their degree program. As an institution, we are dedicated to preparing students for lifelong learning, and to producing community-engaged and responsible citizens who demonstrate integrity and ethical behaviour. We value a community founded on principles of respect for knowledge, truth, and scholarship. Our graduates are critical and creative thinkers, skilled at problem solving and equipped for the challenges of the future.
- Each department has identified educational goals for their programs, and we have identified proposed university-wide goals. You can read more about these here: https://www.sfu.ca/vpacademic/learnteach/educational-goals-initiative.html

WQB Requirements (Writing, Quantitative, Breadth)

- All students admitted to an undergraduate degree at SFU must complete a minimum of 36 units of courses designated as Writing, Quantitative, or Breadth, with a grade of C- or better to receive the WQB credits.
Our diverse campus community

SFU’s campus community is extremely diverse, students in your classroom will bring a rich variety of linguistic and cultural knowledge to class and represent multiple, complex, intersectional identities.

Of our 30,000 students, 20% of our students are international students, 42% speak an additional language at home, 15% speak a language other than English at home.

SFU is primarily a commuter campus. While over 1200 students live on campus, most students do not live on Burnaby mountain and spend a significant amount of time commuting (and engaging with online and digital learning materials while they are commuting). See infographics about our diversity here:

- The Linguistic Landscape of Vancouver
- SFU’s Undergraduate Student Diversity
- SFU’s Graduate Student Diversity
SECTION 13: ASSESSING AND DOCUMENTING YOUR TEACHING

Course Evaluations (SETC – Student Experiences with Teaching and Courses)

- **SETC** (Student Experiences with Teaching and Courses) is SFU’s online end-of-term course survey program. It collects, analyzes, and disseminates student perceptions and opinions about their learning experience in a course.
- Instructors have the opportunity to add 4 questions to each survey per course. The responses from the instructor-selected questions are only reported to the instructor.
- You will be receiving emails throughout the semester to guide you through the evaluation process.
- To log in and see your evaluations, go to: [https://www.sfu.ca/setc/for-instructors.html](https://www.sfu.ca/setc/for-instructors.html)

Assessment of Teaching Growth and Excellence

SFU is developing a more holistic approach to teaching assessment that uses multiple forms of evidence collected over multiple time points. This initiative is led by the AVP, Learning and Teaching, with support from the Centre for Educational Excellence.

CEE supports individual instructors both in their development and in their documentation of teaching growth and innovation. CEE also supports units as they develop teaching assessment frameworks that reflect the holistic, multiple voice assessment approach. The following documents support units through this process.

- Teaching Assessment Overview (PDF)
- Artifact Analysis (PDF)
- Peer Observation (PDF)
- Student Experience Surveys (PDF)
- Teaching Dossier (PDF)

Celebrating Teaching Excellence

- SFU’s [Excellence in Teaching Award](https://www.sfu.ca/) recognizes outstanding accomplishment in teaching. Up to three awards are given each year, receiving recognition at SFUs award ceremony, and a $2500 prize. Nominations are due by October 15th each year.
- The [3M National Teaching Fellowship](https://www.sfu.ca/) is a Canada-wide teaching award, nominations are due in January/February each year. SFU
SECTION 14: YOUR TEACHING MENTORS: CEE AND YOUR FACULTY TEACHING FELLOWS

Centre for Educational Excellence (CEE)

The Centre for Educational Excellence (CEE) collaborates with SFU’s learning and teaching community to inspire and support innovative, inclusive and reflective teaching approaches that create engaging learning experiences for students.

We facilitate workshops, provide individual consultations on course and curriculum design, provide educational technologies, facilitate online course design and course development (including graphic design, video and audio production), support the assessment of teaching and courses, and design custom programs to meet the needs of departments and faculties.

Our programs are designed to engage instructors at all stages of their teaching careers, from teaching assistants and instructors new to teaching, to educational leaders who pursue teaching inquiry and serve as mentors to peers in their departments. Reach us at: [https://www.sfu.ca/cee.html](https://www.sfu.ca/cee.html)

Types of Teaching Support We Offer

- **Department Level Consultation** – curriculum development or renewal, preparation for program review, setting educational goals and ensuring course alignment through curriculum mapping, consultations on decolonizing and Indigenizing the entire curriculum of a particular program. We offer custom teaching workshops tailored to the discipline specific needs of departments and Faculties.

- **Individual Instructor Consultation** – We offer extended teaching consultation sessions for instructors as well as provide solid answers for quick questions through CEE’s support portal.

- **Teaching Workshops, Programs and Certificates** – offered for faculty and teaching assistants, ranging from 2-80 hours, on a wide variety of topics from course design, blended learning, active learning, inclusive teaching, supporting multilingual learners, teaching assessment and teaching dossiers. Encourage your teaching assistants and international TAs to participate in our TA and ITA training programs.

- **Online Course Development** – If you are teaching a new, fully online or blended course, our teams can work with you during the course design process to choose the most effective approaches to online student engagement, build your course site, create interactive graphics or media, and incorporate educational technology tools or learning apps effectively. To build a full course, please get in touch with us 3 semesters before your course is scheduled to start. Starting Fall 2022, we will be introducing a new application process for online course development.
• **Educational Technology and Media Support** – Our Learning and Teaching Technology teams are available to provide hands-on support with creating interactive learning objects and media for your course, and help you implement interactive technologies such as clickers or learning apps. [CEE’s new media studio](#) is available for recording lightboard and other videos, audio recordings, and recordings of simulations or staged demonstrations of instructional practice.

• **Transforming Inquiry into Learning and Teaching (TILT)**. The mandate of Transforming Inquiry into Learning and Teaching (TILT) is to inspire, support, and enhance inquiry into all aspects of teaching and learning at SFU. TILT provides university-wide support for inquiry into teaching and learning including funding opportunities that help faculty explore questions about teaching and learning, apply the findings of their investigation directly to their teaching and share their findings with their colleagues.

**Your Faculty Teaching Fellow**

• Your [Faculty Teaching Fellow](#) is an important mentor who can help you become familiar with discipline-specific resources and teaching expectations. Be sure to ask your department or faculty office who your current Faculty Teaching Fellow is. Teaching fellows typically serve for a 2-3 year term.
Teaching assistants (TAs), tutor markers (TMs), and sessional instructors at SFU are members of the TSSU (Teaching Support Staff Union).

**What is a Time Use Guideline (TUG)? How do I fill it out and where do I submit it?**

- A TUG helps establish how you and your TA agree they will spend their contracted hours to support your course. TUGs establish the approximate amount of time that your TAs will dedicate to each major teaching activity during the term (classroom contact, marking, office hours, facilitating labs, electronic communication).
- Completing a TUG is an important piece of communication as well as a requirement of the TSSU Collective agreement with the university.
- **TUGs are filled out during the first week of the term**, through discussion between the TA and the supervisor. Submit completed TUGs to your academic unit and remember to also give a copy to your TA.
- Sample TUG forms are available on the TSSU website.
- Meet with your TAs regularly and check in on their needs for support and their workload throughout the term.

**Workload review/time check**

- Your department manager should remind you to review the TUG with your TA at approximately week 5 of the course, or after the first midterm, and see if the distribution of hours is appropriate, or may need to be readjusted.

**How many hours will my TAs work?**

- TA contracts at SFU specify the number of “base units” that a teaching assistant works. One base unit is equal to 42 hours of work.
- Up to 6 hours of a TA’s time can be dedicated to professional development for teaching each term. Please encourage your TAs to participate in TA/TM Day or other teaching workshops hosted by CEE.
- TA contracts will typically start on the first day of the term.

**TA evaluations**

- Each term TAs are evaluated for their work. The evaluation Form and Evaluative Criteria needs to be shared with your TA at the beginning of the term and must be completed at the end of the term.
• Please contact your department for a copy of the form, as some departments have an online evaluation form or have added discipline specific information to the form.
• The generic TA evaluation form is listed in Appendix E of the TSSU Collective Agreement.

Mentoring your TAs - Professional Development and Resources

The TA Hub - is a virtual resource created to help SFU TAs strengthen their teaching, leadership and interpersonal skills. The TA Hub combines video interviews with experienced TAs, as well as online modules and in-person sessions to help prepare all SFU TAs facilitate engaging learning experiences for undergraduates, with resources on how to:

• Prepare for their first tutorial or lab
• Plan engaging lessons
• Create an inclusive classroom environment
• Strengthen their communication skills
• Balance their teaching priorities with your studies and other responsibilities

Other resources for your TAs:
• Thriving in Your Role as a TA/TM online training on well-being for TAs and TMs by SFU Health & Counselling
• Preparing TAs to Lead Tutorials Online (3-page tip sheet - CEE)
• Overview of TA & TM roles, responsibilities and contracts (TSSU)
• TSSU Workload and Base Units for TAs/TMs
SECTION 16: APPENDIX: CAMPUS RESOURCES FOR YOU AND YOUR STUDENTS

Below is a list of campus services that you may need to refer your students to if they would benefit from writing support, counselling, accommodation or other campus services.

- [Health and Counselling](#)
- [Student Learning Commons](#) (writing support)
- [Liaison Librarian for Your Department](#) (help with teaching and research)
- [Copyright at SFU](#)
- [Human Rights Office](#)
- [Reconciliation at SFU: Office for Aboriginal Peoples](#)
- [Student Experience Initiative](#)
- [Supporting Students in Distress](#)
- [Sexual Violence Support & Prevention Office](#)
- [Responding to Disclosures of Sexual Violence Guide](#)
- [Well-Being in Learning Environments](#)
- [Teaching Support Staff Union (Support for TAs and TMs)](#)
- [Enterprise systems and software tools for teaching](#) (IT Services)
- [SFU Snap and campus apps](#) (maps to campus buildings, AED locations)
- **Campus Services** - what is open and when, including food outlets, libraries
  - Burnaby
  - Surrey
  - Vancouver

- **Campus Safety & Security**
  - Emergency information and procedures
  - [Campus Security](#) provides urgent assistance and first aid 24/7 at all campuses – call 778.782.4500
  - Campus Safe Walk Service – call 778-782-7991