INSTITUTIONAL-LEVEL TEACHING RESOURCES AT SFU

SFU has resources available to support various instructional goals. This document provides a list of institutional-level resources. Please check with your department or Faculty for in-house resources. The following pages assume that you have considered your instructional goals (what are you trying to do and why) and are looking to finding ways of “making them happen”. The first five pages present a table with some suggestions, which are by no means exhaustive. The pages thereafter provide details on where to find specific SFU resources or contact information.

If you come up with instructional goals which have not been listed and/or new ways of addressing certain goals, information below is outdated or you discover more resources, we would greatly appreciate learning from you in order to keep this document current. Please direct your comments to Stephanie Chu (Interim Director, Teaching and Learning Centre; stephanie@sfu.ca, 778.782.7244)
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## I. Matching Instructional Goals with Possible Solutions

The following table provides high-level suggested solutions for some instructional goals. Refer to the Section II for more information on a particular SFU resource. The resource’s associated website information provides details on how to use the resource and additional considerations.

<table>
<thead>
<tr>
<th>What would you like to do?</th>
<th>SFU Resource(s) Options</th>
<th>How?</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support group activities outside of class. For example, provide a means for students to continue discussions, organize themselves and work on group projects.</td>
<td>Sakai (IT Services)</td>
<td>Create a Sakai collaboration space for each group and provide access through an existing group maillist or add students individually. The other option is to ask students to create their own collaborative space and to add you to the space if desired.</td>
<td>Sakai may be used by any SFU community member to create collaboration spaces. It is accessible by SFU login and so does not have a “public” side where the public or outsiders can see students’ work as part of a group showcase. This is a pilot service at SFU and may require some time for you and your students to become familiar with the platform.</td>
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<td>Private group maillists (IT Services)</td>
<td>Group maillists can be used for group members to communicate with one another without having to type each person’s name in an email (and potentially missing someone).</td>
<td>As with any maillist, email goes into each person’s inbox. Messages may become lost among other emails and discussions more difficult to follow. An advantage is that users don’t have to “go” to a shared space as messages come to him or her. You can request maillists and assign members or you can assign one student per group to request the maillist. In the request, share the purpose and course name and number.</td>
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<td>WebCT (IT Services, TLC)</td>
<td>Create private group discussion areas or rooms for real-time chat so that group members have a place to collaborate.</td>
<td>Most students will have used WebCT for other courses. If you are using other WebCT tools, creating group spaces within WebCT keeps related course materials and activities in one place for students. You can create groups in WebCT using an online sign-in sheet, randomly, or manually.</td>
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<td>Wiki (IT Services)</td>
<td>Students can collaborate on content, make edits on the work, and produce a shared document. The document may be made available for public viewing to showcase the group’s work.</td>
<td>Students may require guidelines on editing a wiki, such as to be respectful, to accept others editing and adding to their work, add meaningful content, share the wiki with others and to consider how reordering items changes meaning.</td>
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<tr>
<td>Community-building: Developing a sense of belonging and sharing among the class.</td>
<td>WebCT or Sakai (IT Services)</td>
<td>Create discussion forums for socialization, resource sharing and Q&amp;A. Encourage students to use these forums rather then emailing you or the TA directly and to help each other out by responding to peer posts. In WebCT, you can set up WebLinks tool to allow students to share URLs, or the media library to upload photos or diagrams. Add the Roster tool, and encourage students to upload photos of themselves so that you and your students can place names and faces. The assessment tool can be used to create a mid-semester student survey so that you can collect and respond to student feedback on the learning experience.</td>
<td>Using a discussion area for Q&amp;A can save you time from answering repeat emails. Using the discussion space for “important updates” also encourages students to go to the space regularly. Students may appreciate an “off-topic” area to discuss non-course related topics (this also creates a sense of community). The Roster tool is viewable by yourself and all students. Photos uploaded in the roster are viewable in any WebCT course that also has the roster tool. If you choose to collect mid-semester feedback, respond to it in class to show students that they are active participants in the development of the classroom learning community. Sakai and WebCT both use SFU logins and passwords for access. Both platforms have additional tools to support collaborative work.</td>
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<td>Using SFU Teaching and Learning Resources</td>
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<td><strong>WebCT: discussion forum (IT Services, TLC)</strong></td>
<td>Invite a guest to participate in a week-long asynchronous discussion forum on a specific topic.</td>
<td>Only persons with an SFU Computing ID can login and contribute to WebCT forums. Contact computing services (<a href="http://www.sfu.ca/itservices/accounts/">http://www.sfu.ca/itservices/accounts/</a>) to purchase a sponsored computing ID.</td>
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<tr>
<td>Blogs (IT Services)</td>
<td>Add a guest to your blog, and they can engage in a discussion with your students using the commenting feature on the blog.</td>
<td>You can add any email ID to a blog, so non-SFU users can participate in the online commentary.</td>
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<td>Communicate with students outside of class (static information, one-way or limited interaction)</td>
<td>Blogs (IT Services)</td>
<td>Post weekly updates, lecture notes, or supplemental materials. Blog postings appear in reverse chronological order, so the most recent is always at top. Turn off commenting if you do not want discussion on the different postings.</td>
<td>Useful for basic interaction between students and the instructor and TA. May eliminate repeat questions by providing students with a place to browse for answers to questions they didn't think to ask. Use &quot;categories&quot; to organize postings on different topics.</td>
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<td>Course mailist (IT Services)</td>
<td>Update students with class announcements, reminders or lecture outlines with a mailist. Emails will go to the entire class.</td>
<td>Useful for one-way communication (i.e. instructor or TA to students). You can restrict who can send to the mailist to only the instructor and TAs. In a larger class, spam and numerous responses which don't need to go to the class as a whole may become overwhelming. Emails can get lost in in-box.</td>
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<tr>
<td>Course webpages (IT Services)</td>
<td>Post syllabus, assignment descriptions or list of required readings. A course website is a useful and reusable resource which can be updated for future offerings. It can provide much requested information and cut down on questions by students. Request space specifically for your course website.</td>
<td>Different areas of the site or the entire site can be password protected so that only students (and select others) can access the site. Information posted on a site is static (doesn't change often) and is used more for reference purposes. If you're only interested in providing information to students, a course website may be your best option. Most students are familiar with and comfortable with websites. Websites are public, and so can be seen by anyone with an internet connection. Requires some familiarity with a web-design program (such as Dreamweaver) or HTML coding.</td>
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<tr>
<td>WebCT (IT Services, TLC)</td>
<td>Post syllabus, assignment descriptions or list of required readings. Similar to the explanation for Course webpages above – creating content page is a reusable investment and you can move the pages into future course containers. Request a course in WebCT to upload content (PDF, PPT or DOC files) and make use of more dynamic communication tools such as online discussions and send grades to individual students using the gradebook.</td>
<td>Useful for more interactive communication needs between all members of a course. Content can be automatically released over time or to specific students. All materials and activities are behind an SFU login, so is more private than a website. Recommended if you are interested in other ways of enhancing learning through the use of other tools (i.e. discussion forums, grades and feedback, etc.) Students and the instructor will need to become familiar with the WebCT environment.</td>
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<td>Enable students time to reflect and participate in discussions more equally</td>
<td>WebCT (IT Services, TLC)</td>
<td>Asynchronous (not real-time) discussions have been found to provide more of an equal opportunity for students to participate than in f2f classes. Some students need more time to reflect or are uncomfortable with speaking aloud in class. The asynchronous nature also allows students to spend time in thinking through their thoughts before articulating them.</td>
<td>WebCT allows for threading (follow a topic thread) and relies on SFU logins and passwords. To help with setting clear expectations, remind students of online etiquette (&quot;netiquette&quot;), create guidelines for student participation and your facilitation (i.e. how often will you be online to read and respond to questions?).</td>
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<tr>
<td>Blogs (IT Services)</td>
<td>Post weekly discussion questions, and ask students to “comment” on the posting with their answers or further questions. Blog postings appear in reverse</td>
<td>Useful for basic interaction between students and the instructor and TA. May allow quieter or shyer students to participate in the discussion by giving them a platform outside of the face to face interaction.</td>
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<td><strong>Provide grades and feedback to students as the semester progresses</strong></td>
<td><strong>WebCT: Gradebook tool (IT Services, TLC)</strong></td>
<td>Request a course in WebCT and use the “Gradebook” tool to create grade columns. Enter grades and feedback as the semester progresses.</td>
<td>This is one of the most popular functions of WebCT. If you have a large class, download and upload grades with an Excel Spreadsheet to make grade entry faster and easier for you. Students will only see their own grades and you can choose to release limited statistics (e.g. class average, or distribution of grades). Add grades to the “Demo Student” in the gradebook so that you can track which grades are visible in the Student View tab in WebCT.</td>
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<td><strong>Help students with researching for the course, keeping track of bibliographic data and writing in a particular format (e.g. APA)</strong></td>
<td><strong>Online Resources (Library) Liaison Librarians (Library)</strong></td>
<td>The library provides guides on how to research information, a web-based tool for capturing, managing and exporting bibliographic data and writing style guides. Liaison librarians can help you with determining appropriate resources for your subject area and course, and can come to your class to discuss library research methods.</td>
<td>Review the resources on the library’s website to familiarize yourself with what is there. Contact your liaison librarian in advance before your course starts so that sufficient time is available for help and compiling resources.</td>
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<td><strong>Raise awareness about and prevent plagiarism.</strong></td>
<td><strong>Online Resources (Library)</strong></td>
<td>Review the webpage on plagiarism with students. Take the tutorial (it can be added to WebCT course so that you can track student completion of the tutorial). Discuss the concept with your students.</td>
<td>This page also contains additional recommended sites.</td>
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<td><strong>SFU policies</strong></td>
<td>Refer to the SFU policies for your own understanding and encourage students to review them as well.</td>
<td>These policies are the basis for further action by the university.</td>
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<td><strong>Turnitin plagiarism detection service (IT Services)</strong></td>
<td>Set up a system where students submit their assignment</td>
<td>Raising awareness is a recommended first step before implementing this &quot;solution&quot;. Inform students of its use in advance (the SFU Turnitin webpage provides details and policy information).</td>
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<td><strong>WebCT, Sakai or Blogs: Weekly online discussion. (IT Services, TLC)</strong></td>
<td>Ask students to submit bi-weekly reflections, or their topic and outline.</td>
<td>Viewing the progress of student work, and developing a familiarity with their writing style can help you prevent and recognize plagiarism.</td>
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II. Specific Resources and Departments

There are several departments which provide services and resources to support learning and teaching at SFU.

3. Teaching and Learning Centre (TLC)
   
   http://www.sfu.ca/tlcentre The TLC is launching a new website in for the new academic year. Please look for the following services within the new site.

   A. Teaching Support, Programs, Seminars and Consultation

   The TLC promotes and supports innovative program and course development as well as high-quality teaching and learning. They work collaboratively with faculty and academic and service units on the design, development, delivery, and evaluation of academic programs and individual courses, as well as social environments and applications to support teaching and learning. The TLC organizes and delivers university-wide programs and workshops. A calendar of events and program details can be found on the front page of their site.

   The TLC also provides assistance and support to academic units and instructors with their face-to-face and technology-enhanced teaching methods through self-help resources, consultation and coordination of a peer-support network.

   B. Elluminate (also called eLive)

   Elluminate enables synchronous (real-time) audio communications over the internet. Possibilities include real-time class discussions, smaller group break-out activities, speaking to Powerpoint slides, demonstrations and application sharing.

   C. Lecture Recordings

   Lectures in selected large lecture theatres can be recorded digitally and made available online for registered students through the lectures website, mySFU, and library reserves.

   D. Clickers

   Clickers (otherwise known as Personal Response Systems) have gradually been introduced to undergraduate classes at Simon Fraser University by interested faculty. Clickers are similar to handheld remote controls with 5 buttons for multiple choice questions. The answers are collected by a base unit attached to the instructor computer at the front of the room. The distribution of answers may be displayed live to students.

   E. WebCT (Requires SFU computing ID to access)

   http://webct.sfu.ca

   WebCT is an online environment containing a robust set of teaching and learning tools. Instructors can select from a variety of tools to help achieve their instructional goals. Options include:

   • Online assignment submissions
   • Presenting content and the course syllabus
   • Asynchronous (not real-time) text-based, threaded discussions, private journals or blog-style postings
• Student grades and feedback
• Online quizzes, surveys, and self-tests

Instructors’ Frequently Asked Questions (FAQ), tutorials and downloadable guides:
http://wiki.sfu.ca/webct (TLC)

Students’ Frequently Asked Questions (FAQ) and tutorials:
http://wiki.sfu.ca/webct/index.php/Student_FAQ (TLC)

4. Library
http://www.lib.sfu.ca/ and http://www.lib.sfu.ca/help/ (for research/writing help)

A. Liaison Librarians

Did you know that as an instructor, there is someone to help you in your particular discipline?
Your liaison librarian can help you to find and compile resources for your courses and inform you
of current services. To learn more about liaison librarians and their subject specialties, refer to
http://www.lib.sfu.ca/help/liaison-librarians

B. Electronic Resources

The library has an abundance of online resources which can be used in your teaching and to
inform or guide your students. For example, there are writing guides, Internet searching guides,
and live online help through “Ask Us”.

The library hosts an interactive tutorial on plagiarism found here;
http://www.lib.sfu.ca/help/writing/plagiarism You can also embed this interactive tutorial in your
existing WebCT course. It is designed to help students understand and avoid committing
plagiarism. It includes quizzes to test comprehension and enables tracking of student completion.
If you are interested in integrating this tutorial in your WebCT course, contact lib-
plagiarism@sfu.ca

C. Subject-specific Resources

Select print and electronic information source are available for different subject areas.
http://www.lib.sfu.ca/help/subject-guides

D. Media and Film Collections

The library holds an extensive media and film collection for SFU faculty and students.
http://www.lib.sfu.ca/media-resource-centre

E. Tutorials

One of the best ways of keeping current on the expansive resources available through the library
is through their Library Skills tutorials. You can learn about what tools are available, how to
navigate the library’s website and use the tools and databases, locate journal articles, how to use
the library’s Citation Manager software (which links with EndNote) and smart search strategies.
For more information, refer to http://www.lib.sfu.ca/help/tutorials

F. Writing and Style Guides

This section provides useful resources for academic writing including style guides for common
citation styles (APA, MLA, Chicago) to which you can direct your students. For more information, refer to http://www.lib.sfu.ca/help/writing

G. RefWorks

“Store your document citations on the Web. Access from anywhere with an internet connection, import and export citations from numerous online databases, format bibliographies automatically and instantly in a variety of styles (APA, MLA ...plus many more). RefWorks is similar to EndNote.” For more information, refer to http://www.lib.sfu.ca/my-library/refworks

H. Student Learning Commons
http://learningcommons.sfu.ca

The Student Learning Commons is an academic learning centre for students, with a wide range of services and handouts. Sections such as Learning Services, Writing Services, Library Services and Computing Services provide students support in diverse topics such as procrastination, exam anxiety, creating a thesis statement, and conducting effective research. Information specifically for faculty: http://learningcommons.sfu.ca/services/info_for_faculty.htm includes a Faculty Q&A.pdf.

3. IT Services
http://www.sfu.ca/itservices/

A. SFU Connect
http://www.sfu.ca/itservices/email/

The SFU collaboration suite includes your SFU email, calendaring system, tasks and shared documents folder. Also includes applications offering extra functionality (e.g., mySFU, Tips & Tricks, Calendar Scheduler, Google Translator, and more).

B. Manage your SFU computing account
http://www.sfu.ca/onlineservices/manage/

Change your password, modify your SFU Directory entry or manage your maillists.

C. WebCT (Requires SFU computing ID to access)
http://webct.sfu.ca

WebCT is an online environment containing a robust set of teaching and learning tools. Instructors can select from a variety of tools to help achieve their instructional goals. Options include:

• Online assignment submissions
• Presenting content and the course syllabus (as through a website) and tracking tools
• Asynchronous (not real-time) text-based, threaded discussions, private journals or blog-style postings
• Student grades and feedback
• Online quizzes, surveys, and self-tests

Instructors’ Frequently Asked Questions (FAQ), tutorials and downloadable guides: http://wiki.sfu.ca/webct (TLC)
Students’ Frequently Asked Questions (FAQ) and tutorials:  
http://wiki.sfu.ca/webct/index.php/Student_FAQ (TLC)

D. Maillists (aka email lists. Requires SFU computing ID to access)  
http://www.sfu.ca/maillist

Instructors and teaching assistants can create maillists for the entire class, specific sections and smaller groups. Students can also request maillists for course-related use. You can also remove or add yourself to some maillists.

E. Webpages  
http://www.sfu.ca/itservices/sfuwebhelp/

Instructors can create webpages for their course.

F. Turnitin  
http://www.sfu.ca/itservices/plagiarism/turnitin.htm

Instructors can use a service called “Turnitin” to detect plagiarism in students’ written assignments. With this system, students submit their written assignment to a database. Their work is then compared to other submitted assignments and content on websites. Details on procedures and links to policies are provided.

G. Survey Tool  
http://websurvey.sfu.ca (Requires SFU computing ID to access)

An online survey tool, created and hosted by IT Services. Users can create new surveys with a variety of question types and limit distribution to specific groups.

H. Wiki  
http://wiki.sfu.ca

Instructors can request a course-level wiki for collaboration among students. Access is based on the course maillist.

I. Sakai  
http://sakai.sfu.ca

Sakai is a group collaboration tool that is well suited to use for research groups, class assignment groups, or any other ad hoc group. Students can create their own worksites with a variety of tools including discussions, blogs, wikis, web content and a file space. "Guest" access to the SFU Sakai site can be provided to anyone with an email address allowing for access to individual worksites by people outside of SFU.

J. LON-CAPA  
http://www.sfu.ca/loncapa/

LON-CAPA is an advanced, web-based course management system with particular emphasis on automated assessment as a learning device, and having a large inter-institutional repository of shared instructional and assessment resources.

K. Blogs  
http://blogs.sfu.ca/
Blogs are a series of dated posts, seen in reserve chronological order. Can be used to post the syllabus, lecture outlines, assignment descriptions. You can choose to allow student comments or questions on the individual posts or allow them to create their own postings.

L. Audio Visual Equipment for your class
http://www.sfu.ca/itservices/technical/av_services.html

M. Video Conferencing
http://www.sfu.ca/itservices/technical/av_services/surrey-campus/videoconferencing.html

Video conferencing is available in a limited number of rooms at the Harbour Centre and Burnaby campuses. The room in the West Mall Complex holds 30 participants. Rates and contact information are available on their web page.

4. Other Important Resources

A. Undergraduate Curriculum Initiative (W, Q, B Courses)
This site http://www.sfu.ca/ugcr/ contains information for different stakeholder groups. For faculty members, it includes an FAQ, list of certified WQB courses, procedures and forms, and WQB criteria and definitions.

B. Centre for Online and Distance Education (CODE)
http://code.sfu.ca/

The Centre develops, delivers and supports online and distance education programs and courses.

C. Archives and Records Management Department
http://www.sfu.ca/archives

The SFU Archives and Records Management Department supports the University’s academic and administrative programs by acquiring, preserving and providing access to important archival research collections and university records of enduring research value and use. The Archives offers reference services to assist faculty, students, researchers, and administrators in the identification and use of primary sources of information. It also aids in the management of the University’s current records, and provides advice and guidance to faculty and administrators on compliance with provincial and federal legislation in the areas of records management, freedom of information, privacy protection and copyright.

D. SCoPE Online Community
http://scope.bccampus.ca/

Originating as an TLC project, SCOPE is an online community developed for individuals interested in educational research and practice. Past topics have included ePortfolios, Culturally Diverse Learners, Tools for Collaborating Online, and Guiding the E-Researcher.

E. SFU Policies, Procedures & Guidelines

The university has policies related to teaching and instruction. They cover student conduct and discipline and grading and exams. http://www.sfu.ca/policies/gazette/teaching.html

In addition, there is a “Fair Use of Information Resources” which covers SFU community members’ responsibilities in using computing and other information resource facilities.
Information policies such as archives, FOIPOP, retention and disposal of student exams or assignments, confidentiality: [http://www.sfu.ca/policies/gazette/information.html](http://www.sfu.ca/policies/gazette/information.html)

The Copyright program helps "educators gain legal use of copyright-protected material". Information about Canadian law, procedures and guidelines: [http://www.sfu.ca/archives/CopyrightProgram.html](http://www.sfu.ca/archives/CopyrightProgram.html)

Messages for SFU Students, Educators and Staff about one’s online identity and considerations when using social networking environments: [https://wiki.sfu.ca/socialnet/](https://wiki.sfu.ca/socialnet/)

Sessional instructors, teaching assistants and tutor-markers are members of the TSSU (Teaching Support Staff Union). Information about the TSSU and their collective agreement may be found here: [http://www.tssu.ca](http://www.tssu.ca) or [http://www.sfu.ca/human-resources/hr_services/pensions_benefits/benefits/tssu/index.html](http://www.sfu.ca/human-resources/hr_services/pensions_benefits/benefits/tssu/index.html)

F. SFU Student Central
[http://www.sfu.ca/studentcentral/](http://www.sfu.ca/studentcentral/)

Student Central is a welcome and information centre for guests, visitors, and students at our Burnaby campus. Located right next to Convocation Mall on the main floor of Maggie Benston Centre, Student Central will be a gathering space and a first-stop for students and visitors alike to find out what's happening at SFU and to get help in accessing the wide variety of programs and services available to them. Open 6 days a week, this warm, inviting, and student-friendly environment will host an array of activities throughout the year to showcase SFU to our guests and to help our students engage in SFU community life.

5. Recent Initiatives and Institutional Directions

A. The Task Force on Teaching & Learning
[http://www.sfu.ca/tftl](http://www.sfu.ca/tftl)

As part of the University’s commitment to advancing our strategic goals in the area of teaching and learning, the Associate VP, Academic established a new Task Force on Teaching and Learning in June 2008. The Task Force entails collaboration among representatives from a broad range of academic departments, Faculties and support units. The Task Force, with the involvement of the community, will make recommendations on a vision and strategic plan for teaching and learning support systems at SFU. Long-term goals include the alignment of teaching and learning activities with university priorities, and their coordination and integration with other institutional initiatives.

B. Academic ad hoc committees, task forces and working groups:
[http://www.sfu.ca/vpacademic/committees_taskforces/Ad_Hoc_Committees.html](http://www.sfu.ca/vpacademic/committees_taskforces/Ad_Hoc_Committees.html)

A number of different Ad Hoc Committees, Task Forces and Working Groups have been created to assist with varied academic initiatives under the direction of the Vice-President, Academic. Current Ad Hoc Committees, Task Forces and Working Groups include:

- Instructional Development Group
- Learning and Teaching Coordinating Committee
- VPA's Advisory Committee on Teaching and Learning
• Task Force on Teaching and Learning
• University-Wide Steering Committee for First Nations
• Phase 2 Task Force on Academic Structure
• Faculty Structure Task Force

Undergraduate Curriculum Requirements - The Undergraduate Curriculum Implementation Task Force was created to oversee the implementation of the introduction of breadth, quantitative and writing requirements for all undergraduate degree programs at Simon Fraser University. The Task Force is assisted in its work by three support groups including the Breadth Requirement Support Group, the Quantitative Requirement Support Group and the Writing Requirement Support Group.

C. Senate Committee on University Teaching & Learning
http://www.sfu.ca/senate/SenateComms/SCUTL/index.html