Fall 2013 Undergraduate Student Survey: Student Comments

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**Complaints:**
- Lack of Knowledge
- Not Approachable
- Limited Availability
- Unhelpful
- Refer Student to Someone Else
- Don’t Answer All Questions
- Difficult to Understand
- “Useless” - No explanation
- Unrealistic Advice
- Unprofessional Advice
- Told to Switch Plans

**Suggestions:**
- Course/Degree Planning
- Where to Find Advisors
- Student Goals
- Personalized Help
- Enrollment Help
- Broader Opportunities at SFU
- Other
- Nothing Specified
- Not Applicable
Section 1: List of Sample Student Comments by Topic for Question 2: How can SFU improve your experience here?¹

The following is a list of 1,000 randomly selected comments provided in answer to the following question on the 2013 SFU Undergraduate Student Survey:

“If SFU could do one thing to improve your experience here, what would it be? (Please describe only the single most important thing.)”

The comments are separated by topic. In cases where a student discussed more than one topic, the comment is counted under the first topic addressed. Topics are listed in order based on the number of students who discussed them (with the exception of the “Other” and “No Suggestion” categories, which are listed at the end).

An analysis of these responses is available in Appendix C of the full report, available at: http://www.sfu.ca/irp/surveys/ugss.html

Student Life/Campus Community

- Student attitudes, library Service, tutitions
- Improve social atmosphere. Most kids here are introverts and have their heads down looking at their phones or textbooks.
- SFU could promote more club days, having more than one club exhibition in convocation mall per semester. This will allow more students to join more clubs especially when it is in the middle of a semester where students know what sort of course load they have
- Make the students more excited about what's happening at school, so that we can have a fun campus life, rather than kids rushing to the bus loop to leave after classes.
- I wish I had learned more about extracurricular programs in my faculty (Business) and gotten involved sooner. Now I am more involved, but I feel that many new students simply go to classes and go out. Getting inundated with emails about upcoming events is not the most effective way to promote them because as a busy student, I don't have time to read each and every email. I find a more direct, personal approach is more effective at getting a message across.
- Better on campus culture.
- more outdoor activities
- Bring more sense of unity and friendship to the student body.
- Expansion of greek letter organizations on campus. They provide people with a community and enrich the university experience at SFU. Having sororities and fraternities on campus help people feel like they are actually engaging in a true university experience, rather than a commuter school.
- Christian club
- More events for first years other than frosh so people get to know each other better.
- More events around campus, for example a movie night in one of the lecture halls.
- Have more social events
- Increase more social events
- More social life. in other words, more opportunities to meet people and event that brings everyone together.
- I would like a more active musical community.
- Have more fraternities.
- More events and more of a social base at SFU Surrey
- throw more parties that are fun

¹ Comments are reproduced exactly as written by students, except that profanities and references to individuals at SFU have been removed. Altered text is in [square brackets].
• Organize some sort of student club to get the student body more involved and meet more people at SFU.
• join a club
• Social life
• Increase the number of social events on campus and being more flexible on quiet hours
• Create more events during the morning and day time because my classes are all in the morning
• Have more activities that make SFU less of a "transit university".
• Build student relationships by having more social events
• I wish there were more sense of community on campus. There is housing for students to live in, but if there were more that'd be awesome and contribute to the community.
• Frats and parties
• More group bonding activities in smaller faculties like Visual Arts. It's hard to meet people as a new student when there are no "mingling" activities.
• All faculties will have a unified one union so that all students can interact with each other
• To improve my experience at SFU, the school could put a larger focus on school spirit and pride.
• Make it more of a social space. Don't know that many people outside of residence. If it wasn't for residence I would know a third of the people I know today
• Extra curricular activities
• Be more fun - this includes a lot of different aspects of the university (food, extracurriculars, nightlife, etc) but the best way I can think of to summarize it is that SFU is not very fun.
• more undergraduate events
• Building a better community. It has become a lot better since my first year but there lacks the sense of community.
• REALLY reach out to students. In this environment it is not easy to get involved without an extra push, or in this case, pull. It would make it easier for students who do not live on campus to feel that they are also welcomed to participate in all these things. Something has to be done to make a student WANT to stay on campus and delay their commute home versus wanting to leave asap because commuting takes so long.
• More parties.
• Improve school spirit: more cohesion
• Have more activities for students to meet other students
• more engagement with students, and more professors who are actually excited and enthusiastic about teaching. How are students supposed to be inspired and excited when their mentors are not?
• More student clubs/engagement
• There should be more clubs at the Surrey campus.
• Make it easier to know what events are going on at multiple campus’ (like an online board)
• Have more non-dry social events that are affordable for a student budget
• Improve school spirit
• mandatory school activities like clubs
• Make the school more exciting, clubs day is only a couple days, things like that should be available every week
• Create a greater sense of community on campus.
• More social opportunities
• Be involved more
• More clubs
• Sense of community/school pride. We hardly ever notice or are aware of events that are going on. We need a good reason to stay on campus because there's nothing to do...people literally come here for class and then go straight to the bus after. There's nothing exciting to hang out. No one would come here on the weekends and hang out. Starbucks is a good start though...
• Have a more community feel to the campus. It feels like a place to go to classes and then leave as quickly as possible
• have more clubs
• develop more opportunities for cross-culture exchange events
• Provide more opportunities for students to get involved with campus life.
• Improve student life. Build more infrastructure to support student activities.
• have more school events
• The atmosphere of the campus. When I go to visit friends at UBC, it just seems like an exciting environment to learn in. SFU does not have the same feeling.
• There needs to be more communication between event planners between the campuses. I never see posters regarding events at SFU Burnaby at Surrey campus. Surrey students want to take part as well!
• have more events because the entire mood of the school is a little low
• People here don't seem very social.
• If SFU could do one thing to improve my experience in SFU, it would be providing more events that allows students to meet up with mentors where they can earn more information to have successful life at SFU. There are events organized in clubs, yet it is only for the members. There could be fabulous meeting going on while it is only for one culture only. What i meant by the one culture is Koreans associate with only Koreans in the clubs. Therefore by creating a multicultural event, first year students can have more opportunities
• Better On campus life...better support for sports teams
• More club presence, ability to pay club fees online.
• Create a culture of community
• More social opportunities
• It's community involvement
• Provide more school-wide events so students have one more thing in common with each other; for a greater sense of unity.
• Make more events for students to get to know each other, so it creates a more community feeling.
• Improved (more lively) student life at the campus
• Attend more Clan Games
• More Clubs
• Have an opportunity for students who are not of legal drinking age to get together. I find a lot of events are directed at the older students
• Interaction with other students. Seems like a very depressing school to me.
• improve a sense of school community
• More clarity for new students about which campus various events take place
• more networking and social events.
• The most important thing is school life/ school spirit. The school lacks that therefore making it a more depressing place to be at, especially during the winter seasons when it's all dark and gloomy.
• better ways to meet new people
• easier to make friends and access to clubs during day time
• More communication between students, ie more clubs everyone can join etc
• Inter-campus relationships Some how I feel pointless to stay at school after lecture classes, I suggest that our school lacks of an active mood between everyone in the school. I’ve seen many people (and myself) skipped classes if there is only one lecture in that day. Maybe it's because of the long distance travel such as spending two hours on the bus toward and backward campus just for one hour lecture; maybe it's because of reviewing for another coming midterm or making up assignment that is due soon. Shouldn't we have things which are so attractive that even we don't have class and we would still want to go to school? I suppose the things we want are the relationship that we haven't developed well between every students, staffs, and professors.
• Improve campus life
• More clubs/opportunities for students to mingle over their hobbies.
• join more interesting club
• Have more events to give the campus a more lively vibe. The campus itself is very dull thus could have a negative impact on student's attitude towards their academic career at sfu.
• Create a better social life.
• Better social scene
- More involvement with students. Or in other words more events for people to get involved in.
- I would get involved with student events so as to interact with more people and make new friends, because networking is very important at this point in life and it also makes university life more exciting.
- Social experience
- More emphasis on community events.
- For me, one thing that I would love to see around SFU surrey would be a band. Any kind, marching, or recreational, would be great. Band was just a big part of my high school life, and the choir is at a very awkward time for me.
- More opportunities to meet people
- More of a social feel, I feel like I missed out on the social university experience coming to SFU. No one sticks around and hangs out, super transitory
- School events.
- Improve student life on campus by encouraging clubs and other sources of community. Greek life has recently sprung up on campus, and has received little to no recognition from the school despite its aim to actually make its students want to be on campus, and not merely come to their classes, and immediately go home after. Simon Fraser needs to foster a sense of belonging with its students, to make them feel like they actually belong to something there, and its not merely the means to a degree.
- Improve campus life by hosting more events
- More student events
- I find it hard to feel real connectedness to the university beyond the School of International Studies (my faculty, which I find incredibly warm, supportive, and interconnected). I don't know what a solution to this might be, but this is really the only aspect of my time here that stands out to me that could have been improve.
- Have more social events for new students
- Be more fun and helpful
- Help set up parties where first years can meet other first years
- More social activity.
- Host more concerts with big name artists, and more on campus events similar to these.
- Have more events in which group activities are encouraged. This would give students the opportunity to expand their social support or network.
- Feeling of school spirit, more fun events at school open to everyone. For example midterm relief for puppies was ONLY open to first years.
- More varieties of clubs.
- More opportunities to meet other students
- The school isn't very social and the parking is too expensive.
- more engaging events/activities for students to participate in throughout the year
- Foster community building within SFU
- Improve the social aspect of SFU.
- More events and opportunities to mingle and socialize with your peers.
- Better sense of community and prestige in SFU
- More events to get to know other people.
- I wish the student body was more engaged and stronger efforts were made to engage students
- More emphasis on student social events around campus, I feel we are lagging behind UBC in that regard.
- Improve university culture. SFU lacks in terms of school spirit, identity, and in social aspects.
- Join more clubs to get to know more people and become more involved in the SFU community
- I personally wish that there more general events to get to meet more people, clubs are great but for people wanting to just socialize with other students it would to be able to go to small fun events that required almost no commitment.
- Generate more school spirit by creating more social events such as the Matzo concert earlier this year
- Have meet and greets? It is hard for introverts to really get to know anyone at the school.
More social activities within the faculty
-Make the campus "vibe" more lively -More fun social events and/or advertise these events more
Fun school spirit events
I just want more chances to meet more people! As a first year I feel really awkward around students that are older than me; everyone seems really serious. I don't know how to approach people, or in what context I can approach them with, and I usually end up just sitting by myself at some desk on my laptop. :(
More social interaction spaces
Organize more socializing activities in order to provide students with more opportunities to get to know each other.
More campus activities
More activities to meet new people
A bigger sense of community/school spirit that includes those who don't live in residence.
I would join clubs and volunteer because currently, I am not involved in any school activities and I feel as though I may be missing out on the whole university experience and what SFU has to offer.
- attend more workshops and club events to meet more people
- Have more of a campus life, outside of regular class hours
- more interactive activities.
- Have more clubs at the Surrey campus
I would like to see more campus events, as I attend mostly the Surrey Campus and it feels as though the students just attend class and go home. A more community feel would be ideal.
A lot of clubs dont seem to accommodate first year students very well.
More community, better study areas with better atmospheres.
Joining clubs more ahead of time and applying for exec spots
More social events and venues for social events to occur
more unity between campuses perhaps
Create a better social life
As a student in the School for the Contemporary Arts, I would like to have had more connection with the Burnaby Campus. Also, I would have liked to have had more opportunities to take classes with film students and dance students (whose courses are closed to other FPA majors).
Make more connections
Increasing student interaction. wish SFU could have a sort of platform for only sfu student to access, not the one through facebook or twitter.
do more social events where students can get to know one another
More events.
I think the big struggle for SFU is that it's a commuter campus. There really needs to be more hype around creating a more social and fun atmosphere for what happens outside of the classroom. Personally, I am involved in lots of activities that happen on the weekend, and the fact that the pub is not open is a missed opportunity.
Social life
Increase student social interaction Provide more opportunities for students to create a community for themselves Stop endorsing SFSS which blows away the money at events where students have to pay for to enjoy. They BuildSFU project is also a $$$ costing project. They certainly do not have the experience or the expertise to build a student union building. The student union building also seems like a place only for the SFSS members to enjoy. Allow a system of ratings for the students to share their opinions about profs, courses, assignments and etc.
more school events
As an business undergrad, I would like to connect and become friends with other students from the different faculties. Maybe SFU can hold events where students from all faculties can meet together and do activities and bond?
My experience would be improved if there were more weekly sessions like the "feed your brain break". I like that it's an easy way to meet up with people on a weekly basis to get to know them
better, however it'd be nice to have some different options for meet ups, as well as different things to do.

- social events at Surrey
- Social events
- To somehow get the SFU community to all come together for a special cause. Something like the Terry Fox Run. When I ran with hundreds of other students, faculty, and staff, it was an amazing feeling of community and being connected. We need more of that community to support our sports teams and get rid of the stigma that we are a "commuter school that doesn't have fun."
- make it less of a commuter school.
- More concerts
- Try to make a better connection with its students
- More school fundraisers to help with costs and resources for students.
- Develop a greater sense of school sense!

Facilities

- Better acoustics in the classrooms
- Maybe the library could have more group discussion areas because floor 4 to 7 are all designed to be quiet study areas. When there are some exams, I would prefer to study in a study group with my friends. But every time I go to the discussion area on Floor 2, all the spaces have been full already.
- I think collectively, my experience at SFU has been positive. However, I would appreciate more study spaces available, preferably larger tables and similar to the new setting at WMC. It would be nice if the study spaces also had more electrical outlets to plug in laptops.
- Improve conditions of building (i.e., study areas, hallways) to make them more comfortable and more welcoming.
- More studying areas.
- Newer and better amenities/buildings, like study booth and chairs or lecture halls
- Quieter study areas.
- More study spaces on campus
- Create commuter lounges with chairs and microwaves and staplers. There is often nowhere to sit around lunchtime if you need to eat and study. I don't fancy sitting on the floor with my food.
- Create more study areas throughout the Surrey campus.
- Have more study area's that are approachable and comfortable enough to study for long periods of time.
- Better buildings
- Increase study space.
- Make better study areas and cheaper food
- More common/work/study spaces throughout campus.
- more quiet study places.
- More community/study spaces and renovation of current study spaces.
- I think on campus, there should be more silent study place because during the midterm time, I cannot find a single space to study quietly.
- Have more open areas for students to study and hang out. It would be great to have an area that the students can call for themselves. Although there are study areas spread out throughout the buildings it gets really difficult to study or do work as it can get really loud.
- More spaces to hang out! Lounges etc. so that it is not a "commuter university"
- More study areas!
- I would provide more study areas for each faculty because it is hard to find a place to study or eat lunch or just to relax.
- Build more space for studying. Library is always full.
- more sleeping areas
- Have more study areas in the surrey campus
Do some repairs around the building and make it a nicer place to be. Right now it is very cold with a lot of visible deterioration.

It would be nice to have more indoor seating with tables.

More new and improved study spaces.

General building upkeep would be nice, just like little things instead of the massive overhaul projects... for example like 60% of the chairs in the west mall 3000 level classrooms are broken...

Improve areas that are in need of resurfacing.

Provide more comfortable areas to get work done/study. Also, although I realize this may not be possible, more engineering-related courses available at the surrey campus would make my SFU experience much better. I'm a computer engineering student who lives in surrey, but practically all of the courses I need to take have only been available at the burnaby campus. On the off chance a math course, for instance, is available in surrey, scheduling conflicts my ability to enroll in it. No one can travel from one campus to another in 10 min. I sometimes spend over three hours on transit every day.

I would like more available study spaces.

Proper temperature adjustments.

Improve the library toilet, improve residence housing.

The infrastructure is quite weak. Our buildings and facilities need repair beyond belief. Furthermore, I would appreciate having access to stronger international co-op opportunities. We just don't have enough of an alumni network in big companies.

Have more comfortable study areas, cushions.

Have brighter hallways.

Building's need improvement - there is always a musty smell in many of the rooms.

Having more study areas.

More study area.

Have more/better study spaces throughout campus. The few renovated/newly installed study spaces do not utilize space very well at all and hardly add any study spaces. Walking through relatively-new buildings like the TASC and TASC 2 buildings was quite sad because it was so empty and had so much space, almost none of which is dedicated to student study spaces. Especially when midterms start, it is almost impossible to find group study space. I understand that SFU is trying hard to make the campus more of a community setting but without proper study spaces, students (like me) will resort to off-campus sites to study.

Have better study/lounge areas where students can go to meet new people, lounge around or work on projects.

More accessible doors. They are very heavy. Bus service be a little more frequent. A game or/and tv room. Cheaper food.

More spaces for studying (where you can chat with your classmates).

Have more student community services available (i.e. Bigger/Better Student building). MBC isn't even entirely for students.

Make the environment more inviting; brighter and open.

Offering space to the SFU formula team so we can work on our car.

Repair any damage to the buildings and replace old tables, chairs, and couches. Also create more study spaces with outlets!

Less depressing study spaces in the library! The only nicer areas are the open study space on the 6th floor and the area on the 2nd floor.

More places to sit down so I can study.

To me personally fixing the heating systems up on the 6th floor study areas of the AQ would be the best improvement.

Burnaby Campus should be maintained more properly and the campus must 24 hour food court.

Better facilities.

More student spaces (ie. couch rooms, etc.).

Have more places to study.

I hope the library washroom can be opened very soon.

More Glass buildings.
- more individual and group study areas
- Improve the overall atmosphere of the school
- Update the buildings. They look old and unhappy and kind of like they're falling apart - and please don't make the SFSS do it. They have other really important things to spend those funds on, too.
- The school is too cold. Even the lecture halls seem to still have air conditioner on. It is already cold being on top of a mountain, so please make it warmer thus students can study in a warm, cozy environment! Or if there's more places to study.. i bet more than half of the students would agree about having to wonder around and wasting time looking for places to study in a crowded school especially during exams.
- More tables in SFU Surrey
- Because this is my first year here, I have not experienced much enough to complain about as everything does seem very fine. One thing that I noticed, however, is that as examination time comes close, tables and workstations become filled and there is simply not enough space for students desiring to study on campus. Perhaps adding temporary studying areas or facilities during such periods would be much better.
- More study areas would be useful to those who wish to work in their brakes between classes.
- improvement on the burnaby campus, i.e. make it more bright and lively.
- Have somewhere for students to hang out, besides a pub, because some of us are not 19 yet.
- I would provide more places for quiet studying! Currently, there are very few GOOD studying areas, like the library. Everywhere else is right in the middle of the hustle and bustle of thousands of other students. I would stay on campus much more if I knew there were different studying places to be had, even if they weren't right out in the open.
- The one and only thing that is most important to me, is finding a place to sit at either SFU Burnaby or SFU Surrey. There are very limited seats and I find myself sitting in the stairs in peoples ways and in Burnaby, somewhere in a hall. It's so busy and there are so many students but there is very limited seating.
- Build a scholars hall
- Make a more friendly lounge area where we can just hang out and not worry about school
- Fix the mold and water damage in the infrastructure
- Better heating of the buildings
- Heat lecture halls
- The quality of the campus. I feel depressed when I come to Burnaby for classes. Bathrooms are disgusting and the library is constantly a mess. Get with the program and make some improvements.
- Finish construction before the term starts.
- Provide more studying areas in the library.
- More study space
- More study spaces.
- More quiet study area or general seating areas. Most that are available are overcrowded and noisy.
- more places to sit around the school (table, couches), for eating, studying, hanging out /whatnot. I find it hard to find spots usually.
- More study areas available for students. I often spend an hour wandering around looking for a comfortable and quiet place to study however they are always taken.
- Somehow get rid of the smell that lingers in the staircases within the AQ.
- More areas to study in an area that's quiet and with nice windows!
- More study spaces
- Making the place brighter and a better atmosphere
- the learning environment on campus- providing more spaces to study
- Change the flooring in AQ. It's very noisy when carts are rolled over it. Debris also gets trapped in it, degrading the overall look quite a bit.
- We often cannot get the seat in the public area, so we need more area to study.
- It could make the outdoor appearance of the school more welcoming. However the construction of the new seating area looks great
• Have more study space. Sometimes it takes me 30 minutes to find a place to study. The school is extremely crowded.
• More places to study or just sit before class
• Improve the cosmetic appearance of the campus to make it more attractive.
• Renovate the Burnaby campus building. It could give a better indoor atmosphere.
• More space for socializing and studying. We shouldn't have to walk around campus for 20 minutes to find a space to sit.
• Have more study rooms or study spaces for students. Not enough, too many students = not enough space. You don't feel like studying on campus. Discourages you from staying there any longer --> dont feel like joining any clubs. Moreover, the study spaces that are available need to be open for longer!
• Have more study areas that have comfortable seats. That new area in AQ by the Images Auditorium is awesome. It would be great to have more like that. Those couches are really good for people like me with back problems. The chairs although keep me straight, they hurt me so badly after an hour. I usually spend about 10 hrs of computer work in Campus. The library is waaaaay too quiet for me.
• More Study Areas
• Have warm, bright, quiet study areas. I have yet to find one.
• The AQ is dark and dreary, and often a little dirty. It's depressing.
• More study areas n couches to sleep
• Provide more study spaces
• Make the Visual Arts campus (611 Alexander Street) an actual campus by helping providing university facilities, rather than only naming it, proclaiming it as SFU and leaving it as it is. We don't count with much safety and security because of the location, or sustainable food choices because there aren't even vending machines to say the least, or lounge-recreation areas to ease off our minds from regular academy. I do not go to any of the other campuses and have never felt a part of SFU besides from buying their sweaters.
• Improve lab facilities for the engineering department
• brighten up the atmosphere. get every lecture hall equipped with wifi
• More study space!!!
• Provide a better environment on campus, nature wise, upgrading classes and building structures. By nature wise, improve environment and surroundings like that of UBC. And by structures, upgrade the physical appearance of the school to make it more modern and less dated.
• One? I could suggest more. Paint your buildings! Make this place more colorful!... Everywhere! The library, West Mall, RESIDENCES (!), AQ, All the outside and inside needs more color... Try walking from AQ to Townhouse when it's raining...
• Renovations to make the campus more comfortable
• Comfortable social lounges
• More space available to study throughout the campus.
• The campus should get bigger, development need to be done.
• More cozy (and secluded) study spots
• Fix up the Burnaby campus
• To make the building more student friendly, by making it look more creative and engaging
• make new buildings and repair some damages from the past
• Provide more study space especially with the library under construction.
• the washroom the toilet are awful
• More areas with public seating and study space
• The school grounds are a bit outdated and the school is old and rotting. Needs to be spruced up a bit to enhance learning experience
• renovate burnaby
• More general study space around campus
• I would say more maintenance on the building. The building seems to be deteriorating rapidly, and I find it quite depressing to have to learn in these conditions.
- since it's getting gloomy. lights, Christmas lights, light statutes, just something to get rid of the grey-ness of outside
- Burnaby: Meeting rooms: More meeting rooms for group of individuals can study. (ex. surrey campuses) buses: buses rarely come on time. (145 bus) Surrey: Upass machines: - They are unavailable once the office is closed. (have it available since there are securities are around?)
- Way more study space.
- Provide up to date modern space or building which can hold many students and provides a vast amount of options such as games, hang out area, study space, volunteering activities. Everything in 1 large building than spread out all over the place and hard to find along with being congested.
- Have more study spaces for students all of the places in the library and on campus get filled up fast.
- Put more garbage cans around surrey campus, seriously.
- More study space so people want to spend time up here which will build a community
- Increase number of quality study/hangout spaces to provide incentive for students to spend more time on campus.
- When writing exams in lecture halls, not much room, would prefer a full desk like in tutorials!
- If SFU could do one thing to improve my experience here, it would be making an area strictly for studying where eating is not allowed.
- provide more places for study and talking with friends. also the lecture technology should improve. more important, there are too many people in SFU during the class start time ,is very hard to walk 10 mins from WMC to AQ. AND the course planing system is so hard for you to get into one course during the begging of one semester, if you want get in a course is not easy. the opening enrolment day for choosing course is a hard time too. especially for people like me want get into econ department and already got the requirement for 1st and 2nd year of study but you can hardly choose the econ 3rd year courses. when is my turn to choose course is all closed.
- Invest in building infrastructure repairs instead of fossil fuels.
- Get newer equipment in the labs.
- Quiet, nice study space.
- Fix buildings that are falling apart. Get rid of the mould that makes me sick and miss classes multiple times a semester.
- More colour around campus and more consistency among professors
- Have more quite spaces for study and take a break.
- Improve the visual quality of a lot of the study areas and hallways, like what is currently being done around Images Theatre.
- Provide more study areas.
- have more study places for students.most of the times all the seats are full and its hard to find a place.also have a printing area separate from computer labs,as those computers are always full and only for printing we have to wait a long time
- I've noticed a few more couches being put in, but not a lot of tables to go with them, it would be nice to be able so sit somewhere comfortable with your laptop when you have long study breaks between classes.
- More seating (everywhere)
- better pianos
- To improve my experience at downtown SFU would be to tune the piano's in the practice rooms on the fourth floor.

Course Availability, Variety and Scheduling

- Provide more intensive courses during the summer so that we can have flexible schedule for summer. Since SFU has 3 terms, students have hard time to plan out for their summer in exchange of a full term. On the other hands, another institutions including UBC have summer semester as not-full semester so that it helps students to go vacation or to work after they take short semester.
- Have more classes for upper level linguistic classes.
- Adding more class selection
- Take all my classes at SFU downtown, as I work full time downtown and getting to Burnaby for my night classes is difficult for me.
- I am in the BPK department and for the Biomedical Physiology degree the course offerings are quite sparse and some of the classes that are advertised are never offered because there is no one to teach them. I would make more courses available more frequently.
- it is really hard to register some courses, there should be more classes.
- Better class selection meaning that you get the classes you want/need.
- Have Mechatronic Systems Engineering offered in Burnaby campus too.
- Offer more classes and/or tutorials of a class
- Offer more on-line classes and lower division 4 credit classes
- Offer courses more frequently. I'm assuming I'm not the only one who has certain courses that are required for their degree which are only offered once a year. Some of these are pre-requisites for other courses, which are also only offered once a year. It makes planning my schedule difficult, especially considering that those is the co-op program, myself included, might have to do a work term during the only time these courses are offered. Example: EVSC 205, 399, 499
- Provide more structured course offerings. Core courses required to graduate should be offered more than once every 3 semesters. When core courses are offered once every 3 semesters, it gets full right away and it prevents some people from graduating
- Offer more courses and services at the satellite campuses (i.e. away from the Burnaby campus). Especially at the Surrey campus.
- More classes offered at Surrey campus
- have more class options
- open more classes at night.
- More flexible classes. Online, multi campus
- More class availability to senior students.
- I wish that the French department expands and provides more courses every semester. It would make it a lot easier to plan out my degree.
- Better selection of classes, it's hard to take required courses when 2 or 3 that I need are offered at the same time or only during the fall/spring semester
- more class options for courses that continually have long waiting lists & better scheduling (ie. not having 3 300 level business courses only offered on the same day, at the same time).
- Add more lectures so we don't need to worry about it!
- more classes available at the sfu campus
- Signing up for classes needs to be improved. Everything is closed by the time I can even sign up, there needs to be bigger wait lists since everything moves around by first week of classes.
- More courses offered through distance education.
- Availability of the courses. A lot of first year courses are very restrictive and very hard to get into.
- More efficient/better prioritized course registration system.
- Difficulty in getting into required classes because of restrictions or that the class capacity is too small.
- better enrollment system, as a transfer student I feel I got last picks of everything
- An expanded psychology course selection. Currently the courses are skewed very heavily toward biological psychology, with very, very few choices in fields like social psychology or related.
- Time & Location conflicts of required courses for major/minor/program. Required courses that are only offered in surrey have time conflicts with required courses that only offered in burnaby
- Have more seats in classes and tutorials should be held on different days there should not be a majority on one day
- For Criminology, increase the number of sections in a given course, and increase the frequency with which they are offered
- Offer BBA students more required business courses in order to graduate so we have to do less electives.
I have had a problem getting into classes that are required for my degree, because they haven't been offered more than once a year, and with so many other people needing the same one or ones, I sometimes have had to wait another full year to take it. It would be immensely helpful to have classes offered more often.

Offer more classes in general (sciences specifically) at the Surrey Campus.

Have more sections available for each class, not getting into required classes is a huge pain

More consistent course offerings each semester.

Having early class is quite a frustrating experience. As bus is crowded, mind barely awakened. Huge time Gap between classes.

Not placing reserves on classes which anyone with a pre-requisite can technically be allowed into.

Greater availability of the mandatory classes that I need to enroll in to graduate from my program (Health Sciences).

create more classes for the health science faculty

Course selection

More course offerings for popular sections, ie CMNS 260. The course had over 100 students on the waiting list last semester, this would have been an opportune time to offer another section, instead we hundred students, plus others are going to have to battle again for the one section this coming semester. Some people are going their whole university careers trying to get into a course that they can't.

I find a big issue for me to be is the lack of sections available for each class. For example, it would be beneficial if there were more sections available at the Surrey campus. Even if there were two sections available at Burnaby and none at Surrey, that would also be helpful since I find that often my class times conflict with one another when including travelling time to get from one campus to another.

Being able to get the classes I want.

open more courses and offer more seats for those should be taken as prerequisite or those can be the upper division electives

Offering enough seatings for their education courses, namely math for elementary school teachers.

Have better scheduling for bpk classes. Way too many classes are at the same time and not enough classes are offered in the spring.

More classes to choose from that don't conflict with one another.

Make it so that course registration is not a war! Every time I register for classes I end up with between 0-2 of the courses that I actually need so at this point I'm looking at a 7-8 year undergrad degree! It's extremely frustrating.

Increase no. Of classes for Some courses with high enrollment.

I would appreciate better class availability, as I am currently finding it difficult to plan the schedule that I want.

more room in classes for students

Have a larger number of required courses for my major on Burnaby campus

Have a greater selection of summer courses, specifically Biology courses.

Course enrolment, it's so hard to get communication class even I am majoring it

Offer UD psychology classes at the Surrey campus!

The ability to enroll in the courses I plan on enrolling in

It would be the course schedule

offer more aboriginal content focused classes during the day. 9:30pm - 3:0pm as the majority of them are in evening which makes it very difficult for single mothers to be able to attend.

The class sizes: it is hard to get into some classes, even as a fourth-year student with a high number of credits. The number of students enrolled at SFU is increasing, so the class sizes need to increase.

I have had a great experience here at SFU! :) One thing that would be very helpful is to be able to take EDUC 464 (my last course for this designation) on campus next semester (spring semester), rather than on line. My reasoning is that this course deals with early childhood
education and it would be very valuable to be able to interact with other SFU students in person regarding this highly interactive subject matter.

- Offer more upper level courses at SFU Vancouver for the SFU Now program
- Offer more coupes intake for MSE courses, instead of offering them once a yer
- More room in classes; more tutorials provided on the same day as the lecture
- More courses offered in the summer term.
- Improve scheduling so that we don’t end up with too many 3 hour empty blocks every Mon, Wed and Fri.
- Our enrollment system is flawed. Of the 4 years I’ve been at SFU, there was only a semester or two that I was able to get the classes I wanted. Often courses I need are full, a week before even my enrollment. It might be due to the limited number of courses SIAT (school of interactive arts & technology) offers- but I know students in other faculty’s have similar issues. I think we should change our enrollment system to the way other schools have done it that’s proven to be effective. For example, I think in Virginia Tech they communicate to the students asking what courses they want, so they make the classes based on the demand. They probably have some wiggle room in between in case students change their mind, and I can see some flaws in their system as well, but I’m not 100% educated on it. I think it would be worthwhile into investigating.
- Scheduling is the biggest issue in my opinion. Some availability of classes are not conducive to students schedules. Also, some classes which are typically expected to be taken together should have their exams and assignment schedules somewhat coordinated as to prevent having multiple exams on one day.
- More course offerings for lower levels
- Change the registration process. It is hard to get classes you want
- Offer more evening courses at Burnaby campus.
- Improve the variety and frequency of courses offered in the cell stream of the biology department
- More courses offered. A lot of the time I feel like there aren't enough courses available and I have been forced to prolong my SFU degree.
- Flexible course offerings/selection process
- I am Economic major student, and this is my second last semester study in SFU. However I still have trouble to enroll the upper division courses that I want, if Econ department could deal better with this, I would graduate from SFU on time.
- More distance learning options which create more session availability and allow work life balance
- Improved access to required courses. Many courses within a department have overlapping schedules, are not offered often enough, or are very difficult to get into due to restrictions and reserved seats, even if required for a degree.
- More classes offered at different times.
- Make the course enrollment process easier for students, by offering more sections of courses, courses offered in more semesters.
- Offer more courses
- Availability for course selection (they often fill up too fast)
- Either offer courses more frequently each year and/or try to make sure that classes that are related (ex. 300 level psyc courses) are not scheduled with conflicting times. This would probably make it easier to complete a degree in 4 years.
- Open more class sections, SFU transit at peak hours is ridiculous, make things less depressing - too much concrete, the walkway from residence to the campus has holes in the glass ceiling that were put there on purpose but makes water flow into the walkway causing flooding.
- More science courses at the Surrey campus.
- More classes offered at Surrey and Downtown campuses
- I am in the BPK program and I find it incredibly hard to get into the classes that I need. It is my only problem with the university but it is a huge one that is really slowing down my progress. Since BPK is a relatively popular program perhaps larger classes or more distance education courses could be solution.
- SFU needs to develop a better way for students to choose their classes. I usually can't get the classes I need for my degree, so I end up having to choose other classes which take from people who need them.
- Make it easier to get into the classes that I need for my major.
- Flexible time for courses.
- Make registering for Surrey classes more readily available for people living in Surrey even if they aren't taking classes directly in their program.
- More flexible class times.
- Offer more upper division courses each semester.
- Provide courses that connect chemistry and engineering faculties.

Services

- More philosophy workshops and talks. And more philosophy courses. Don't hate on the program/subject it's much more useful than it is reputed to be.
- A position in each Faculty that is in charge of engaging students. In the Faculty of Arts in Social Sciences students can go more than two years without declaring. They have no department and feel disengaged and removed. Having a position that worked with students in the Faculty to engage them would make my University experience much better.
- More support for SFU athletics, have a stadium, and open gym time only for athletes.
- To me, extending library hours earlier into the morning would be beneficial to my experience. Often I arrive at school before the library is open and thus cannot begin to print off the documents or familiarize myself with texts that I need for the rest of the day or week. Having the library open at 7:30am, a full hour before classes begin, may be beneficial. If there are other places in the school to print and use computers besides the library, they need to be better advertised, I've not found anywhere else thus far.
- Improvement of support for new students. When I first came to SFU the size and complexity of the university environment drained a great deal of my energies which completely detracted from my academic performance. I would have done better if I did not have to spend so much time acclimating to the new environment. It was deeply troubling.
- Accommodate transfer students somewhat better.
- hire more staffs in gym, able to open the center and east gym till night.
- Figure out a way to be less stressed.
- I definitely think that SFU should better warn incoming students from high school about the drastic change in expectations and reality. I myself haven't had too much trouble adjusting, but I'm aware that a lot of first-years aren't aware of the amount of work that they are expected to put in.
- Have an athletic facility near the Harbour Centre Campus.
- Not have it so easy to get lost at the Burnaby campus. It's quite overwhelming and the layout makes no sense whatsoever.
- I'm not sure if having more representatives from various universities (in particular, law and medicine) set up booths or provide some sort of information session fall under the umbrella of SFU administration, but I personally would like to see more representatives come up to the main campus to explain more about their programs etc. I understand that it may be more costly and that most of the information is online but having someone from the university present can allow us to ask questions that pertain to our individual academic background specifically. For those in 1st/2nd year students, they can have the chance to think what to do after graduation. Of course having someone from UBC Law or Medicine would seem silly because we're in the same city, but representatives from other universities would be helpful. Just a thought. Of course this wouldn't be at the top of the priority list. Thank you.
- Make undergrads more aware of their options & the help available to them.
- I wish that there were more resources available to students when they need help with their mental health!
- It would be nice to have a dedicated area at the SFU Surrey campus, for students and professors of mathematics to be able to discuss ideas. Where professors and students would present and discuss various topics of interest. I suspect this would help improve the overall perception of mathematics, by portraying it's more intricate delicacies.
- Better maps for classrooms, eateries and coffee shops etc. It's very hard to find your way around if you're new.
- Let the library open 24hour that would be great
- Some kind of study support service.
- Better orientation into SFU services and SFSS events/committees in first year.
- Late night services and/or activities; I am a night owl.
- I would like SFU to put some more value toward student who English is their second language. We are struggling a lot
- Have more access to SLC in the evenings with availability for more then half an hour. Learn how to write better thesis and essays Be able to take Microsoft excel, word and other computer courses and citation courses at Surrey library Be able to have access to TA's for questions and concerns Learn and be able to surf and find research material on the SFU library website
- 1. Provide more recreation classes. 2. Provide more sessions or capacity for popular classes.
- Interactive maps on the Burnaby campus like on the Surrey campus!
- more orientation/info session for the new students about everything that's available for the students since we are not familiar with the school, so that we won't miss a lot of things.
- More support centres. better activities.
- Increase the number of conferences about various subjects (social, politics, economy, marketing ...) to let the international students understanding and discovering in a more deep way Canada.
- I think my experience here would be better if the library hours could be extended. Often times, I would want to stay at SFU to study or work on my assignments but the library closes so early that I can't stay here and get my work done.
- Better access to help with writing
- more awareness of programs and better guidance at the start of my degree
- More professional development opportunities for students in the Arts faculties
- More resources for first year students
- Made me more aware about the careers in Accounting - there are many resources such as career management centre but I did not find them very helpful.
- Have a bigger Student Learning Commons like facility to help students with all their class work.
- Better computer lab/library hours, especially in the Vancouver campus
- SFU location map to be more specific. (Such as having the room numbers on the map)
- Consulting services
- Better communication and advertising of things like hours and days of certain offices. I wasted a lot of trips coming up to do something like bookstore, registrar, upass, and it was closed.
- more international opportunities
- Have volunteer opportunities offered with more flexibility time-wise.
- Create more social work opportunities
- Provide more volunteer job opportunities and also the workshop teaching how to apply for the “off-campus work permit”
- more working opportunities on campus
- More volunteer opportunities
- more work experience
- a less crowded fitness center.
- Do more for the average student. -have more things for people to participate in -make it easier to gain non-academic experience for a future job.
- Student cohorts
- A restaurant created and run by students from a variety of fields (culinary, agriculture, ecology, native studies, finance, business,...). Working together much like the real world. You could hold various classes there and have breakfast, lunch and dinner service with all funds going to charity, the university, the program, the students, ...
• Open more shops

Instructors and TAs

• Have more English speaking TA's... Please. Especially in sciences, most seem to have difficulty with English and it pretty much defeats the purpose of having a TA for help
• SFU could improve the quality of instructors that are teaching. For example, I have a class with [***], and this instructor certainly knows what he is teaching BUT he does not teach the class, and instead instructs the class to read the course material. We, as students pay tuition for instructors to "teach" us, and not pay to write course exams. Secondly, SFU could certainly provide better lighting in the new study area by the Images Theatre on Burnaby Campus. Furthermore, better lighting (brighter lighting) should be provided in areas made to study. More student space and study/lounging space. I feel the school is overcrowded and at certain times in the day certain areas of the school are unable to handle the traffic, example is the stairs from Blusson Hall connecting to the AQ. And AQ in general.
• Have good teachers and TA's
• better professors and more food choices
• 1. Please keep more professional instructor to teach. 2. Please review class evaluation. It shows real what we think. 3. In engineering department, some of instructor is not really good at teaching.
• Teachers who are here because they want to teach not because they want to do research and are forced to teach.
• Make instructors more accountable. To elaborate, a majority of my instructors so far seem "complacent" in their positions and have not gone out of their way to ensure that the students are recieving the caliber of education which would be expected in a University setting.
• Hire better TAs/ tutor markers.
• Get the TA's / TM's on the same page as the professors. When it comes to marking there looking for different things.
• PHD candidates should not be permitted to teach. Clearly they lack the teaching skills and prefer to rush through the course.
• Profs and TA's be more available and responsive to emails/issues you are having.
• Hire better instructors, that are organized, engaging and understanding.
• Better Maths professors who could explain things more easily and make it more interesting rather than just driving the long and boring equations that we don't even need to memorize.
• Many professors are not qualified and not knowledgeable with strong accent to understand. SFU should hire better teachers.
• Profs who care about what they're teaching and work hard to relay their knowledge instead of just rephrasing the weekly readings.
• Professors who connect with the students more.
• Choose TA seriously, because some if them are really bad, even they cannot teach you perfectly
• Ensure that professors are responsive to constructive criticism regarding teaching. I have had several instructors who taught in a way that made me feel uncomfortable, but not due to racial, sexual, or other reasons that are normally valid reasons for instructors changing their teaching styles. In many cases, I feel that teaching is a very low-ranking priority for the instructors, and that they are mainly teaching so that they can maintain their professional standing. I am not convinced that the course evaluations result in changed teaching styles, and would like to see a stronger student-response focus on how instructors learn to and continue to teach their students.
• quality of profs
• Ensure that all professors take their classes seriously, and make the most of class time.
• Be able to achieve higher grades by having more access to professor office hours
• TAs or TM's should be more closely monitored, and when not fulfilling their duties, the instructor needs to do something about it.
• Contact between professors and students. I took a pol class last semester. It took my prof a week to reply my email!
- I don't particularly enjoy communicating with my professors and/or TAs through email. I prefer a face-to-face approach, but I do realize how busy most of the professors and TAs are. I just wish there was an easier way to get a hold of them.
- Professors who care about what they teach.
- Sometimes the professor or TA has to harsh of an accent so i cant understand fully what they are saying, as well as confusion between the professor and the TA.
- Improvement of outside help, for example, more professors, t.a. office hours in order to get more help and also other resources of getting help.
- Fire [Instructor's name]
- Professors who care more about teaching. Very few times have I had a professor that actually did a great job conveying their class information. Usually they follow some rudimentary slides from the text book but don't structure the class in any helpful way. Especially in terms of examples or practice problems, very few professors here typically engage with their class in this way. Even though it's the most helpful thing they can do for their students. What's the point of going to class if they just read from the text book and provide no further insight or advice on problems?.
- hire professors who are qualified to teach as opposed to those that are qualified to research
- Some classes feel too detached from the instructor. Especially where the professor has a very thick accent, and has trouble communicating with students one-to-one. As a student I feel really helpless in this situation, and I end up just studying by myself with the book. School should be more strict in their guidelines for a Professor.
- Heeding the feedback for sub-par instructors to not be teaching courses they have been teaching for years and getting bad feedback on repeatedly, just because a prof is tenured, does not mean they have good teaching skills.
- Increase the professor to student engagement level, so that students can feel more important and feel like they actually matter in the classroom/lecture hall.
- Hire teachers who can speak English fluently and don't just hire them because they have dr. in front of their name
- Getting better qualified teachers. Some teachers at SFU (like [****]) know what they are doing, and are more then capable of teaching properly, however some other teachers seem to only have experience in the field their teaching, not teaching itself. Many skip over important materials the class is tested upon and because of their seemingly lack of teaching skills have a tendency to only teach the material they are personally interested in, leaving the rest of the class to fend for itself.
- Better profs for SIAT.
- Enforce minimal levels of teaching competency for professors.
- My biggest problem this semester is the lack of teaching ability. I have two profs that, while they know the material, cannot present that knowledge effectively. I find myself drifting off in class and unable to pay attention.
- Teacher who could explain the student what they want to say and how.
- Improving quality of instruction. I've had several profs who were absurdly apathetic towards the course and their students.
- Lectures. I attend all of my lectures, but the ones I actually enjoy and learn from are professors who are organized and truly know what they are teaching.
- improve some teaching require. Coz some instructors have accent and really hard to understand
- I feel that the professor-student culture is very segregated on the professor end of things. Meaning, I feel that professors have an attitude of utmost superiority and create an atmosphere that both discourages and actively denounces open discussion and challenging of beliefs in the classroom. I simply cannot believe that any amount of higher learning can happen without exercising the critical thinking and public speaking muscles.
- Please let the professors know that it is very hard to follow what is being taught in class when they talk fast while expecting us to copy notes at the same time. This only leaves students with a mess of information and notes that they have a hard time sorting out after lecture. Please either provide online notes/help or talk slower and give us enough time to write down information and follow along with the lecture.
Transportation

- transit
- Cheaper Parking
- More parking to AQ building
- Have more parking space
- bus schedule problem. if can provide more buses, just one or two at the time when class finished.
- Bigger parking lots.
- Better transportation options to school
- Cheaper parking for students.
- Better transportation in terms of campus shuttles and possible gondola between skytrain and campus.
- Transportation to and from the school is a bit of a hassle for me personally. It'd be great if I could live on campus, but I found the cost of dorms is really expensive and not something I could afford. Often the fifty minutes of class I have isn't worth the three hours of transportation I have to take. Not to mention sometimes its more because the transit system is unreliable. It'd be great if housing was cheaper, or if there was a faster route to SFU.
- Shorter bus waits
- Better transit.
- Pave that awful road the buses have to go up on. I and a number of my friends have to drive up instead of bus up because the road the buses take is so awful. This is especially the case for some friends with disabilities.
- Have more 145 busses come on a regular basis especially in the mornings when there is no spade to even stand at the bus loop!
- Cheaper parking
- Transit
- The 145 bus should run more often.
- Better transit system
- More buses or more frequent buses
- The transit system at SFU.
- Improve transit.
- better parking services for students with parking passes. I pay a substantial amount of money a semester and there are times when i don't have class until 2:30 and I can't find a parking spot at all. Although this may be due to the construction of the univercity.
- More efficient transportation.
- The road leading to the Burnaby campus needs some repairs. I can't say much since I've been here only for a few weeks.
- more bus during rush hour
- Better transportation system to Burnaby Campus, and from Burnaby to Surrey Campus.
- The transportation to SFU. More busses, better paved roads, more transit options
- The education and the quality of the teaching is spot on marvelous. The campus and the main road to the campus need renovation right away. Driving up is not pleasant every morning. Perhaps an indoor parking near Corner Stone bus loop as most of the classes towards that side of the campus.
- Transportation! Bus service is not enough during both peak hours and non-peak hours. Visitor are not even able to get in the bus on the second stop the direction going downhill! I suggest having a faster line to metrotown (144 is taking forever to reach metrotown), and more bus frequent to every route.
- transit need mass improvement
- More buses to take us down the mountain
- The transportation. The 145 buses at production every morning are always late and the lines up are very long. Therefore, I am always last for my 8:30am classes, despite the fact that i reach at production station at 8am.
- Increase transit frequency
• More 145s going up the mountain during peak hours.
• Building the Gondola as an alternative to speed up transportation up and down the SFU Burnaby mountain.
• Have more 145 buses
• Make the 143 run on weekends
• Have the 143 run later at night so I don't have to go home the long way.
• Better transit system
• Make it easier for people to commute from Richmond so they're not spending 4 hours a day transiting to campus and make this campus look better. It needs a major upgrade.
• Better parking
• 145 bus should come more often

University Administration/Policy Decisions

• the evaluation about professors has to be improved. 1. we do not have enough time to write down some comments about the courses because most professors give us 10 minutes to fill them out near the end of the class. 2. the current evaluation form is perfunctory because some profs still hold their inappropriate teaching style. For example, even though prof [****] is very clever and intelligent, but his attitude toward students is arrogant condescending. also, he has a general inability to explain the course material at a realistic and relatable level, uses idiosyncratic language, etc. I am sure that many students have been comment about that on the evaluation form, but sill many students are very struggle with his teaching style. ***Suggestion we should have an informal evaluation for professors. For example, after beginning 3or 4weeks, professors are evaluated and the results are given directly to profs. As profs, they can know about students' thought about the course and the general atmosphere of the class. Also, they are able to change their teaching style on students' demand through the term. As students, we can receive better quality lectures.
• Have a more organized form of information distribution. I find that the amount of flyers, emails, and posts coming from all different directions to be very confusing and hard to keep track of.
• Improve its worldwide university ranking
• Re-view the priority settings for enrollment dates.
• More funding for IS Department.
• I'm a mature student - better ability to bring in outside learning/courses/certifications. Both in terms of quantity, ease of import, ease of access to a knowledge base, and applicability.
• Focus more on local students rather than attracting international students.
• Different way of grading and marking students, so that we aren't completing against each other but rather just striving to improve ourselves. This idea of grading according to the curve leads to mistrust between students
• Decrease the amount of venders and Master Card sales people from the AQ, and if need be, move their selling location somewhere else in the school to open up more quiet study areas for students please.
• Open some classrooms for self study sections.
• Keep more classrooms open for general study usage for students and more often. It is a real issue, especially on weekends, for students looking for a quiet area to study and do schoolwork, but are restricted and forced to cope with non-optimal circumstances.
• Take the professor and TA evaluations we submit, more seriously
• Be more supportive of student initiatives. Listen and act upon student input.
• Consistent grade scales
• Make it easier for students to run projects on campus. Currently, there are too many regulations and unions in place that put restrictions on what students can realistically accomplish as part of their class projects.
• Faculty should listen to students.
• I wish that switching programs could be easier; I tried to switch into SIAT but in order to be in SIAT you need a certain number of IAT courses already taken but it is difficult to get into IAT classes because I'm not in IAT... It just didn't make sense to me.

• Improve flexibility of core courses policies

• It would be nice if some courses weren't only taught by one prof. For example, I don't like the prof who teaches psyc [****] but he's the only one who ever teaches it, so I won't take it.

• Make it easier to transfer grades to the institution from other institutions. More plug-ins for computers in the hallways

• Stop turning this university into a high school

• Engage more than promoting engagement. Actions speak louder than words and all I see is ads on buses and skytrain stations.

• Later drop dates

• Not record teachers who use microphones in class, it deters some from using it in large lecture halls because of their teaching style not being classified as the "norm" of others. Students who sit anywhere in the upper bowl of the class must strain to hear information being taught and questions asked by their peers.

• Be more strict on academic integrity. I am tired of seeing people getting A+'s in their classes by cheating while the honest students who studied extremely hard with the same amount of course load gets C's and are unable to get scholarship or success academically.

• Allow students access to teacher reviews so that they can make an informed decision on the quality of a class prior to taking it.

• Improve weather response and transportation lines to school.

• Bring more street vendors to the campus

• Approve my appeal. (1 semester course withdrawal)

• Objective, third party professional evaluation system/organization to evaluate each course instead professors spend a big portion of their time corral students to be graded just like cattle before they are send to the market.

• Set a higher standard for minimum acceptable average grade in a given course. This is not to say that grades should be artificially raised, rather, where grades are, on average, habitually low, this should be deemed a harsh criticism of the quality of instruction, the structure of the course, the prereqs for the course, or some combination of the above. Having previously attended a university which strived for and attained a C+ average grade in most courses, I feel this is a reasonable standard to hold. While I have not had the experience myself, I find it deeply alarming the number of students I know who have had to repeat courses.

• Implement new course registration system, instead of registering courses on a termly basis, registering on an annually basis would be much appreciated. (similar to UBC's course registration system)

• SFU should improve the institutional politics that gets in the way of true learning, including making policy and regulations around courses especially course selection to be more student generated to serve the students quest for education rather than a school based institutional agenda.

• Improve the bureaucracy of the faculties. My first year at SFU involved a ton of running around and jumping through hoops just to get simple information from the faculties, often resulting in wasted time. Many administrators would respond with answers along the lines of "this is not my area of responsibility, ask another person" or "I do not know and do not know who to direct you to". While I understand much of this is a result of a large university, it severely depleted my opinion of the school. Administrators should be friendly and helpful, not disinterested and giving me the run-around. Nothing is worse then getting no answers, especially after wasting hours in line to see them.

• I find the school far too socialist and would much rather a more business minded experience

• Stop including participation as a factor in deciding a student's grade in any given class. Grades should be determined by academic merit, not simply speaking.

• Easier space booking procedure

• Grading
• Improve the registration process. For two semesters now the school has messed up my registration which prevented me from getting into courses that I needed, ultimately delaying my graduation.

Program/Course Curriculum and Format

• Instead of conducting Classroom to Career workshops that reiterate the things I already know about finding a career or a job for career growth, why doesn't SFU actually teach us things that are NEEDED in the workplace? Yes I know some courses are offered that concentrate on Geographical Information systems and statistics that teaches you to work with Splus but why not create classes like BCIT where you can take an in depth course of one or the other software used in the industry? To give us an idea of what certain careers in the field actually do? I feel like universities don't teach you life skills at all
• More opportunities for unconventional ways to obtain credits, such as SFPIRG's ARX program.
• More student engagement programs
• cross training course for the dance program.
• Offer more workshops for specific courses.
• having more open labs to allow me to ask questions
• changing MSE courses from test based to project based, as we learn more by applying what we learned in class instead of having tests
• More practical application and engagement in lectures.
• Classes in my major (philosophy) would cover a more extensive syllabus.
• Course notes
• More hands on learning for all faculties.
• More practical aspects to courses (hands-on courses).
• Provide courses that allow students to learn more about intellectual property law.
• Provide more options for graduate degrees.
• I would make the first year program (Explorations) more towards a student's needs. To expand, I wouldn't have mandatory classes for them to take, except for a Writing one, where they could gain skills for future years. I don't like the fact that I'm only taking another two course of my interest, and I am being forced to take these random mandatory ones.
• Reduce the length of the three hour classes. A higher frequency of shorter classes would make many classes more manageable.
• More time to write midterms
• Providing more programs and services to accompany the high tuition.
• Make lectures available online
• Somehow decrease the amount of negative competition in the business faculty and promote a more collaborative environment rather than one in which students intend to sabotage others for their own benefit. The curved grading is often noted as the root cause for this phenomenon but I believe the curved grading often reflects "un-curved grading" and promotes healthy competition. The amount of negative competition is unnerving and makes it hard for 'outsider' students to feel a sense of community.
• Make more open lab times available for science labs (kin, biology, statistics especially)
• Group work in most of my classes at SFU have been 90% of the time a bad experience especially when randomized. Since this would mean that for the majority of time, especially in lower division courses, there will be fellow students whose English level was troubling to moving the group forward.
• Increase the focus on using your education to change the world for the better. Although this is (officially) a theme, classes mostly give you good marks for knowing content and doing a bit of problem solving with it. Many degrees to not require any training for how to consider ethical issues surrounding the application of your education.
• more group work and cooperation in classes
• Ensure that there is better monitoring of Web CT courses. My experience has been that the course materials are rampant with errors that need to be clarified via the discussion board. My experience is that the online support via the tutor is less than helpful. Many of my fellow students, with the same tutor, have shut down and cease to pursue any discussion because the response (if there is one) lacks respect and does not advance your understanding of the subject. I would be loathe to take another Web Ct course because I do not feel that it is worth the money I need to pay. It is a costly lesson in frustration that does not advance learning.

• More experiential learning and practical knowledge in class.

• Let students know what type of questions will be on the exam. Have choices to change a bad midterm exam mark by making it worth for the final.

• Eliminate fill in the blank notes during lectures because it takes away from concentrating on what the professor is saying. Instead, highlighting would be better so you don't miss anything when you start writing the missing word.

• Provide more educational assistance through having tutorials in more classes or hiring more TA's

• Provide mandatory courses for future careers.

• FIX WQB!!!! I have friends who go to other universities and can walk out with a double major (and a bit of hard work of course) in wildly different programs (I.e. chemistry and literature). At SFU I'm so restricted by the required WQB courses that doing such a thing is impossible. In fact, in four years of school I haven't had an opportunity to take many of the courses which I viewed as being personally beneficial to myself, interests and long term goals. Although the program seeks to treat a well rounded student it often forces them to do it on terms which they haven't quite agreed upon. An example: I study film. I personally see myself gaining value in taking electives in IAT (graphic design allows my to self market better), Communications (self-marketing is extremely important independent film), and oh, I don't know, literature I could go on and on and on (and trust me I often do). But I think you get the point. Am I walking out of this university feeling like a well rounded student? No, I just have a bunch of residual knowledge in things I only sort of care about which only comes in handy when I'm watching Jeopardy.

**Tuition/Fees and Financial Aid**

• Lower tuition fees
• Lower the tuition for international student
• More info about tuition and loans
• It all comes back to money. The high cost of schooling has meant I've had to work full time while going to school full time - very stressful. Anything you can do to bring down costs would be very appreciated.
• The amount offered for financial assistance and bursaries. There have been several of us who are having difficulty with the amounts available for bursaries and financial support.
• Lower fees
• tuition subsidies or lower tuition for poor students with low income and no outside financial support (ie: no parents)
• lower tuition fees
• lower tuition fee
• Reduce tuition if possible
• I would like to be able to opt out of the Rec. fees as a mature student who is only taking one course at a time. These fees for an unused (by me) service are an extraordinary burden financially. I am on disability leave from work and need to cut every corner I can.
• Offer more support to mature students who must work and balance school and who cannot compete for scholarships with 18 year old students who live at home.
• lower the tuition
• I know that there are quite a few scholarships offered at SFU, but I believe that it would benefit many students if there were more offered, or possibly more scholarships that take more than grades into account. I am always disappointed to see that most scholarships through SFU require a GPA of at least 3.50, and even though my GPA is not quite there I consider myself to be a hard
working student and I have tried to become involved in other aspects of SFU, such as volunteering and working at SFU. The online application system is easy, but it will only look at your transcript. Perhaps by including an option to include attachments, such as a resume or cover letter, would improve the selection system for these types of scholarships and allow them to be based on more than grades.

- cheaper tuition.
- More scholarships open to second-degree students
- Please let students opt out from the school insurance such as dental and medical insurance although they don't enroll their own insurance. That should students feel that tuition fee is affordable and reasonable.
- lower tuition fee
- Perhaps have a longer window to apply for scholarships.
- Decrease the International Student TUTION fees!!!!!! Education for us is not affordable at all. I'm only in my 2nd year of my Engineering degree and I have so many bank loans to pay back.....:(
- To have more easily accessible funding options. I also feel like it is sometimes too difficult to get registered in the classes you want.
- More help with tuition, or with job placement. Employers are looking for practical skills and sfu lacks in providing these.
- Decrease the cost of tuitions and related course materials.
- I would really like SFU to consider its international students a bit more. Being an international student myself for the past three years, I noticed a huge increase in my tuition fee, from my first semester compared to now. Since we are not allowed to be granted any bursaries I am hopping that SFU can come up with a financial solution to help out international students in need. Most of us rely heavily on our parents to finance our education, but because of this huge increase a lot of us cannot afford to study at SFU anymore. I think SFU has a lot to lose if it starts to lose its international students and it should definitely consider better ways to make it possible for these students to be able to complete their undergrads.
- Lower tuitions, more places/opportunities to relax during exam period. Better course availability and times ( late night). More security at the Surrey campus for students commuting home -maybe have a security guard at the station during end of class time
- Decrease tuition
- Classes are too expensive for the benefits that they provide.
- reduce tuition fees
- Reduce the amount of tuition.
- reduce tuition fees...
- lower tuiyion

Food

- More food places
- More food options on campus. I'm sick of eating the same sub or donair each day.
- Supply more food options, more seating areas, and consolidate the websites used.
- add more food options
- healthier food
- Open a 24 hour restaurant like McDonald's.
- Better (i.e. healthier but not more expensive) food choice, especially in Corner Stone
- More food choices (i.e more restaurants or variety of food offered at current food places)
- The food avaliable for students who have class downtown who live on residence (specifically dance majors). There should be food avaliable downtown or better bag lunch options. Dancers should also recieve the same or similar health care services as the athletes such as physiotherapy or access to a clinic as the hours are not within the dancers schedules.
- Add more restaurants
- provide drinking fountain with "hot" water!
Better food on campus especially in West Mall.
Give more affordable food choices, make certain software we need for classes free or included in our tuition.
Improve foods
No starbucks
better and cheaper food
More food options
food
more places to eat on campus
More places for food
More restaurants/fast food/cafes placed around campus with lower prices
Have a good restaurant
Although I go to SFU Surrey which is located inside a mall, I wish there would be a better student cafeteria just like the one in Burnaby.
Better food
more food choices, more restaurants
More food choices for sure
Put microwave in the cafeteria in AQ
Have more food/lounging options
I think if there was more diversity in food and making parking cheaper that would be really great as parking for a day is $13.

Computing/Technical Facilities

This fall semester, the Burnaby campus has been packed with people. I've found it hard to find a workspace with a power outlet. If the Applied Science Building is full (or in the case of convocation, being used) then it has been impossible to find a workspace with a working power outlet. Even worse are group spaces. There are tons of quiet study spaces for groups, but not many for more casual gatherings. If the two tables in the ASB are taken, or the new area under images full (which it always is), then sitting together is not an option.

More study areas with wall plug ins.
More study space with accessible power outlets (though maybe this is improving)
More individual study areas with power outlets
The study spaces located around the library don't have outlets near them. The locations where most of them are is where there are study group areas and are loud. Also, the study areas locate outside the library are currently under construction or at locations that are also very loud.
I feel that SFU should attempt to improve the WiFi availability and signal strength throughout the University. Some classrooms, especially on the 3000 level of the AQ have extremely limited cell reception, and even poorer WiFi connectivity.
The WiFi internet does not always work. Always disconnects and does not always connect on mobile devices.
More study spaces with strong wireless internet service.
More computers, or keep people who only want to watch trashy tv off them
Better wifi. It is unavailable in many rooms and hard to keep a constant connection in many other areas of the school.
More conveniently located study space with electrical outlets!
Increase outlets in study areas
have more outlets that work so that i can charge my laptop
Better WiFi and study areas
bigger scanners
SFU needs to provide better wireless internet access. Many lecture halls in the AQ do not get any signal and the connection in the Applied Sciences Building is horrible.
Please..... The wifi here is not very good, and it makes it difficult to do online research. Please improve the wireless.

SFU should have more computers and study area for students. More classes should be provided especially for Econ and Bus courses.

Have a stronger wifi connection all around campus; some places have a very weak signal.

Please provide students with a stable and accessible wifi connection in all study areas in the school. (eg. AQ 3182 etc don't have any wifi signal at all)

Better Internet service in all areas on campus

better wifi

Wifi/Phone coverage in classrooms next to Mackenzie Cafe and further in Mackenzie Café

Advising

- explain how the internal transfer into different programs works and make it clearer as to what needs to be done
- Better advisors that care more.
- Evaluate your [****] advisers.
- Doing a better job of informing students about what to expect from particular courses. Students without friends further ahead in the program are usually at a disadvantage because nobody warns them if a course is more intensive than its credit hours would suggest or if you'll need at least one person in your group to have a car because you'll be moving a lot of equipment back and forth from off-campus locations.
- Making academic advising more available, or even mandatory, so that students can have a better knowledge of course selection strategies/rules.
- Make getting advice a little bit easier, provide more guidance.
- Provide more advises for choosing courses
- Adviser feedback like we do for professors. I've had an academic adviser that made me wait 30 mins for a 30 min appointment with no explanation.
- Making the great opportunities as well as requirements offered by SFU better known to all students. We tend to find out about these things when we're about to graduate and there are often scheduling conflicts between required classes.
- Better understanding of pathways to degree and/or better layout of courses. It seems courses must go in sequence but fill up too fast. I personally do not know of anyone who finished here in 4 years.
- Less bureaucracy regarding class selection and declaration of majors. More accessible knowledge on courses to take to get where a student needs to be. There should be a guideline of courses, not just a general "take 60 credits of Arts courses before doing this".
- Advising needs to have more people helping. Also the communication needs to be better, I just found out that my CGPA had to be above 2.25 when an advisor told me it only had to be above 2.0
- Be able to advise students better, not just give them lists of websites to visit. More one on one contact with advisers and teachers would be helpful
- Better advising
- More communication for signing up for classes - rather than having to figure out the online enrollment by oneself- I did not know that the advisory dept would be able to help me get into real classes as opposed to online classes until it was too late.

Residence

- being able to take food out of the dining hall.
- better security around resident please :) 
- Let meal plan cards be used everywhere on campus!
The food at the Dining Hall is great but sometimes it gets cold (I know that sometimes it can't be helped). The Much Music dance during the orientation was awesome! It would be so great to do something like that again!

- Thicker walls in the dorm rooms. or better sound-proofing.
- make the res meal plan available (without flex dollars) in places that aren't just the dining hall
- Live on residence
- Maybe to be a little bit less "strict" with the Townhouses reunions, or at least with some of their rules.
- We've been having a lot of problems with mould in our residence. It would be awesome if this was dealt with before move-in.
- Not lived in dorms in first semester.
- Separate bathrooms on the coed floors
- Be put into groups with your faculty for residence orientation.
- I find the dining hall unhealthy.
- I hope that we can make appointment to have someone to clean the floor of our tower residence. I mean, it's not convenient for students to buy cleaning tools and stuff like that.
- THE DINING HALL!!!! I am so tired of not having any vegetarian/healthy options late at night. I DO NOT eat meat and I prefer to stay healthy so it is not appreciated when my only selection is fries, curly fries, burgers, and chicken strips with an empty salad bar. Also, we pay thousands of dollars for this meal plan and we can't even take stuff to-go. I do not want a [****], stale sandwich to take off the mountain with me that I am going to throw out anyways to buy better food.. Why can't they, if we make a request, bag us up something good!!! In addition to all the above complaints, I got yelled at, pursued out of the dining hall, and told to throw away one of my cookies IN TO THE GARBAGE because I took 2 and not 1..... This is really, emphasis on the really, stupid. Also, what is this garbage about us only being allowed to take 4 pieces of sushi? I can eat 8.. I thought this [****] meal plan was "all you care to eat" .. the dining hall is awful.

SFU Online

- Have all classes on one online system. (either canvas, web ct, or email)
- Making the canvas as easy to use as the Web ct
- Improve SIS system when it comes to selection of courses.
- Having a better website that is more visually attracted, well-maintained, kept up to date, and better organized.
- hold seminars about how to access websites like LON Capa, format of submitting answers to online assignments, access lecture notes (especially for first year students
- Decrease the number of different websites needed. Right now I use go.sfu.ca, connect.sfu.ca, canvas.sfu.ca, and cs.sfu.ca on a regular basis. It would be nice if they could all be merged into one, that only required a single login.
- the goSfu should be better with the class enrollment, such as don't go down during enrollment days
- The combination of all SFU services; that is, Connect, Webct, Canvas and SIS all in one.
- Make an sfu announcements Facebook page
- The internet
- Better online course registration system

Class Size

- It would be important to provide students with more one-on-one classes with their professors/lecturers. I understand that this is nearly impossible to accomplish because lack of funding and it is not realistic to have one class of 30 per semester. Unless a group of professors/lecturers were hired each semester, however, once again this is unrealistic. As a student, I only got to experience having one-on-one with my professor as I began taking upper
division classes. If I was exposed to this when I first began university, I would have been more engaged in my classes and understand that lecturers/professors actually care.

- Smaller class sizes! (no more 300+ person lectures)
- I would make sure that the upper-division courses are no bigger than 50 people (as opposed to over 100) so that students can benefit more from their education.
- Reduce undergraduate class sizes.
- Smaller class sizes
- Smaller class sizes that have instructors that really want to see you learn and do well.

**Workload/Difficulty**

- Less School work and more parties
- Do better in classes; meet more people
- Less exams and homeworks
- make courses easier
- The grading scheme for Science classes is brutal. Profs purposely make the exam ridiculously hard just to create a bell curve. I wish that exams are of reasonable difficulty and not which that require me to race with the clock.
- As an exchange student, to take courses are tougher than I taught. I think it would be better if there is some measures for students who are not good at English.

**Bookstore/Textbooks**

- Less expensive textbooks and general price gouging at the bookstore.
- It will be perfect if the bookstore could give a higher price on textbook buy back.

**Other**

- SFU has been the most disrespectful institute that I have contacted so far. It always takes more than thirty minutes to talk to a receptionist, and the school staff members usually do terrible at responding e-mails. They always forget to answer one or two questions asked by the student. They are also very lazy at their jobs. Overall, SFU is a terrible university, and the fact that it is one of the best universities of Canada is very questionable. With lazy staffs and disrespectful treatments, why is this place even a desirable institution for any student?
- If the janitorial staff would be so kind to clean the washrooms during class instead of in the morning, that would be great. Sometimes I get off the bus at the upper bus loop and I need to use the washroom, but the closest ones in Saywell/Blusson Hall are always being cleaned! As well, I would love it if we had more washrooms in the AQ.
- Be able to stay longer in campus
- SFU is too depressing.
- I should have stayed at the library at the 6th floor more to study. I should have also been more involved with clubs.
- Grades
- More affordable housing near campus. Not that much of a big deal though.
- Be more active.
- Study in the library more
- Accessibility.
- Not being involved with the Simon Fraser University [***] team. The experience as an athlete was not a good one and I had no support from the team. After, when I tried to deal with the harassment and pain the coach put me through I had to go through all the "red-tape" of the University.
• help understand importance of the ability of stay up for whole night/
• ease of access
• Language
• Make life and organization easier. Make it easier for students to make their lives easier. It sounds simple for us but if it was we would have our lives together and the majority of us don't.

No Suggestion

• I haven't been there long enough to point out anything in particular
• Nothing, can not think any issues.
• nothing
• Nothing really comes to mind
• nothing
• nothing
• Good
• Nothing to be improved upon at this moment for me.
• The things I would like to change would require more of a cultural shift, which is much more complicated than I can write down in this box.
• nothing
• Can't think of anything
• I have no complaints.
• I am not sure ....
• nothing
• Nothing SFU can do itself, the only problem I'm having is that the people are way too unsocial.
• I'm quite satisfied with my experience at SFU and can't see anything that would improve it anymore.
• None
• Nothing comes to my mind, at the moment.
• 5
• My experience up till now is great, i don't really feel i'm missing anything out.
Section 2: List of Sample Student Comments by Topic for Question 32: How could SFU have assisted you [to feel prepared for the level of English required of you in your courses when you arrived at SFU]?²

Students were asked whether, upon arriving at SFU, they felt prepared for the level of English writing, speaking, reading and listening required of them in their courses. Those who said that they either did not feel prepared or did not know whether they felt prepared in any of these skill areas were asked how SFU could have assisted them. The following is a list of the 551 comments provided in answer to the following question on the 2013 SFU Undergraduate Student Survey:

“How could SFU have assisted you?”

The comments are separated by topic. The first set is grouped together by subject or issue with which students want support. Students commenting on several topics are included in every applicable category. Topics are listed in order based on the number of students who discussed them (with the exception of the “Other”, “Not Applicable” and “Nothing Specified” categories, which are listed at the end).

An analysis of these responses is available in Appendix D of the full report, available at: http://www.sfu.ca/irp/surveys/ugss.html

Modification of Programs/Courses/Administration at SFU

- Writing and reading tutorials and homework
- Set expectations early. Lower division English courses didn't help much with Business related writing for me, so perhaps changing those to business writing courses. Also, some programs (free) for students to improve their writing and speaking ability.
- Through team work and practicum
- This is a tricky question. You leave the cocoon of high school English classes, where you've apparently excelled at dissecting Aldous Huxley's 'Brave New World', Orwell's 'Animal Farm', Roman and Greek tragedies, and Shakespeare's and Chaucer's array of works. You come to SFU and BAM! - as a first year student, you're thrust into mega classes that are surprisingly filled with fourth years who are not only much more familiar with academic teaching styles, but have refined their oral communication skills and essentially sweep the opinions and potential statements of first (and even second) years under the rug of intimidation. When I first arrived as a first year, I seriously found solace in the readings given to us. It was the only way I knew I was still on track, somehow. That regardless of the experiences that I underwent as a youngin' in professor-led tutorials (which made it even more intimidating), I knew that as long as I did my readings, I would somehow get by. And of course, what would've been fantastic writing in high school lands you a C+ in university... I cried when I got my first essay back in HUM [****]. I thought the world was over. I won't say it's SFU that necessarily could've assisted me, but rather the teaching style of professors, especially in the context of tutorials. More sympathy towards first years would be ideal... being approachable and toning down the academic rhetoric *at first* would be appreciated... checking in with students who appear to be 'slacking' but might actually be going through confidence or even family issues.... and exploring dialogical and alternative grading processes and procedures to engage EACH and EVERY student in the class. I feel that every single individual at SFU has a voice and the experiences to add validity to that voice,... which needs to be heard. If professors attempted to level out the playing field and establish a safe space with no hierarchy, that would lead to a much more engaged and welcoming population of students who, might I dare say, actually appreciate the knowledge they gain within these classes. Sorry for the rant. A great place to see how such methods could be incorporated into our classes is SFU's own Semester in Dialogue. Every student that leaves this program will, hands down, embody the motto of 'engagement' that SFU strives to implement.

² Comments are reproduced exactly as written by students, except that profanities and references to individuals at SFU have been removed. Altered text is in [square brackets].
- More reading assignments and workshops
- Provide more WQB classes that help in these areas, at the same time counted as useful credits.
- SLC only provide half an hour at a time, which is sincerely not enough for a mature student (NOW) returning back to SFU. Also peer groups or team work is not encouraged so at the moment I am struggling to find out about all the different resources that are available to enhance my studying experience at the campus and simultaneously trying to cope with class schedules, assignments, mid terms, group presentations etc. If I had oriented myself before or at the time of registration of the courses then it would have been much smoother to handle these tasks.
- Have more group presentations within the first two years of university. Work with high schools to communicate university requirements on writing/reading skills.
- have more written and oral assignments in the biological field
- have more ta's available have a better professor for English [****]
- Have teachers give a clear outline on how research, argumentative are to be done according to the teacher's standard.
- Have profs teach us how to cite and write at a university level and clearly explain expectations
- Give more information on writing methods for papers, giving sample papers for students to get an idea of how they should be writing. Professors could be more attentive to give students more information on how to write a paper.
- Better instructions, examples, explanations and ideas or support to start with at beginning
- providing more opportunities for us to talk in public, and help writing research paper and finding materials online
- A more clean guideline extra support for assignments that required, especially my major does not required that much writing, that will be a disadvantage while taking some elective courses and comparing to those major students.
- I went to FIC before coming to SFU, something that I am glad of. I was taught in class as well in person by Professor [****] on how to write a good essay. After coming to SFU, I realized that the same level of attention is not given to the students. I do not complain as the class size is significantly lower at FIC, and hence it is easier for the teachers to work on the progress of every student. But it would be better if the number of TAs are higher in the class, who are assigned the responsibility to keep a check on the overall performance of the student throughout the semester. It could be done through a weekly seminar, where the faculty could interact with the student in-person, and give them a detailed feedback on their performance. I think SFU students would benefit a lot if they knew exactly where we need to improve.
- Teach students how to get the most out of reading and how to quickly read material (I'm aware of help sessions. Maybe promote them more?)
- Given a brief outline
- Holding some movie festival
- More reading options
- introduce a more relaxed environment for the above skills
- Provide more workshops
- SLC can be booked for one hour per week... however, most people prefer to go there once or twice before handing papers in a semester and longer each time. one hour is too short to really get help
- TELL US BEFORE HAND
- Clearly outline standards for reading and writing explicitly and consistently
- They could have directed me to the certain courses that provide the foundation to your academic success, first. How to write, tell me those classes. How to research effectively, tell me those classes. How to critically analyse the world, put me in those classes.
- courses in simpler english
- The Back On Track program helped me a lot. This type of instruction could be beneficial to students who think or know that they struggle in certain aspects. Back on Track informs you of things you wished you had know prior to doing poorly. It gives you access to (well, you already had the access, but didn't know it) all sorts of academic resources, and informs you how to use...
them. Maybe, in the future, there could be a similar style 1 or 2 credit course dedicated to students who feel unprepared?

- Developing a program which goes beyond basic English learning. It will be helpful to integrate culture and societal elements in the learning program. (eg. Develop a course or program for International Students to provide them with more info of the culture in Vancouver, the achievement of the city and social problems in Van)
- Welcome more students from English speaking countries.
- By catering to people who had [****] high school profs like mine in first year courses. I just about failed chemistry not because I hadn't kept up with the homework, but because a lovely surprise for most people was that our exams were largely grade 12 material, that I have never learned. It was bad enough keeping up with everyone who had already learned EVERY SUBJECT WE COVERED IN HIGH SCHOOL. I come from a small town, and I've worked my butt off to be here. I shouldn't be punished for that.
- More study space
- Raise the minimum requirements English so people won't feel so good about their English when it's actually [terrible].
- Very little of both, because of huge class sizes. Reduce class size, make tutorials, and t.a.'s available?
- Making ENGL 199W (Introduction to University Writing) not have prerequisites. We should get the introduction to it before having to take major English courses.
- More opportunities to hand in drafts; receive feedback from TAs and prof; and allow us to hand in a final copy after. When classes did this, my writing improved almost two-fold when compared to classes that did not do this.
- Perhaps longer learning commons sessions or providing English workshops.
- Perhaps to conduct workshops to give us a heads-up as to what first year would be like at SFU
- By providing workshops that prepares you for university-level English. If these workshops are already provided then it would be great if even more are put in place.
- More workshops
- I think SFU already has a good assistant for ESL students but I hope there is more availability or even easier access
- I was told of the learning commons work shops but they seem intimidating, so perhaps making that resource more accessible/welcoming
- Make more supports for ESL students. I have been to many of them, but it is so limited access. Not continuing support.
- Maybe have a small test at the beginning of the year to see if we need help in any of these areas.
- Some sort of online course or examples so at least we would be aware that we were going into it unprepared
- Give a warning, and tips of how to improve. Many just dive right in and I was not prepared for it. More office hours. Many of the schedules do not work with mine
- Give more of a heads up of how some of the professors teach
- I was not prepared for university. High school was easy and teachers always pushed you to do better. I did not know of this, so my first semester was very difficult for me. It would be awesome if SFU advisors and recruiters let high school students know that university is mainly a self motivator/teaching environment
- Instructors could have demonstrated the level of reading and writing they expected. Often times, students are given a "reality check" and are forced to improve their reading and writing through initial failure.
- SFU could have assisted me by sending an outline of what I will expect when attending my classes, consisting of what I will need to know (writing, speaking, reading, and listening), especially when it comes to writing assignments in the way that it is expected to be written/articulated.
- Introduce us to the standards and not just expect we know them
Some professors use very complex language during their lectures, and it's difficult to understand. SFU could assist us by professors making sure the concept they are teaching comes across to the students without being entangled in confusing words that people cannot understand.

BY TELLING US TO WORK IN GROUPS AND PARTICIPATE DURING CLASS
Giving out notes before lecture for me to read and be able to write more notes on it during lecture, instead of having to write down everything the prof is saying.

I feel like the initial expectations for the note-taking in first level courses were too high, in that instead of being expected to print off all the slides that were pre-emptively posted online and following along that we should have been more active in our note-taking. Highlighting and filling in the blanks does nothing for me.

online lecture recording available for each course.

Provide recording services for more courses.

find a better prof who can speak clear English. If the prof can't write clear English, get him to use power point. stop making us buying those useless text book, there are many better and cheaper text books out there!

hold more activities

Hold more conversational events for international students.

offering more English courses

Mandatory public speaking classes, more of a transition between 2-page papers of high school to 10-page papers of first year courses.

More essay writing workshops. Or even better a mandatory university writing course for all degrees

More tutorials and material for academic writing

Provide more writing workshops.

Increase the written assignment intensity generally, and provide more programs that help students to improve their general written skills.

SFU could have made FANX99 for free to students who needed the assistance.

By making BUS 360 mandatory.

Introductory courses that are mandatory for certain disciplines to take. Better communication from professors regarding expectations. Fun and interactive online activities to get us up to speed.

tell me how can improve instead of giving a C

It's intimidating being forced to speak in tutorials and knowing your grade will be lowered if you do not; not everyone is outgoing. I feel like it's always the same group of people who speak up and, quite often, say what is on everyone's mind before they even gather up the strength to raise up their hand. It would've been better if my tutorial leaders would have stopped these people from talking so much in class and let others speak.

Provide a toastmasters club that people could join.

Give us more time to attend writing workshops before handing out papers

explained readings better

Admit less international students, better English learning environment within the campus.

Made expectations more realistic for students just starting their degrees/programs.

A lot of academic reading is very dry and tough to read through. Maybe coming up with a more intuitive and fun way of understanding some of the academic articles.

More opportunities to speak publicly

ESL tests need to be more difficult. I get paired with ESL students for projects and I have to write everything in our project because their grammar is terrible.

Smaller class sizes or more tutorial time in lower division courses with W requirements.

Workshops for better communications. Stricter evaluation of presentations during tutorials instead of giving free marks for trying.
I don't think there is anything to be done, but some texts are dense and dry for an international student to fully grasp. Maybe choose wisely the texts assigned.

Lower the requirement for international student

Make writing courses include step by step assignments rather than 3 big ones.

Not basing learning on such large quantities of reading.

Not have as much of a focus on lecture readings in first year classes or somehow better tie them into lecture material because I often feel that the readings do not work well with the lecture material

Not have mandatory presentations.

Professors could assign relevant news articles or excerpts from industry publications for the required readings and less pages from textbooks because a lot of textbooks contain irrelevant/non-valuable information.

Requiring more online activities in the tutorial class on canvas. This is because since my tutorial class is on Monday, we miss more classes than the other tutorial classes due to Monday holidays. For example, last Monday there was supposed to be an essay workshop in our English tutorial classes but due to Thanksgiving Day, our class was cancelled and therefore I felt like I felt behind.

Stop using peer reviewed journals for undergraduate courses. Have you tried reading these bloody things? The use of complex esoteric language is enough to make me cry. Use texts and sources that are more accessible - please.

Be more open about how to use the student learning commons, and how to properly set up an appointment for help.

Have writing workshops that run at all time so you can fit them in between class, they need to be for all years and formats (research products, lab reports) and areas (bio, political sci. ...)

More writing workshops before the semester started

Easily accessible assistance.

I have tried to visit the student learning commons, except the process of going there and establishing a drop in appointment is a barrier, there is a lack of advisers and I have to register before I can access it

Made more room in workshops regarding first year students and university level reading/writing and offer help based on my schedule instead of appointment a week before.

More staffing for writing mentors

More Student Learning Commons writing workshops

more workshops, more notice of the workshops and active workshops available without reservation

Please extend the hours of consultation that we can book each week.

With a little more resources put into the SLC’s writing drop-ins I think

Offered help sessions in Yosef Wosk Centre

Having an English exam in first class only for us too see out English level

provide high school students applying with a mock quiz to do themselves to test their ability and what they need to work on

During orientation or even before that it could be helpful to let new students know that often courses require a lot of outside reading and writing in addition to the lectures. Especially for first years coming straight from high school, the transition between the two is a little difficult in terms of the work load.

give me some specific advice before i take any writing course

I don't think it could have...a warning about the readings would have been nice though

nothing really, just maybe said there was a lot of required readings for courses

tell the high schools to warn us about all the reading!

Warn high school students a little about how DIFFERENT university is going to be

Perhaps provide a sample of what kind of language skills are required of students

Better explain expectations

by sharing its expectations.

Clear expectations for their assignments
- Clearer English Outlines and Expectations
- Could've possibly had instructors explain what they were looking for in papers and how it could be accomplished, i.e. focusing on format.
- Explain amount of writing and reading required in course outlines or in first lecture
- Have teachers give a brief lecture of what they are looking for when assigning written assignments.
- I feel like courses should focus on not only the content they want us to write on but they should take the time to discuss what is required in our essay writings - these requirements are something that high school did not teach me and I had to teach myself through trial and error and not doing well in my first paper, where I probably would have done well had their been an explanation.
- Maybe have professors hand out/give guidance on what they look for in essays
- Provided an outline of the basic skills and level of skills usually required to excel.
- Reminders of expectations
- The problem wasn't SFU's, just the learning curve between the writing style expected in high school and the expectations of university writing. If anything, I would suggest that first year classes, especially writing-focused ones like in English, would focus a bit on what is expected for university essays.
- the profs do kind of mark hard on a written assignment. they should be more clear the level of writing they want to write.
- There needs to be more emphasis on clearer expectations of how students need to write in sfu classes
- I think each student should be required to complete a w course in their first term. It was the only way I became used to the writing standards at a university level. If I had not completed the w course first, I'd have much difficulty with all my courses in the future.
- If the the W requirement in QWB was mandatory in first semester of first year the improvement of my writing skills would have been of tremendous help in my classes. Neither I nor my friends were expecting this level of writing requirement and if we had known and had taken a W course, the writing portion of our courses would not have been nearly as difficult.
- As much as I hate Writing courses, they proved to be extremely valuable. Maybe increase the number of W courses students have to take for their WQBs?
- Writing courses should be required for all degrees. I have gone through six years at SFU, without taking a single writing course. The only writing course I took was FAL X99, however, I was mislead into taking the course and did not need to take it. The writing courses need to teach a student how to write, along with ways to be able to paraphrase in order to avoid accidental plagiarism through patch writing. I have taken extra classes outside of SFU to help me with this, but I do not think I should need to do this.
- Classes should have more in-class discussions and group activities.
- Providing more writing courses applicable to my field of study. The computer science courses only provide writing courses concentrating on traditional essay writing and not technical requirement documents.
- Post the lecture notes online
- some teachers already do this but I think all should put there notes online, as it hard to listen and write notes down and understand what is being said. it is a lot easier when you can add little notes to the teachers notes you have printed off
- some basic class note handouts would be appreciated
- Add more ENGL courses with flexible time table
- As mentioned before, proper english classes that teach us how to properly write papers.
- Better promote workshops that are specifically directed on improving these skills
- By making me aware of the resources available to assist me.
- Could have made the writing workshops more publicized. I was unaware before it was too late, and I consider myself a heavily involved student.
- don't give students too much pressure.
- Eased me into it more gradualey
Easier marking and teaching for first year classes instead of giving a bad course mark and ruining gpa
Easier writing electives for international student please
Emailed me to attend the English language club etc
encourage students to join English conversation club
encourage writing tutoring
Explain the opportunities available to students more clearly before arriving.
Gradual ease
Have students be aware of the additional SFU services available to their disposable through advertisements, and maybe even professor recommendations.
Helpful W courses
hold more relaxing activities (gaming, having lunch / coffee) to encourage people especially for international students.
I know that there are some kinds "mentor programs" that mean to help students with communication/language skills. But, I do feel that school itself should reach out to help us, as a FAL x99 student, we do need to practice our English in many aspects. COME TO OUR CLASS AND EXPLAIN THESE SERVICES TO US!
I think having more writing courses that are made to enhance our writing skills would be good.
I wish Academic Advisors would have recommended writing for uni courses as a helpful one prior to mandatory courses.
I wish the writing workshops and other services already provided by SFU were made more well-known to the students.
I'm a first year student. I barely write academic paper in high school. I wish the professors can take it slowly, don't make us write that many academic papers since we don't know how to write them.
I'm not sure that there was anything SFU could have done to assist me in my writing when I first arrived here. My professors all understood that first year students generally weren't equipped to write for university. I felt unprepared for writing at the university level because my high school education had not equipped me with skills to write anything but the basic 5-paragraph essay. I felt that the high school system could have done more to help transition its graduates into university through workshops or class time spent on examining university expectations. Perhaps SFU could have advertised their writing workshops more broadly - I know that they exist now, in my final year at SFU, but I was not aware of them in my first few years.
Less reading
Make it easier
Making introductory writing courses readily available (I have tried so many times to enroll in ENGL 199 but haven't been able to yet)
more awareness that there were tutor help that you could contact times you were available -more interaction with TA
More TA, more personal assistance.
not marked so hard on first year students! Did not know how to reference properly and write the way we were expected because we had just finished high school. reading-grasping arguments and reading research papers continues to be a challenge! listening-hard to listen for more then 2 hours without any breaks.
not marking so hard from the very beginning
Offer more class in english
Personally, I find the reading overwhelming. I wish there was a bit less. Maybe if there was less reading, more students would actually read it all. I think 10-20 pages of a text/journal article acceptable per class, but I can rarely keep up with 40 + pages per class.
Pick easier readings
Provide more activities among exchange students or international students
Provide more assistants of the course that have high English level could help students who have difficult in reading English materials in understanding course materials.
Provided more information about the student learning commons to first year students
Send me emails about the workshops they offer. I remember I felt very lost and confused my first semester. I went on academic probation after taking a "W" designated course; I had never learned to write a formal 10-page research paper in high school and so I felt very overwhelmed. It was definitely a difficult transition for me.

SFU itself no how, but teachers could make it little more easier

some of the required readings were articles way out of my league and far too difficult to comprehend, these sorts of readings should not be assigned to students especially when they are not utilized

There's a major transition from high school to university writing. Either high school should better prepare students for university, or have SFU take an easier approach to lower level english courses for first year students.

To inform students better about their services. That SFU actually offers help outside of class

Well make the TAs realize we are just out of high school. It's not our fault that in high schools grades are skewed

Emphasis on requirements in English 12 so students are able to be eligible for university requirements

Hold more writing workshops

Mode of Delivery

I went to FIC before coming to SFU, something that I am glad of. I was taught in class as well in person by Professor [****] on how to write a good essay. After coming to SFU, I realized that the same level of attention is not given to the students. I do not complain as the class size is significantly lower at FIC, and hence it is easier for the teachers to work on the progress of every student. But it would be better if the number of TAs are higher in the class, who are assigned the responsibility to keep a check on the overall performance of the student throughout the semester. It could be done through a weekly seminar, where the faculty could interact with the student in-person, and give them a detailed feedback on their performance. I think SFU students would benefit a lot if they knew exactly where we need to improve.

Very little of both, because of huge class sizes. Reduce class size, make tutorials, and t.a.’s available?

Passing ielts or other language exam does not mean you get adequate language skills university required. For instance, ielts allows one hour for candidates to write two short pieces that do not really elaborate critical thinking. As a student whose first language is not English, I need a step-by-step writing session that specialized to teach academic English and do not account for GPA in first year. I found many students do not take eng199 because they fear that lower grade or fail will negatively affect their GPA. However, we really need to take it to build writing foundations.

A very small English writing course (10 people) available for those students with english grades B or lower. The professor will have the opportunity to work individually with each and every student throughout the semester to help them with their particular weaknesses in reading and writing skills.

Give some related materials online or have buddy teaching

Many international students are not good at spoken and written English. In STU, there are some English courses that can help us improve English, but the problem is, it is already difficult for the international students to study courses here with foreign language, selecting an English course would pull our GPA down, which makes us difficult or longer to finish the degree. That's why we seldom choose the English courses. If there are workshops, courses without credit to teach us English, we will be pleased to select it, and our English skills would be better.

one to one free essay writing workshops.

Writing workshops, more office hours for TA's - not SFU's fault high school just didn't prepare us very well.

Provided a specific course that taught how to write properly at a university level that is catered to your specific degree program. I am in criminology, therefore a course (maybe 1 credit) that allows you to optionally enroll in for those students that want to write better papers. I don't think high
schools prepare you for the level of writing that is expected of you. It would be ideal for this class to offer paper writing then one on one instruction going through, with detail, a paper your wrote to show areas of improvement. This is active learning and essentially being able to write well is the most important aspect of university.

- A Student Common Learning for second language student.
- A lot of useful material from SFU library.
- FAL_X99 didn't meet my expectations, it was very expensive and it has been a downer on my GPA. SFU could have provided workshops, and maybe settled up a learning cohort.
- Classes or tutorials for ESL students should be provided!
- Perhaps held a writing workshop or weekend class for half of a term to help improve my skills.
- Workshop or communication group
- Going through the basics in English tutorials and lectures
- Writing and reading tutorials and homework
- The Back On Track program helped me a lot. This type of instruction could be beneficial to students who think or know that they struggle in certain aspects. Back on Track informs you of things you wished you had know prior to doing poorly. It gives you access to (well, you already had the access, but didn't know it) all sorts of academic resources, and informs you how to use them. Maybe, in the future, there could be a similar style 1 or 2 credit course dedicated to students who feel unprepared?
- Perhaps longer learning commons sessions or providing English workshops.
- Perhaps to conduct workshops to give us a heads-up as to what first year would be like at SFU give a warning, and tips of how to improve. Many just dive right in and i was not prepared for it. more office hours. many of the schedules do not work with mine
- Mandatory public speaking classes, more of a transition between 2-page papers of high school to 10-page papers of first year courses.
- More essay writing workshops. Or even better a mandatory university writing course for all degrees
- More tutorials and material for academic writing
- Introductory courses that are mandatory for certain disciplines to take. Better communication from professors regarding expectations. Fun and interactive online activities to get us up to speed.
- Workshops for better communications. Stricter evaluation of presentations during tutorials instead of giving free marks for trying.
- Have writing work shop that run at all time so you can fit them in between class, they need to be for all years and formats (research products, lab reports) and areas (bio, political sci. ...)
- The problem wasn't SFU's, just the learning curve between the writing style expected in high school and the expectations of university writing. If anything, I would suggest that first year classes, especially writing-focused ones like in English, would focus a bit on what is expected for university essays.
- more awareness that there were tutor help that you could contact times you were available -more interaction with TA
- More TA, more personal assistance.
- not really due to the fact that it is more of a personal laziness. Library can put out more of those instructions regarding to research, note taking and reading on campus instead of just that particular space in LIB
- In the first day of tutorials we could have gone over strategies to help new students with digesting the courseware
- Study groups and professors' assistance.
- Provided workshops for future students on how to access the online readings, and know how to travel through Canvas/Web CT.
- By providing courses like EAS.
- Workshop on scientific presentation
- Provided basic editing courses for new students.
- High school students are taught outdated essay formats. As an incoming student who is actually very good at writing I struggled enormously trying to wrap my head around the university research
paper format during my first year. I even went to peer help writers but they were not useful. I think first year classes requiring large amounts of written assignments should be given short presentations on how to format (no write, just structure), a university essay.

- I'm trying to improve my writing for long time, and I found my most problem is the foundation, that would be awesome if there is some tutorials to teach about grammar, vocabulary for international students.
- During tutorials, perhaps key words could be discussed, or any words we didn't really get
- For writing, it would be great if there is someone who review my essays and revise grammar. For speaking, speaking sessions for students who are not good at English would be helpful. The sessions consist of one coordinator who speak English well, and a few participants.
- Organize free writing courses teaching grammar
- a step by step, specific writing skills book offered in the first year of university that could be applicable throughout university years. (ex., sample APA format papers, research papers, and essays that instructors in SFU in average look for)
- professors going over assigned readings. writing workshops especially regarding MLA APA etc formatting issues.
- A booklet on writing papers and how to do so, and all of the types of citations listed
- Have writing workshops that teach us specific writing techniques, e.g., citation, essay structure development, formal essay language use, how to deal with different types of essays (research paper, article review, narrative, etc.)
- Offering workshops on citing to freshman throughout the summer before their first term
- Citing classes
- provide more example of assignment, having tutorial for writing and speaking class
- There was a huge gap/jump between high school English and university English. Perhaps SFU could offer mini courses on how to write university style papers. The workshops offered by the library were informative but didn't really help. Having a mini course and classes where you can practice and get feedback on papers would have really helped.
- offering optional writing courses for international students or informal classes have the possibility to get papers proofread and have professors take additional time with international students to go over the papers
- Have a free workshop where people are able to help us one on one on what we do not understand in our assignments and papers.
- I think more English tutorials should be focused on discussing or elaborating on the issues/ideas discussed in class. This would really help me in my essays and help me understand material covered in other perspectives. I also feel like the writing styles (essays in particular) are quite different from the style of essays I have learnt to write in English 12. I feel that tutorials and TAs should spend more time with students to work on individual essays. (ie editing and checking in to make sure the student is on track with the essay ideas.)
- the library offers somewhat assistance at a written work but in honest they don't do much but explain to us how to improve! it would be appreciated if you guys had someone that can actually seat with us and we would ay him to help us with our work or something similar
- Provide tutorials for writing essays (different types) and for critical reading. Such tutorials would not be one hour sessions, but rather much longer and over an extends period of time.
- Provided in intro course for Canadian High School students for credit that focus' on university level academic reading and writing.
- have workshops available for grade 12 students on the difference between high school and university reading/writing
- Maybe by clearly helping students understand readings in class more?
- Analysis of books is what I need work on. The level of that is... quite beyond my current ability. But I'm not sure how you can help. Maybe workshops?
- Reading workshops on how to interpret and go through dense materials. Otherwise I think it's really up to the individual to get used to academic work and reading.
- university writing can only be effectively learned through classes. Maybe an up-to-date session on university readings during orientation or during the first weeks of classes will help.
• Writing workshops (help with essays)
• maybe sfu can have a writing center to help international students' essay writing or any writing skills.
• Although professors tell you to disregard what you learned in high school about writing essays, I still have no idea how to properly write a "university level essay". It would be helpful if there were some sort of class or tutorial on how to write in university without taking an actual credited course (unless there is one that I'm not aware of).
• Essay writing workshops
• Essay writing type courses
• have an english course on how to write university papers, that DOES NOT have any pre reqs to it
• More guidance for Writing university essays embedded in the courses.
• Online guides on essay writing
• More help in first year English classes. How to get better at papers
• I might be prepared if I have experienced a sample lecture beforehand.
• Have FREE writing workshops?
• hold first year writing sessions
• Provided more days for first year workshops intended to prepare us; especially for the writing aspect. I find numerous high school English teachers lack the ability to teach fundamental skills in writing clearly needed in post secondary.
• Writing workshops
• Offer a course teaching students how to write academically at a university level before throwing them into classes that require essays to be written.
• Opening some free English courses.
• Hold a free lecture that helps students and gives them tips
• Have workshops
• Offered pre-university tutorials to highschool students
• workshop?
• workshops
• Extended office hours by TAs and professor even referrals as well
• extra optional tutorials for English classes to go along with a mandatory tutorial
• I feel that high school didn't prepare me for any of the requirements above. SFU has taught me these things through exercises, not particularly a teacher or class but instead by my self. I have taught myself these things and improved over time. I think in every first year course, relevant to your faculty there should be an introduction to these significant requirements to better your work throughout your years at post-secondary.
• I want to say "make the courses easier", however I don't think that would be helpful in the long run. I wasn't really prepared at first but I've gotten guidance in my lectures and tutorials, so I guess more of that would be good.
• Learning center would help us a lot.
• like the English Partner
• Provide one-to-one assistance.
• Spent a lecture talking about each aspect in the beginning of the term.
• more opportunities for international students to practice oral English. Writing workshops.
• Workshops on university level writing and speaking
• Require courses that focus on speaking
• probably make a public speaking course required
• It would be nice to have sessions where students could practice public talking / debating
• Pronunciation workshop
• Provide optional assistance/workshops that the course would refer you to that would help you with your oral speaking skills.
• Workshops for oral presentation skills
• 1:1 speaking practice session for the international students. 30 minutes for one session maybe..? because when we have to debate or do presentations in calss, pronounciation or speaking skills can be really stressful for some students(like me..)
• Conversation groups
• Conversation partner
• I am not that good in speaking English fluently. When I meet new people, I stammer a lot so I want to take classes where I can improve my speaking.
• Need better discussing group that are for people whose English is not their first language
• Being in the faculty of science I never had a strong English background even in high school. So once I came to SFU and was expected to take English courses without even knowing how to write academically, it was very difficult. Maybe offer a free beginner course on academic writing to improve writing skills of everyone not just those in arts and other faculties which require heavy writing.
• Writing tutors, and writing pre-requisite courses weekly for free.
• I guess a 100-level introduction to English writing course would be helpful that contributed to our W requirement, not necessarily ESL.
• Having a practice university-level writing course?
• An actual required paper writing course required for everyone.
• A workshop for university-level writing required for first years. (might not necessarily take English courses the first year).
• by having workshops to help me advance my writing skills
• Having an English writing workshop for first-year students.
• Provide a small optional academic writing tutorial maybe. In this case, I can write but I am not very confident about it. So there should be different levels.
• Workshop on transitioning from high school level of writing to university level
• Writing workshops
• Writing workshops
• A seminar on writing in university
• actually have a course to help in writing instead of just giving essay writing assignments
• Have a class where you learn how to do academic university writing.
• have more introductory to university writing courses not requiring 12 units
• Help familiarize us with university level writing in tutorials instead of after the first paper.
• I come from India. Although I am fluent in English and I can converse and understand my lectures with no issues at all, at the same time the term papers required a different kind of language usage. We never wrote any academic papers in India and this was a new area for me. In my opinion SFU could have held special classes, or maybe put up more resources in the library for students like me.
• instead of just having the assumption every student knows how to write at a university standard. Have a course made for university writing, especially for first-year students
• Offer a general learn to write class for people wanting to improve there writing skills.
• Offer a more comprehensive course structure that would help students to improve their writing.
• offer courses that teach how to academically write papers or provide awareness to it, if there is such a course
• Offer more basic course with writing practice.
• recommended introductory writing courses for the first semester
• Teach university-level essay writing for 100-level writing courses
• Writing centers
• Free Tutorials like the French department has.
• Provide free introduction courses to those who require assistance.
• No grading English classes
• Had a fake class setup with a class taught in a course you would be taking and then having the opportunity to do this a few times and interact before you actually start school
• SFU can have study session with students who can volunteer with helping other students who have difficulty with English.
• More tutorial class
• By workshop
• Engaging workshop of these skills
• english workshops
• english workshops
• ESL tutoring or workshops
• extra English sessions
• Giving workshops on these topics
• Leadership Workshops or workshops that can help me improve my English..?
• Provide workshops in each of the categories above.
• Tutorials
• Workshop for international students
• Workshops
• workshops
• Workshops help
• workshops in high school
• Have a course prior to the fall semester to learn basics of English.
• have guidelines online
• It would have helped if SFU had an introductory course for first year students.
• Learning common
• Learning commons
• Learning commons offered at libraries
• make a course which improves students' skills
• not too sure.. by having help sessions
• Professors or TAs spend more time by adding extra office hours or lab hours to assist/guide me through. Reading and writing takes time, but if there is someone who can give me advice and assistant according to my level or reading/writing, I think I will improve is a faster speed than now.
• set up some communication groups to help those international student whose first language is not english.
• The English courses I took have made me a better writer. SFU could provide an online service to students that offers help.
• Public speaking prep groups - if they don't already exist
• Probably can offer some free English writing tutorial for me.

Specific Areas to Support:

Academic Writing in General

• Set expectations early. Lower division English courses didn't help much with Business related writing for me, so perhaps changing those to business writing courses. Also, some programs (free) for students to improve their writing and speaking ability.
• writing assistant/advisor for free on campus,
• one to one free essay writing workshops.
• Being in the faculty of science I never had a strong english background even in high school. So once I came to SFU and was expected to take english courses without even knowing how to write academically, it was very difficult. Maybe offer a free beginner course on academic writing to improve writing skills of everyone not just those in arts and other faculties which require heavy writing.
• Writing tutors, and writing pre-requisite courses weekly for free.
• Provided in intro course for Canadian High School students for credit that focus' on university level academic reading and writing.
• I guess a 100-level introduction to English writing course would be helpful that contributed to our W requirement, not necessarily ESL.
• Passing ielts or other language exam does not mean you get adequate language skills university required. For instance, ielts allows one hour for candidates to write two short pieces that do not really elaborate critical thinking. As a student whose first language is not English, I need a step-
by-step writing session that specialized to teach academic English and do not account for GPA in first year. I found many students do not take eng199 because they fear that lower grade or fail will negatively affect their GPA. However, we really need to take it to build writing foundations.

- Many international students are not good at spoken and written English. In STU, there are some English courses that can help us improve English, but the problem is, it is already difficult for the international students to study courses here with foreign language, selecting an English course would pull our GPA down, which makes us difficult or longer to finish the degree. That's why we seldom choose the English courses. If there are workshops, courses without credit to teach us English, we will be pleased to select it, and our English skills would be better.

- By providing a non-graded English writing course that introduces students to the SFU English writing standard
- Having a practice university-level writing course?
- More essay writing workshops. Or even better a mandatory university writing course for all degrees
- An actual required paper writing course required for everyone.
- Not really SFU's fault, high school doesn't prepare you for any of this. Make academic writing a mandatory course?
- Writing and reading tutorials and homework
- A workshop for university level writing required for first years.... (might not necessarily take English courses the first year).
- by having workshops to help me advance my writing skills
- Have FREE writing workshops?
- have workshops available for grade 12 students on the difference between high school and university reading/writing
- Have writing workshops that teach us specific writing techniques, e.g., citation, essay structure development, formal essay language use, how to deal with different types of essays (research paper, article review, narrative, etc.)
- Having an English writing workshop for first year students.
- hold first year writing sessions
- more opportunities for international students to practice oral English. Writing workshops.
- More tutorials and material for academic writing
- Probably can offer some free English writing tutorial for me.
- Provide a small optional academic writing tutorial maybe. In this case, I can write but I am not very confident about it. So there should be different levels
- provide more example of assignment, having tutorial for writing and speaking class
- Provide more writing workshops.
- Provided more days for first year workshops intended to prepare us; especially for the writing aspect. I find numerous high school English teachers lack the ability to teach fundamental skills in writing clearly needed in post secondary.
- Workshop on transitioning from high school level of writing to university level
- Workshops on university level writing and speaking
- Writing workshops
- Writing workshops
- Writing workshops
- Writing workshops (help with essays)
- Writing workshops, more office hours for TA's - not SFU's fault high school just didn't prepare us very well.
- Have profs teach us how to cite and write at a university level and clearly explain expectations
- Increase the written assignment intensity generally, and provide more programs that help students to improve their general written skills.
- A seminar on writing in university
- A specification on the differences between high school standard writing and university writing would have helped, but then it also might have been because my TA had high standards.
a step by step, specific writing skills book offered in the first year of university that could be applicable throughout university years. (ex., sample APA format papers, research papers, and essays that instructors in SFU in average look for)

• actually have a course to help in writing instead of just giving essay writing assignments
• by teaching us how to write.
• Could provide more help on writing, since some professors are VERY hard and strict on marking papers, it is very hard and difficult for students whom English were not their first language to meet those professors' requirements.
• Giving us more of a background knowledge on the many different ways of writing. No highschool that I'm aware of teaches the format of essays expecting at University.
• Go over professors writing structure and method that high schools taught differently.
• Have a class where you learn how to do academic university writing.
• have more introductory to university writing courses not requiring 12 units
• Help familiarize us with university level writing in tutorials instead of after the first paper.
• help students refine their writing skills, how to make a good argument, etc
• I come from India. Although I am fluent in English and I can converse and understand my lectures with no issues at all, at the same time the term papers required a different kind of language usage. We never wrote any academic papers in India and this was a new area for me. In my opinion SFU could have held special classes, or maybe put up more resources in the library for students like me.
• instead of just having the assumption every student knows how to write at a university standard.
• Have a course made for university writing, especially for first year students
• Introducing opportunities of speaking and writing with other people, not courses.
• It was more of a high school problem rather than SFU. If there were outside of class services that taught how to use MLA and APA citations properly, and evaluate our individual writing skills, I feel I would have been much more prepared for 100-level English courses. My advice does have weight since I have taken Engl 101, 102, 103, 104, and 105 to raise my GPA to get into Beedie from Arts.
• maybe sfu can have a writing center to help international students' essay writing or any writing skills.
• Offer a course teaching students how to write academically at a university level before throwing them into classes that require essays to be written.
• Offer a general learn to write class for people wanting to improve there writing skills.
• Offer a more comprehensive course structure that would help students to improve their writing.
• offer courses that teach how to academically write papers or provide awareness to it, if there is such a course
• Offer more basic course with writing practice.
• Offer more writing and reading preparation
• Offer writing assistance.
• offering optional writing courses for international students or informal classes have the possibility to get papers proofread and have professors take additional time with international students to go over the papers
• Professors help intensely on their students' writing.
• Provided a specific course that taught how to write properly at a university level that is catered to your specific degree program. I am in criminology, therefore a course (maybe 1 credit) that allows you to optionally enroll in for those students that want to write better papers. I don't think high schools prepare you for the level of writing that is expected of you. It would be ideal for this class to offer paper writing then one on one instruction going through, with detail, a paper your wrote to show areas of improvement. This is active learning and essentially being able to write well is the most important aspect of university.
• Providing more writing assistant rather than marking harsh
• recommended introductory writing courses for the first semester
• teach me how to write better instead of just giving me writing assignments that I have no clue on how to start it.
Teach me how to write on a university level
Teach university level essay writing for 100 level writing courses
There could have been more help with the writing stuff and the rest was okai not too bad
Writing
Writing centers

Speaking Skills

- Set expectations early. Lower division English courses didn't help much with Business related writing for me, so perhaps changing those to business writing courses. Also, some programs (free) for students to improve their writing and speaking ability.
- Many international students are not good at spoken and written English. In STU, there are some English courses that can help us improve English, but the problem is, it is already difficult for the international students to study courses here with foreign language, selecting an English course would pull our GPA down, which makes us difficult or longer to finish the degree. That's why we seldom choose the English courses. If there are workshops, courses without credit to teach us English, we will be pleased to select it, and our English skills would be better.
- more opportunities for international students to practice oral English. Writing workshops.
- provide more example of assignment, having tutorial for writing and speaking class
- Workshops on university level writing and speaking
- Introducing opportunities of speaking and writing with other people, not courses.
- Require courses that focus on speaking
- Mandatory public speaking classes, more of a transition between 2-page papers of high school to 10-page papers of first year courses.
- probably make a public speaking course required
- For writing, it would be great if there is someone who review my essays and revise grammar. For speaking, speaking sessions for students who are not good at English would be helpful. The sessions consist of one coordinator who speak English well, and a few participants.
- It would be nice to have sessions where students could practice public talking / debating
- Pronunciation workshop
- Provide optional assistance/workshops that the course would refer you to that would help you with your oral speaking skills.
- Workshops for oral presentation skills
- 1:1 speaking practice session for the international students. 30 minutes for one session maybe..? because when we have to debate or do presentations in class, pronunciation or speaking skills can be really stressful for some students(like me..)
- Conversation groups
- conversation parter
- I am not that good in speaking english fluently. When I meet new people, I stammer a lot so I want to take classes where I can improve my speaking.
- It's better to have more activities for international student to help them speaking and talking like locals.
- More activities having to do with oral presentations or just talking in general to better my speaking skills in larger groups so that I'm not so nervous to speak.
- Need better discussing group that are for people whose English is not their first language
- Offer help for those with public speaking issues. How to cope with it/ get through it?
- Public speaking prep groups - if they don't already exist

General Support for Writing Essays
For writing, it would be great if there is someone who review my essays and revise grammar. For speaking, speaking sessions for students who are not good at English would be helpful. The sessions consist of one coordinator who speak English well, and a few participants.

- A booklet on writing papers and how to do so, and all of the types of citations listed
- Have writing workshops that teach us specific writing techniques, e.g., citation, essay structure development, formal essay language use, how to deal with different types of essays (research paper, article review, narrative, etc.)
- Writing workshops (help with essays)
- A step by step, specific writing skills book offered in the first year of university that could be applicable throughout university years. (ex., sample APA format papers, research papers, and essays that instructors in SFU in average look for)
- maybe sfu can have a writing center to help international students' essay writing or any writing skills.
- Although professors tell you to disregard what you learned in high school about writing essays, I still have no idea how to properly write a "university level essay". It would be helpful if there were some sort of class or tutorial on how to write in university without taking an actual credited course (unless there is one that I'm not aware of).

- Essay writing workshops
- Provide tutorials for writing essays (different types) and for critical reading. Such tutorials would not be one hour sessions, but rather much longer and over an extends period of time.
- Give more information on writing methods for papers, giving sample papers for students to get an idea of how they should be writing. Professors could be more attentive to give students more information on how to write a paper.
- Essay writing type courses
- have an english course on how to write university papers, that DOES NOT have any pre reqs to it
- More examples and tricks for how to write an essay
- More guidance for Writing university essays embedded in the courses.
- Online guides on essay writing
- Provide more guidance on essay writing and examples.
- More help in first year English classes. How to get better at papers

Reading/Critical Analysis of Texts

- Provide tutorials for writing essays (different types) and for critical reading. Such tutorials would not be one hour sessions, but rather much longer and over an extends period of time.
- Offer more writing and reading preparation
- Provided in intro course for Canadian High School students for credit that focus' on university level academic reading and writing.
- Writing and reading tutorials and homework
- have workshops available for grade 12 students on the difference between high school and university reading/writing
- professors going over assigned readings. writing workshops especially regarding MLA APA etc formatting issues.
- Maybe by clearly helping students understand readings in class more?
- Analysis of books is what I need work on. The level of that is... quite beyond my current ability. But I'm not sure how you can help. Maybe workshops?
- Reading workshops on how to interpret and go through dense materials. Otherwise I think it's really up to the individual to get used to academic work and reading.
- university writing can only be effectively learned through classes. Maybe an up-to-date session on university readings during orientation or during the first weeks of classes will help.
- not really due to the fact that it is more of a personal laziness. Library can put out more of those instructions regarding to research, note taking and reading on campus instead of just that particular space in LIB
• Perhaps more tips on speed reading and researching on databases online
• Professors should be more helpful and provide techniques to make readings easier.
• Talk more in-depth about how to read a text and how to start analyzing and figuring out the deeper meaning behind it.
• Teach students how to get the most out of reading and how to quickly read material (I'm aware of help sessions. Maybe promote them more?)

Specific Assignment Help

• There was a huge gap/jump between high school English and university English. Perhaps SFU could offer mini courses on how to write university style papers. The workshops offered by the library were informative but didn't really help. Having a mini course and classes where you can practice and get feedback on papers would have really helped.
• offering optional writing courses for international students or informal classes have the possibility to get papers proofread and have professors take additional time with international students to go over the papers
• Have a free workshop where people are able to help us one on one on what we do not understand in our assignments and papers.
• providing more opportunities for us to talk in public, and help writing research paper and finding materials online
• A more clean guideline extra support for assignments that required, especially my major does not required that much writing, that will be a disadvantage while taking some elective courses and comparing to those major students.
• helps on edit the papers.
• I think more English tutorials should be focused on discussing or elaborating on the issues/ideas discussed in class. This would really help me in my essays and help me understand material covered in other perspectives. I also feel like the writing styles (essays in particular) are quite different from the style of essays I have learnt to write in English 12. I feel that tutorials and TAs should spend more time with students to work on individual essays. (ie editing and checking in to make sure the student is on track with the essay ideas.)
• I went to FIC before coming to SFU, something that I am glad of. I was taught in class as well in person by Professor [****] on how to write a good essay. After coming to SFU, I realized that the same level of attention is not given to the students. I do not complain as the class size is significantly lower at FIC, and hence it is easier for the teachers to work on the progress of every student. But it would be better if the number of TAs are higher in the class, who are assigned the responsibility to keep a check on the overall performance of the student throughout the semester. It could be done through a weekly seminar, where the faculty could interact with the student in-person, and give them a detailed feedback on their performance. I think SFU students would benefit a lot if they knew exactly where we need to improve.
• People that can help us improve or proofread our writings
• Provide more proofread assistance and feedback
• provide some essay checking helping somewhere in the campus.
• Provide tutors to edit my essays
• Provide unlimited assistance to proof reading the assignments not just twice per semester.
• the library offers somewhat assistance at a written work but in honest they don't do much but explain to us how to improve! it would be appreciated if you guys had someone that can actually seat with us and we would ay him to help us with our work or something similar

Sample Essays/Practice Exams

• a step by step, specific writing skills book offered in the first year of university that could be applicable throughout university years. (ex., sample APA format papers, research papers, and essays that instructors in SFU in average look for)
• Give more information on writing methods for papers, giving sample papers for students to get an idea of how they should be writing. Professors could be more attentive to give students more information on how to write a paper.
• More examples and tricks for how to write an essay
• Provide more guidance on essay writing and examples.
• provide more example of assignment, having tutorial for writing and speaking class
• Better instructions, examples, explanations and ideas or support to start with at beginning
• Given examples of pieces of writing that would be considered at an university level
• I feel as if SFU should have given us sample essays, to show us what it is they are expecting of us in the level of writing we should have, and the type of vocabulary we should know while reading.
• I think SFU generally did well to remedy this area of weakness for its students, but perhaps applied reading examples could be included in the academic success workshops.
• instructors give more practice exams to outline the expectations because there is a vast change from high school to university
• sample paper resources
• Writing examples and practice writing pieces would help.

**Citations**

• a step by step, specific writing skills book offered in the first year of university that could be applicable throughout university years. (ex., sample APA format papers, research papers, and essays that instructors in SFU in average look for)
• professors going over assigned readings. writing workshops especially regarding MLA APA etc formatting issues.
• A booklet on writing papers and how to do so, and all of the types of citations listed
• Have writing workshops that teach us specific writing techniques, e.g., citation, essay structure development, formal essay language use, how to deal with different types of essays (research paper, article review, narrative, etc.)
• Have profs teach us how to cite and write at a university level and clearly explain expectations
• It was more of a high school problem rather than SFU. If there were outside of class services that taught how to use MLA and APA citations properly, and evaluate our individual writing skills, I feel I would have been much more prepared for 100-level English courses. My advice does have weight since I have taken Engl 101, 102, 103, 104, and 105 to raise my GPA to get into Beedie from Arts.
• Offering workshops on citing to freshman throughout the summer before their first term
• Citing classes
• teach us how to cite

**Grammar**

• For writing, it would be great if there is someone who review my essays and revise grammar.
  For speaking, speaking sessions for students who are not good at English would be helpful. The sessions consist of one coordinator who speak English well, and a few participants.
• Organize free writhing courses teaching grammar
• Im trying to improve my writing for long time, and I found my most problem is the fundation, that would be awesome if there is some tutorials to teach about grammer, vocabulary for international students.
• Help with grammar.

**Vocabulary**
• I’m trying to improve my writing for a long time, and I found my most problem is the foundation, that would be awesome if there is some tutorials to teach about grammar, vocabulary for international students.
• I feel as if SFU should have given us sample essays, to show us what it is they are expecting of us in the level of writing we should have, and the type of vocabulary we should know while reading.
• Help building academic vocabulary specific to each major
• During tutorials, perhaps key words could be discussed, or any words we didn't really get

Research

• not really due to the fact that it is more of a personal laziness. Library can put out more of those instructions regarding to research, note taking and reading on campus instead of just that particular space in LIB
• Perhaps more tips on speed reading and researching on databases online
• Have teachers give a clear outline on how research, argumentative are to be done according to the teacher’s standard.

Other Topics

• Have teachers give a clear outline on how research, argumentative are to be done according to the teacher's standard.
• Help students refine their writing skills, how to make a good argument, etc
• High school students are taught outdated essay formats. As an incoming student who is actually very good at writing I struggled enormously trying to wrap my head around the university research paper format during my first year. I even went to peer help writers but they were not useful. I think first year classes requiring large amounts of written assignments should be given short presentations on how to format (no write, just structure), a university essay.
• not really due to the fact that it is more of a personal laziness. Library can put out more of those instructions regarding to research, note taking and reading on campus instead of just that particular space in LIB
• In the first day of tutorials we could have gone over strategies to help new students with digesting the courseware
• Study groups and professors’ assistance.
• Current students sharing their transitional experiences.
• Provided workshops for future students on how to access the online readings, and know how to travel through Canvas/Web CT.
• By providing courses like EAS.
• Workshop on scientific presentation
• Provided basic editing courses for new students.
• Passing ielts or other language exam does not mean you get adequate language skills university required. For instance, ielts allows one hour for candidates to write two short pieces that do not really elaborate critical thinking. As a student whose first language is not English, I need a step-by-step writing session that specialized to teach academic English and do not account for GPA in first year. I found many students do not take eng199 because they fear that lower grade or fail will negatively affect their GPA. However, we really need to take it to build writing foundations.

Who Should Offer Support Services

• Study groups and professors’ assistance.
• Extended office hours by TAs and professor even referrals as well
Professors or TAs spend more time by adding extra office hours or lab hours to assist/guide me through. Reading and writing takes time, but if there is someone who can give me advice and assistant according to my level or reading/writing, I think I will improve is a faster speed than now.

I think I can improve those skills at my best. Professors and TAs will be probably available to teach and help me writing skills that are required for my course that I will take. I can improve my listening skills by talking more with my classmates.

professors going over assigned readings. writing workshops especially regarding MLA APA etc formatting issues.

I think more English tutorials should be focused on discussing or elaborating on the issues/ideas discussed in class. This would really help me in my essays and help me understand material covered in other perspectives. I also feel like the writing styles (essays in particular) are quite different from the style of essays I have learnt to write in English 12. I feel that tutorials and TAs should spend more time with students to work on individual essays. (ie editing and checking in to make sure the student is on track with the essay ideas.)

Writing tutors, and writing pre-requisite courses weekly for free.

SFU can have study session with students who can volunteer with helping other students who have difficulty with English.

ESL tutoring or workshops

Have teachers give a clear outline on how research, argumentative are to be done according to the teacher's standard.

Have prosfs teach us how to cite and write at a university level and clearly explain expectations

Give more information on writing methods for papers, giving sample papers for students to get an idea of how they should be writing. Professors could be more attentive to give students more information on how to write a paper.

I went to FIC before coming to SFU, something that I am glad of. I was taught in class as well in person by Professor [****] on how to write a good essay. After coming to SFU, I realized that the same level of attention is not given to the students. I do not complain as the class size is significantly lower at FIC, and hence it is easier for the teachers to work on the progress of every student. But it would be better if the number of TAs are higher in the class, who are assigned the responsibility to keep a check on the overall performance of the student throughout the semester. It could be done through a weekly seminar, where the faculty could interact with the student in-person, and give them a detailed feedback on their performance. I think SFU students would benefit a lot if they knew exactly where we need to improve.

Have teachers give a brief lecture of what they are looking for when assigning written assignments.

Current students sharing their transitional experiences.

Provide tutors to edit my essays

Professors should be more helpful and provide techniques to make readings easier.

Find tutors to help us.

Professors help intensely on their students' writing.

Provide peer tutoring for students on specific subjects with no charge

writing assistant/advisor for free on campus,

SFU should offer more "free" tutors that help students go through course materials.

A mentor from my own language, background or similar to it.

Professors could have been more helpful

tutor lessons for esl students.

tutors

Target Audience

ESL tutoring or workshops

A very small English writing course (10 people) available for those students with english grades B or lower. The professor will have the opportunity to work individually with each and every student
throughout the semester to help them with their particular weaknesses in reading and writing skills.

- a. Student Common Learning for second language student.
- b. A lot of useful material from SFU library.

- Classes or tutorials for ESL students should be provided!
- Mandatory public speaking classes, more of a transition between 2-page papers of high school to 10-page papers of first year courses.
- More essay writing workshops. Or even better a mandatory university writing course for all degrees.
- Introductory courses that are mandatory for certain disciplines to take. Better communication from professors regarding expectations. Fun and interactive online activities to get us up to speed.
- Provided basic editing courses for new students.
- Offering optional writing courses for international students or informal classes have the possibility to get papers proofread and have professors take additional time with international students to go over the papers.
- Provided in intro course for Canadian High School students for credit that focus' on university level academic reading and writing.
- Hold first year writing sessions.
- I feel that high school didn't prepare me for any of the requirements above. SFU has taught me these things through exercises, not particularly a teacher or class but instead by my self. I have taught myself these things and improved over time. I think in every first year course, relevant to your faculty there should be an introduction to these significant requirements to better your work throughout your years at post-secondary.
- Require courses that focus on speaking.
- Probably make a public speaking course required.
- An actual required paper writing course required for everyone.
- A workshop for university level writing required for first years.... (might not necessarily take english courses the first year).
- Having an English writing workshop for first year students.
- Instead of just having the assumption every student knows how to write at a university standard. Have a course made for university writing, especially for first year students.
- Recommended introductory writing courses for the first semester.
- Teach university level essay writing for 100 level writing courses.
- Workshop for international students.
- It would have helped if SFU had an introductory course for first year students.
- By making BUS 360 mandatory.
- Not really SFU's fault, high school doesn't prepare you for any of this. Make academic writing a mandatory course?
- Make everyone go through a mandatory class where they transition you into actual SFU work. Maybe a mix between FAL anf FAN and other stuff.

**Cost**

- Writing tutors, and writing pre-requisite courses weekly for free.
- Provide peer tutoring for students on specific subjects with no charge.
- Writing assistant/advisor for free on campus.
- SFU should offer more "free" tutors that help students go through course materials.
- One to one free essay writing workshops.
- Organize free writing courses teaching grammar.
- Have a free workshop where people are able to help us one on one on what we do not understand in our assignments and papers.
- Opening some free English courses.
- Hold a free lecture that helps students and gives them tips.
• Being in the faculty of science I never had a strong english background even in high school. So once I came to SFU and was expected to take english courses without even knowing how to write academically, it was very difficult. Maybe offer a free beginner course on academic writing to improve writing skills of everyone not just those in arts and other faculties which require heavy writing.
• Free Tutorials like the French department has.
• Provide free introduction courses to those who require assistance.
• Set expectations early. Lower division English courses didn't help much with Business related writing for me, so perhaps changing those to business writing courses. Also, some programs (free) for students to improve their writing and speaking ability.
• SFU could have made FANX99 for free to students who needed the assistance.
• I would like SFU to offer a free or low cost program to help first year students in the aspects above.

Requirement

• Mandatory public speaking classes, more of a transition between 2-page papers of high school to 10-page papers of first year courses.
• More essay writing workshops. Or even better a mandatory university writing course for all degrees
• Introductory courses that are mandatory for certain disciplines to take. Better communication from professors regarding expectations. Fun and interactive online activities to get us up to speed.
• Require courses that focus on speaking
• probably make a public speaking course required
• An actual required paper writing course required for everyone.
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• Not really SFU's fault, high school doesn't prepare you for any of this. Make academic writing a mandatory course?
• Make everyone go through a mandatory class where they transition you into actual SFU work. Maybe a mix between FAL anf FAN and other stuff
• offering optional writing courses for international students or informal classes have the possibility to get papers proofread and have professors take additional time with international students to go over the papers
• Provided a specific course that taught how to write properly at a university level that is catered to your specific degree program. I am in criminology, therefore a course (maybe 1 credit) that allows you to optionally enroll in for those students that want to write better papers. I don't think high schools prepare you for the level of writing that is expected of you. It would be ideal for this class to offer paper writing then one on one instruction going through, with detail, a paper your wrote to show areas of improvement. This is active learning and essentially being able to write well is the most important aspect of university.
• extra optional tutorials for English classes to go along with a mandatory tutorial
• Provide optional assistance/workshops that the course would refer you to that would help you with your oral speaking skills.
• Provide a small optional academic writing tutorial maybe. In this case, I can write but I am not very confident about it. So there should be different levels

Credits

• Provided in intro course for Canadian High School students for credit that focus on university level academic reading and writing.
• The Back On Track program helped me a lot. This type of instruction could be beneficial to students who think or know that they struggle in certain aspects. Back on Track informs you of things you wished you had know prior to doing poorly. It gives you access to (well, you already
had the access, but didn’t know it) all sorts of academic resources, and informs you how to use them. Maybe, in the future, there could be a similar style 1 or 2 credit course dedicated to students who feel unprepared?

- I guess a 100-level introduction to English writing course would be helpful that contributed to our W requirement, not necessarily ESL.
- Passing ielts or other language exam does not mean you get adequate language skills university required. For instance, ielts allows one hour for candidates to write two short pieces that do not really elaborate critical thinking. As a student whose first language is not English, I need a step-by-step writing session that specialized to teach academic English and do not account for GPA in first year. I found many students do not take eng199 because they fear that lower grade or fail will negatively affect their GPA. However, we really need to take it to build writing foundations.
- Many international students are not good at spoken and written English. In STU, there are some English courses that can help us improve English, but the problem is, it is already difficult for the international students to study courses here with foreign language, selecting an English course would pull our GPA down, which makes us difficult or longer to finish the degree. That's why we seldom choose the English courses. If there are workshops, courses without credit to teach us English, we will be pleased to select it, and our English skills would be better.
- Although professors tell you to disregard what you learned in high school about writing essays, I still have no idea how to properly write a "university level essay". It would be helpful if there were some sort of class or tutorial on how to write in university without taking an actual credited course (unless there is one that I'm not aware of).
- I might be prepared if I have experienced a sample lecture beforehand.
- Having a practice university-level writing course?
- No grading english classes
- Had a fake class setup with a class taught in a course you would be taking and then having the opportunity to do this a few times and interact before you actually start school
- Let us sit in on/hear a pre-recorded lecture so we could know how fast the instructors speak!
- By providing a non-graded English writing course that introduces students to the SFU English writing standard

**Timing**

- Had a fake class setup with a class taught in a course you would be taking and then having the opportunity to do this a few times and interact before you actually start school
- Offering workshops on citing to freshman throughout the summer before their first term
- Have workshops available for grade 12 students on the difference between high school and university reading/writing
- Offered pre-university tutorials to highschool students
- Workshops in high school
- Have a course prior to the fall semester to learn basics of English.
- More writing workshops before the semester started
- During orientation or even before that it could be helpful to let new students know that often courses require a lot of outside reading and writing in addition to the lectures. Especially for first years coming straight from high school, the transition between the two is a little difficult in terms of the work load.

**Other**

- Avoid those instructors who have serious accent.
- Do many communications, make friends in SFU
- EBP
Nothing Specified

- already enough assistance
- Have not taken English courses at SFU yet.
- High school does not prepare you enough for what skills you need for lecture and tutorial
- I believe that SFU has services to assist you in what is expected for the level of English but I have not yet had not encountered subjects or assignments grading on those points.
- I have never asked any assistance.
- Let us know.
- Not sure..
- not your problem
- Going from a class where the teachers put the notes on a board to sfu were they lecture has been very difficult for me. There has been little help and the fact that exams normally take the book and the lecture are lowering my grades only due to not having the help I need for notes.
- high school could have helped more
- I agree with the required level, I think that my high school should have done a better job of preparing me.
- I don't really know, I didn't feel like I was in first year courses even though I was. The readings were so far above what I was used to.
- I just gradually got used to it and could improve these skills.
- Im just a lil kid
- I'm not really sure. My English has never been so good, so it has been a challenge, and I know it will always be a challenge for as long as I'm here. But I make my way through.
- It wasn't SFU's fault. High school English taught me nothing.
- it's more depend on personal endeavor I guess, Sfu have provided rich resources.
- Language help
- Learning commons helped me well.
- maybe
- mentioned beforehand methods of these skills in university.
- More learning program for international students
- Nothing. English is my second language.
- practice
- Push me to understand what others talking about and try hard to express myself
- SFU could encourage or even force students to spend to gather time or doing group project with not arbitrary people then they have to improve their skills in english in all four majors
- SFU couldn't have helped me in these cases: high school should have prepared me for university, but it didn't.
- Some writing courses helped me in some ways but when I go to Students Learning Commons Centre for helps, they weren't helpful.
- somehow ...
- somewhat
- specific engagement with new students from various university services
- Still unadjusted to the fast pace compared to high school, I think I just need to get used to it and go to my prof's office hours for help.
- Student Learning Commons.
- Try to find TA for help but sometimes still have difficulties in communication because of ESL
- Uhm.. I don't think anyone is ever ready for the amount of reading and listening that you have to do at university.
- With workshops and the welcome in the library, but mostly by working hard
- yes
- Yes. The writing courses helped.
- by taking english class, also asking help from friends.
- Providing with 100 level English courses are good enough
- through overall courses learning especially W courses
- abroad student: I'm here to improve
- attending a English writing course
- Can't really help, just needed practice in their particular form of writing.
- Course load varies and it is really up to the teacher. As an institution I am not sure that there is anything that can be done.
- Discouraged me in all W courses, except Bus360, I learned some writing formats.
- Do not know
- don't know. it's more of a personal practice and discipline issue.
- don't know.....
- Each professor has their own writing requirement style. It is hard to remember and it will cause mark losses
- Everything is already available
- FalX99 is a very good English course.
- Further help me prepare for University
- Have not tried the ESL opportunities yet, but I am going to.
- high school students need better prep from high school teachers, I didn't feel that this was an issue on SFU's part; more of a lack of preparation from high school
- Honestly you just have to learn on your own. Coming from high school, university is a big change but it's necessary to take on and overcome through hard work.
- i am involved into some clubs to improve my English.
- I am not entirely sure whether this is an issue that SFU could have assisted with. The feeling of becoming more comfortable with the amount and level of readings in university, comes through blunt exposure to the university environment.
- i am taking fal
- I believe there have been workshops offered for people struggling with writing which I probably should have taken advantage of even more so than I did. But if there is no passion for writing, it is necessary but difficult to motivate myself to become a better writer when I do not find joy in it.
- People who are passionate or just love to do math excel in math as do people that love to write excel in writing. I digress. I have motivated myself to become a better writer and have improved quite a bit. I believe it just comes down to will power to make that difference, however.
- I could have taken a basic writing class other than jumping into an English course with expectations that I did not reach.
- I don't know
- I don't know, I've been told so many times that my English is fine and I sound like a native Canadian. I just feel very insecure about it and it hindrances me from doing lots of things, such as asking a question/speaking up in class, making new friends, etc. Surprisingly, there are days when I don't worry about my speaking ability and those days were awesome. Sadly there are days when I do worry about this and it makes me so nervous and self-conscious that I can't even say a word. Those days were the worst... Can SFU counseling help with this? I don't even know what's wrong with me, let alone other people.
- I don't know. It was just a big step from high school
- I don't really have any writing course yet so I'm not really sure about my level of writing
- I don't think there was anything that SFU could have assisted me with that isn't already provided, it's more personal preparation that was lacking in my case.
- I have a reading and writing disability and I received hours of assistance through the CSD and other writing programs that were offered over the years that unfortunately are not available to students any more.
- I have not had to speak in my classes, other than language.
- i haven't taken english in university yet so i cant answer this question , i just know that the level of english in university is a lot harder
- I just got to learn how to write better.
- I not sure since the courses that I'm taking don't require written assignments.
- I signed up for the speaking partner program and I am taking FAL course.
- I think it is generally up to the public school system to have prepared students looking to enter a post-secondary program to have them adequately prepared. SFU did a good job of providing the appropriate assistance.
- I think it's fine as is. There is the learning commons to help with writing and TAs are helpful with readings.
- I think it's great that you guys have writing workshops.
- I think my high school could have prepared me better. The grading system for writing is a lot more strict at SFU.
- I think the teachers were very open to helping students understand academic writing, especially to first years. I don't think high school properly prepares students for academic writing.
- I took the FAL X99 course which was very helpful.
- I tried to get help from the "The Student Learning Commons (SLC)" but since I had unpleasant experiences so I don't go there any more.
- I was assisted in my FALX99 course.
- I was not prepared on how to write academically as well as was not taught proper citing methods.
- I will go to more workshops
- I will take FAL courses to prove my writing skill
- I'm just super shy
- I'm not sure. I'm certainly not ESL, but the language and the terms they were using in classes were things I've heard, but never been very familiar with, but I am an English Major so that's bound to happen a little, but I hadn't expected it this much. Is there a writing centre that could help me out?
- I'm not too sure
- I'm satisfied with SFU in terms of assisting me with my English skills
- In my first year at SFU, I did not have any knowledge of the help that is offered on campus.
- In no way. High school would've been better to prepare me
- It did, i had to take FAL 199
- It just one of "those things" that a student needs to acclimatize to
- It was not a matter of SFU not having the resources, but high school not preparing students for the type of formatting and writing that would be expected of them in post-secondary.
- It's just getting used to and practicing
- It's more like my high school didn't prepare me for university level English
- It's my own problem and society's problem. English speakers do not like speaking with bad English speaker like me. Although I'd love to see they speak Chinese, why not reverse?
- It's not SFU's responsibility, I put the blame on my high school education.
- It's nothing serious, just adjusting from high school. I got used to the higher expectations after a few weeks.
- I've only been here for a month, so i wouldn't know exactly how they could assist me with my english other than offering suggestions to my high school to say things like "this is what university expects of your level of writing." or something along those lines.
- Lack of writing skills shouldn't be blamed on SFU - I took AP English for all five years of my high school education, scored a 4 of 5 on the AP exam and I still felt unprepared and got a C on my first English paper at SFU. High school is not preparing students adequately enough; SFU and the English professors are doing all that they can to help students adjust.
- More based on high school needing to assist and prepare more
- More practice
- My writing skill has been improved through taking W and B-hum courses.
- no
- no idea, but the writing class provided this year which costs me over 200 bucks sucks
- none. I solved that problem through hard work by myself
- Not much, since English is not my first language
- Not SFU's issue, more something that needed development in high school.
- Not sure
- Nothing applicable to SFU as it involves high-school rather than the university itself
- Nothing. It is a problem at the secondary level.
- Prepare us better for the amount of reading and writing.
- Provide convenient services that can help me to success in SFU
- SFU could not have assisted. It was a lack of adequate training in high school that does not prepare you for university
- SFU couldn't have, but high school teachers could have prepared us for difficult readings.
- SFU did assist by doing workshops. I just didn't make it
- Sfu did well, just a decent jump from Saskatchewan or any grade 12 English class into a university class.
- SFU did with understanding professors who laid out exactly what needed to be changed as well as informing me about writing mentors.
- sfu have assisted me on that
- SFU is fine, my high school English teacher could have taught us more about research papers and formal writing skills.
- SFU isn't relevant with my preparedness, my high school could have assisted me by increasing the expectations in the English courses to be level with university expectations.
- SFU provides W-course to enhance writing skills.
- Student learning commons
- Taking Chem 236-W has given me insight in the process of writing formal scientific articles
- Teachers helped me by their patience.
- The assistance from SFU is minimum. Except student learning common, almost no other alternative source for academic writing. the time slot at student learning is extremely restricted. Also those student tutors work under time pressure, unlikely to help students to improve their writing in a substantial way.
- The B-HUM and B-SOC courses allow students to practice critically reading a wide variety of articles, essays, and textbooks.
- The focus during lecture in my English classes was more on analytical reading of texts rather than explaining how to write university level English papers.
- the learning common program was great. I got help from advisors, and it was awesome.
- the marking rubric for english essays was very tough, I found it difficult having to suddenly write university papers just coming out of high school with no idea of how to write a formal university essay.
- The only difficulty I have right now is with a humanities class which has a heavy writing component. Even though the novels are not difficult to read, it is the teaching assistant who is a hard marker which makes me feel that my English is not good enough.
- The professor teaches me
- The required FAL course was very helpful.
- The student learning student and upper level written class was very helpful for writing skill improvement.
- The transition into university showed me the huge gap between high school level and university level reading and writing. 100 level courses fail to teach students how to write academically, and just tell them to go get help at the library. I also thought I had a reading disability, because the reading requirements were so ridiculous in my first semester.
- The writing assistance at the library is a joke so I am not sure
- The writing courses in SFU helped me a lot to improve my writing skills. The presentation opportunities in the Business courses I took in SFU improved my speaking.
- there are workshops to assist you but I just haven't gone to them so no changes needed
- There is an inherent learning curve in writing—from secondary school to post-secondary. Each institution is different, and thus the expectations are different. I don't think SFU could have helped out in this aspect of learning.
- There was nothing SFU could do, it is more to do with the public education school system.
- There was nothing SFU could have done. It was just that my professors were not impressed by my ability to read and write.
There's nothing SFU can do, it's in the high school teacher's hands.
They are assisting me right now. Currently my IAT [****] Prof is giving us speech workshops which I appreciate very much.
They did, I think it was more of a high school problem
This is an issue with High and Elementary School Education. Other than ABCs and simple grammar (sometimes not even), there's very little else useful that would have readied students for university unless they were just naturally strong in the language or have taken courses in different programs such as IB. Of course, this depends on the students luck in terms of their English teachers but for majority this should be the case.
through FAL x99
Told me that all I had to do to succeed was MEMORIZE slides the instructors use and apply nothing else that resembles understanding the material
Took couple of writing course and my writing skills got improved. TAs were helpful as well
Took help from Student Learning Commons (SLC) for my writing assignments in the past and improved my skills.
training?
unsure. I was unprepared for the level of work at home in relation to class time, only one prof discussed how much at time he anticipated we may require per week
Well SFU has writing workshops that I can attend
When I arrived at SFU, my writing abilities were not excellent. With the help the teaching assistants ([****], [****], [****]) my writing has improved. A few of the professors were also helpful, but writing is a skill that is nourished with face-to-face assistance. As you can see, I haven't even forgotten the names of those teaching assistants that helped me!
writing courses have helped me how to collect the sources and put it together. also, participation mark in tutorial made push myself to talk or engage in discussion.
i was taking FAL writing course
It was recommended to take one of the workshops.
Not sure
Please help students who don't speak english as their first language. I have had writing classes where native speakers had more advantage in terms of getting marks because they could use more sophisticated language than I did even though I had all the required info. needed for the papers.

Not Applicable

All my courses are in French...... this question doesn't really apply to me.....

n/a

n/a

N/a

N/A

N/a, it was my own issue.

N/A. Self-practice required

NA I have not taken any writing intensive courses yet
Section 3: List of Sample Student Comments by Topic for Question 24: Why are you not satisfied with academic advising at SFU?

Students were asked whether they were satisfied with their experience using academic advising at SFU. Those who responded that they were not satisfied were asked to explain why. The following is a list of the 577 comments provided in answer to the following question on the 2013 SFU Undergraduate Student Survey:

“Please tell us why you are not satisfied with your experience using academic advising at SFU.”

The comments are grouped into complaints and suggestions. Within these groupings, comments are separated by topic and listed in order based on the number of students who discussed them (with the exception of the “Other”, “Nothing Specified”, and “Not Applicable” categories, which are listed at the end). Students commenting on several topics are included in every applicable category.

An analysis of these responses is available in Appendix E of the full report, available at: http://www.sfu.ca/irp/surveys/ugss.html

Complaints:

Lack of Knowledge

- [****] advisor is incredibly difficult to communicate with, poor availability, lacks answers to questions.
- Take too long to reply. Usually just email a generic response or copy and paste stuff available online.
- My department advisor simply refers me to website information and does nothing to tailor her assistance to my case. I get more information doing the research and course planning myself than relying on them - especially when they are barely in the office to begin with and don't respond to my attempts to contact them.
- Every time I've gone to the General Academic Advising centre, they are closed (during times they are supposed to be open). When talking to department-specific advisers, I find they aren't very helpful and tend to just repeat information that is already available through the sfu website.
- The advisers make everything convenient to themselves, not to the students. Such as, the time schedule. The services are not informative.
- An academic adviser is not always available for my certain program which is [****]. Also, when student advisers usually are not qualified enough to answer important questions in depth.
- Difficulty to book and see an advisor at a specific time slot. Lack of knowledge to advise on the specific direction to take for 3rd & 4th year courses, or the ability to guide me to other references which can help me decide on the specific direction to take in my program. I can use the goSFU's site for Degree Progress planning faster & easier than seeing an advisor, and they do not offer any more support than the online tool.
- Not available often enough. Not as knowledgeable as expected on topics regarding courses, professors, graduate programs.
- Late responding and lack of knowledge to solve my problem.
- Because of their mix up of my registration and enrolment. It really affected my perception of the school as this is my first semester here. I was emailing my advisor about the issues, asking why I was unable to register for a required course and I didn't hear back at all. It wasn't until student aid contacted me to tell me I couldn't get my loan because my program at SFU didn't match the program I had applied for the loan with. It was a frustrating first few weeks at SFU because of this.

3 Comments are reproduced exactly as written by students, except that profanities and references to individuals at SFU have been removed. Altered text is in [square brackets].
- General lack of knowledge on the part of the advisors, confusion and difficulty regarding booking, long wait times, lack of commitment and empathy of advisors, being brushed aside quickly instead of having my problems/concerns dealt with, and the advisor's disregard for furthering my understanding—instead of helping me think of solutions, they seem to only talk about what I ask specifically, which ultimately leaves me in the same spot I was in prior to my advising appointment!

- First of all, they do not give very good advice - the advice received from the [****] academic advisors are clearly riddled with self-interest for the faculty. For example, I claimed my [****] major in Fall 2009 because I decided that I wanted to study [****] and there were no penalties if I changed my mind. The advisor attempted to delay my decision but I was persistent. Not very long afterwards, new requirements for a [****] major were established and the new requirements would be far more challenging and arduous than the old requirements. I later found that many of my friends in [****] were persuaded to fall under the new requirements, which delayed the completion of their degree by several semesters. When asked for [****]-career related advice, they would only recommend a Masters degree or more education even though I know many Masters graduates and over-qualified students that cannot find a job. Second of all, the advisors are not very accessible. Walk-in appointments are a terrible waste of time, emails are not answered for several days, and the amount of help received from the advisors is incredibly limited. For example, I went through a couple of years where I took more electives than required [****] courses no matter how hard I tried because my enrollment date was very late, class sizes were far too small, and the scheduled class times would conflict with each other. The advisors did not have any advice and simply told me there was nothing they could do. Finally, the [****] advisors do not seem capable of prioritizing tasks and completing necessary tasks on time. We receive WAY TOO MANY EMAILS, many of which are completely irrelevant (eg, graduate student-only opportunities emailed to undergraduate students). Advisors should at least read emails before spamming our email inboxes. Also, there was once a situation where I had proper documentation for course pre-requisite waivers completed and handed in to the advisors more than a week before my enrollment date. I even came in a few days later to double-check that they had received them because I was aware of their reputation. When the day of my enrollment came along, I could not enroll in those courses so I had to rush to the advising office to see what happened. I was told to wait because the advisor was forwarding yet another email, and when I finally told her what happened, she noticed that my waiver forms were at the top of her pile of paperwork. She was dismissive and unapologetic. I believe that advisors should be accountable, responsible, and conscious of their role and of their behavior as academic advisors.

- Some advisors lack knowledge and provide misinformation, slow to respond to email queries, long line-ups during peak advising periods, given the run-around

- Never available at a time I would require advising, often refer me to the website, instead of personal assistance and confirmation.

- Each academic advisor will give a different answer that are sometimes very contradicting. Some advisors don't even give answers/replies. When I had an issue that needed the advisors, I had to guess at who's opinion is the most correct. In the end, it was wasn't even the advisor who solved my problem. My experiences, with both the online advisors and the ones in person were very frustrating.

- When I transferred from UVic to SFU I contacted the [department] advisors before the semester started and asked them what courses I needed to take in my first semester at SFU to be accepted into the [****] program. I was told I could choose one of two options as the program was in the middle of a transition. I chose one way and registered in courses accordingly. At the end of the semester I went to the department to declare [****] major and was told that option I had chosen was no longer available. Had I known this at registration, I would have chosen different courses as the ones I had just finished no longer helped me and was just wasted tuition money. When I asked what I needed to do the following semester to get into the [****] program I was told I was missing one course, which filled up before my registration date and was again unable to get into the program. This course was very similar to a course I had taken at UVic, but I was told by the advisors that it was not equivalent and had to take it at SFU. Two semesters later I was finally able to register in the course and spent all semester long learning material I had already learned at UVic. Not only had I spent 3 full semesters waiting to take one course at SFU to get into the
program, but also did not learn anything new in the course. I have received an A in every course I have ever taken, at SFU and UVic, so it was clear that I had understood the material, and left me very frustrated that I wasted my time and money on a course that I was told was not equivalent but was almost identical to the one I had taken at UVic.

- The adviser I saw was not very open or helpful. She was very short with me and seemed to want the meeting to end as quickly as possible. I asked a question about my program and she simply told me it was not possible but did not offer me any suggestions or alternatives. When I asked about alternatives I had prepared she did not expand on them or give any advice, she merely acknowledged them. I did not feel I gained anything from the meeting.

- I get mixed responses from different people and have been misled into the wrong answer.
- Academic advisers often confused themselves, sometimes treat students with bad attitude, and often make mistakes.
- I have spoken with the advising staff on a couple of occasions and it seems as though their goal was to get you out of their office as quickly as they can. It is nice to be efficient but I felt as though they weren't offering me anything beyond my direct asking. As a student I don't know all the opportunities that SFU has to offer and would have appreciated a little more effort from them to inform me.
- The Academic Advisors are clueless and cannot keep up with how often the course change and the pre-reqs for those.
- I could find academic tips or other advise online. Academic advising is useless.
- I saw 2 academic advisors prior to registering for my Fall 2013 courses. I was extremely disappointed with their services. The first one gave me misleading information about the pre-requisites I needed for certain programs. While the second one barely spoke any English and was really difficult to understand. Overall, the information I received was not clear. They were also not friendly or approachable.

Numerous times when trying to figure out my best route/options as a transfer student, I emailed in circles, being passed along from one person to the next. The best advice I was given was "go to www.sfu.ca" - like I never tried that!!!!

- Woman was unfriendly and brief
- Every question that I asked them, they don't know the answers.
- They don't really give suggestions about our problems on course planning. Usually they just refer to what was written on the website.

- They don't tell you anything, everyone hates them and they're good for nothing leeches who feed of sfu's funds. Faculty counselors are a little better, but should not be only available once you join the faculty, as that defeats the purpose of counseling. It is also worth mentioning that faculty counselors also don't do as much as expected. I learned very early on that they make numerous mistakes and speak of everything in general so that they can't be blamed later on. Long story short, academic advising sucks and should be removed (fricken coffee sipping, ill-tempered, overpaid brood of hippy gremlins who take joy in ruining other, more successful student's lives), counselors should take a course or two in counseling, and overall, they should get paid less for the mediocre job they hate to do. Also, for the love of god, bring in some new blood. Every counselor, that I have had the displeasure of meeting, was a dinosaur. There are many younger, more suitable candidates that would love the job and do it for less, throw out dinosaur bones.

- A lot of advisors don't tell you anything different than the website.
- The [* program no longer has any dedicated advisers, and the current advisers are not educated in the [* program.

- They didn't know much about things outside their area, like how I could get transfer credits assessed, and they were very indignant about even pointing me in the right direction (It's not my job!). The only service they were able to offer was a print out of my degree progress. I would have liked it if they had recommended some courses that could have knocked of some of the trickier requirements, and helped me strategize which courses to take over the next three terms.

- They always have to refer me to someone else. They're good for general questions that can be answered online, but fail tremendously in anything that deviates from the norm. I asked about second-degree student programs, and they couldn't answer simple questions about credit...
transfers from/apart from SFU courses taken in my first degree. They don't even attempt to follow-up with my unanswered questions before promptly asking me to speak with someone else.

- They don't familiar with most procedures
- They aren't able to give that much advice as they claim to. The advice is very broad and sometimes leaves you more confused.
- Only a few are experienced enough to know what's going on and advise a person properly.
- no knowledge in how i could achieve my 2nd degree w/ 6 different advisers
- At the beginning of the year (first year) I had a problem that no one could help me with. I had enrolled in 2 W courses but after I received my English 12 provincial mark my overall grade was below 75% (73%). I immediately signed up to take the LPI test in August. I went the next day to see an academic advisor to find out if and when I would be dropped and if it could wait until after I received my test results. I also spoke to the departmental undergraduate advisors that day. They had no answers and since I was worried I would get dropped from 2 courses (out of 4) I enrolled in a 5th course. Near the end of August I received an email stating that I would soon be dropped and upon asking if they would wait until I got my test results back they replied no. I called the school and after being transferred numerous times I finally talked to someone in records ([****]) who said they would ask their supervisor if they would postpone dropping me. I received my test results on the first day on school and was not dropped from my W courses. I then took it upon myself to drop the extra class I had enrolled myself in and was charged $50. If it was not for the ONE person who helped me (out of over a dozen I talked to) then I would have been dropped even though I passed the LPI. Clearly this was a rare case but nonetheless no one knew how to handle it.

- My academic advisor informed me it isn't her job to do anything beyond helping me fill out a schedule and determine which courses are required of me, both of which I can do online. Very disappointed. She's the [department] advisor.
- I found that they were not that willing to help me. Most times I have visited academic advising, they have told me to go to the website to find answers, regardless if I have already thoroughly searched through the website beforehand.
- Sometimes quite incompetent .
- I have achieved most of information I need through researching on my own and when I go to academic advising, I sometimes do not gain anymore information
- They don't offer any additional insights. They use the same public links available to students like googling SFU pages. If those pages are not available, they also don't have access to such pages.
- The academic advisor in my department [****] just reiterates what is on the website and provides additional information on how to make good course planning decisions
- In general, assistance has been minimal and I've come away from academic advising sessions with little new information.
- There are so many things that I realize now that nobody told me about, and this has effected the courses I have taken. As a result I feel like this is part of the reason I am behind a semester. Also, I have had to help people myself with their academic planning as advisors have told them the WRONG thing!
- I won't say who, but this guy is just down right facepalmable. I went to see him to ask about academic-related stuffs (my plan for graduate program, courses that I should be focusing on, etc - you know, the usual stuffs) and all he said was “you are responsible to know all of these, everything's written in the handout.” Granted, he's not completely wrong in that, but I came there to ask for further explanation. He was not being friendly as well, didn't smile, reluctantly shook my hand when we first met, etc. 3 years at SFU and I've only been to an academic advising once.
- I came in looking for classes I need to graduate [****], when they were available, and the required classes for [****]. My advisor had no idea what I needed and the classes she suggested to me were the wrong ones, which I had to later figure out on my own through contacting other faculty departments.
- My adviser often does not have answers, or does not answer any of the questions I asked clearly. I feel discouraged from using the services because I have been responded to rudely multiple times in the past.
I was told multiple different things when I called multiple times. And when I confronted the advisor about what I was told, then, I was given what I expected. Which is extremely disappointing and dissatisfying. I was going through a tiresome process of trying to get into the program I wanted to get into while my peer who transferred the same time as me got in easily and the advisor who initially denied my request made my experience even worse.

They are busy and sometime not answer well for my problem
It's hard to get solid answers, although there are exceptions because some advisors are fantastic.
They didn't tell me anything I couldn't figure out on my own
Been told to take the wrong courses and put me behind a year in applying for pharmacy at UBC
I went in to ask for help and they just gave me a bunch of websites that I had already looked up.
poor/wrong information
Usually what they do is to give you the online resources that are on SFU website and that's all
The academic advisor I saw did not know any more than I did about my courses, possible major(s) or choices coming up next semester. The session was helpful only because she knew how to navigate the website better than I did. Otherwise, I was the one providing all the questions, answers and options. She was nice though! Just unhelpful.
The advisors should have greater knowledge of the specific programs at sfu.
I was waitlisted for the longest time for a course and I was seeking other options because I needed that course in order to apply for a program transfer. However, all I got for a response was that "Waiting is your only option." I was hoping they could give me more of a detailed reply as I asked for any other suggestions or options.
Advising since the last year in [department] has been quite good - but only once I had a consistent adviser. Previous being passed from adviser to adviser for my first 4 terms here was crazed. I'm rather organized so I could re-introduce each new adviser to my situation, but requiring that and the constantly flexing program requirements was extremely frustrating. My first year in SFU was an absolute nightmare in advising - I was a [* ****] student with a general adviser who put me in courses my first term telling me all but one registered as WQBs - next adviser informed me NONE of them applied AND then registered me for my second term in 4 very heavy courses. They knew I was a first year, they knew I had struggled somewhat the term before, and told me I would be just find and dandy. The following year I confronted advising and was placed with one of the lovely ladies who ran the blue print session. She was great, straightened out my situation, and helped me transfer into the [* ****] program. Either way though it resulted in me taking almost all my electives by mistake in my first year - not getting almost any WQBs out of them - and being so overloaded from bad advise I failed 2 courses in my second term at SFU. It was more than a little disheartening.
The advisers do not have information and knowledge about unique cases (second degree program, non-degree program, FIC transferred students issues)
Directly after my exams from the spring 2013 semester I made an appointment to see an academic adviser because (among other things) I wanted to find out what I had to do to declare as a [* **** ] major. I had completed [a required course] that semester and was in good academic standing. I was told I needed to enroll in 2 more courses before I could declare my major. When my enrollment date came up for the Fall 2013 semester I noticed the courses she told me I needed had large holds in place for [* ****] department students I attempted to enroll in them but ended up on a waitlist. Which I found odd for a pre-requisite course. So I used the online service to ask another academic adviser. She confirmed the information the first adviser gave me. It still didn't sit right though, so I contacted the [* ****] department adviser. She told me I had already fulfilled everything I needed to to declare as a [* ****] Major. So I did. However I did not make it into 3 of the required courses that I intended to take this semester because of the false information that I was given. So no, I am not satisfied with the academic advising services.
The one time I went to see an academic advisor, he/she gave me the same generic advice that he/she had previously given to a friend of mine. Needless to say it did not help me at all
It doesn't feel that they have the experience needed to do their job well, feels way too young
 Doesn't help, just redirects me to webpages or other people.
The advisor for [department] is not very helpful nor knowledgeable in all of the degree programs.
Advisors always tell me to go check the online website, only a few that actually took time and patiently explain my questions and confusions.

I was not given any specific answers when I asked questions. Advice regarding my course selection was almost non-existent, and figuring out the WQB system and what courses were required major was left up to me. In short, not helpful.

They don't know the requirements well enough to help.

There could be more guidance for undergrads trying to decide upon a major. Counselors should not be referring to the website all the time.

I never got a straight answer. Ever inquiry I had to multiple emails to solve sometime resulting in me not getting into a class needed because advising would never give a straight forward email answer. sometimes feeling like they were just giving a broad answer with a page link instead of answering themselves.

The advice is general and thus not specific enough.

Their advice is limited. You end up mostly doing the research yourself. The advisers usually only give vague answers. They are also little help in helping you enroll in classes you could not get into because their system may have messed up, and it wasn't your fault. Overall, I would probably get things done quicker if I just relied on myself.

It took two years before I found someone who knew what they were talking about and could actually assist me properly.

The website isn't very user friendly, in addition they do not have all the information. Some information takes some digging around.

Sometimes advisers mislead us due to not having a proper knowledge.

Upon entering university, I met up several times with advisors. However, most of them were not able to fully answer my inquiries regarding credit transfers and scholarships. I ended up doing my research and planning most of it on my own.

It is confusing, certain advisers only know about their SPECIFIC area and can not tell you anything about other programs so it ends up being a run around situation until you find someone who knows. Just gave up and looked online.

They have made mistakes that have severely affected the academic career of many students.

I have been to see an advisor a few times at SFU and it was not as helpful as I thought it would be. I was told to think about pursuing a minor in history or sociology and when I asked which would go better with a criminology major, the answer I received was essentially that anything can do. While that may be true, I find that such vague and broad answers aren't very helpful for confused students.

Inexperience of academic advisors with smaller programmes within SFU.

The academic advisors are not knowledgeable or trustworthy. Half the time they just tell you that they "can't help you, sorry" even when there are, indeed, ways of getting help.

Advisor needs to know their subject well, in other words a chemistry advisor should have a background/degree in chemistry. Being able to relate to us and offer insight is a must. If advisor been through a similar situation with another student, this experience should also be used to help future students who may run into similar situations.

I have been given poor advice on several occasion resulting in taking wrong courses and costing me time and money. Now I am in debt and years behind schedule with a low gpa.

Whenever I have gone to get guidance on picking courses I felt like the advisor didn't really know what she was talking about and wasn't really helpful.

I find there is not much more Advisors can tell me than what I already know, can find on the SFU web site, or the sheets of paper out side their office. I wish advisors could help students more with planning our full education and knowing all the different places we can go in our education such as suggesting programs, certificates, and other opportunities I have missed out on such as semester in dialogue because I never heard about it until it was too late. In addition, I wish they had better knowledge of other disciplines for students who want to do minors and majors etc in one degree. Finally, I wish they could help us better understand what the outside world needs and how best to make a pathway in my education that will help me get there and prepare me better.
The academic advising is awful. They often provide incorrect advice; and lead many students wrong. They are not properly trained and do not have correct or complete knowledge of SFU courses and majors. I have found experimenting with courses or asking my peers for help more valuable than wasting countless hours in advising. I have been led wrong by advising many times and they have not once solved an issue I've had with progress towards my degree.

Did not tell me anything I could not have looked up in calendar (ie. degree requirements)

The previous [department1] advisor (I think a couple of yrs ago, though) was very obviously not interested in fully assisting students to get on track with the right courses they need. In one instance, she told a classmate of mine incomplete information, costing her another full time school semester. When I went to see her, she gave me a piece of paper to refer to and quickly shooed me away. I'm not sure about [****], as he is pretty new, but hopefully he does not have these habits. The previous [department2] advisor, [****], was a bit standoffish but at least he gave accurate information when you were able to have him look over your transcript. Not sure about the new advisor, have never met him.

I've only seen an advisor twice, the first time was for general academic advising and I don't feel like the advisor was able to tell me anything I couldn't have found online myself. It was a waste of time. The second time was with a departmental advisor and I didn't find her to be particularly helpful. She answered my basic questions but that's it

I went in to see an advisor about masters of public health and masters of health administration questions. I was wondering what career options are available if you pursue an MPH or an MHA. I wasn't really given any advise, I was told to just look online and see what jobs there are, which I could have just done at home rather then taking time out to schedule an advising meeting.

They don't understand what they're doing frequently. I find myself pointing out errors to them the whole time.

When I approached the student adviser for the department associated with my declared major he lacked the knowledge necessary to answer the questions I had. The person I spoke with in another department regarding my interest in a minor was able to provide more information about both their area of expertise and the area my major is in.

Changed advisors and they were also confused too.

General academic cannot specifically suggest how I suppose to get into certain progeam and most of their advice can founs on the web so it doesnt answer my question at all

They've been pretty useless whenever I've tried to speak with them. One of them didn't even know the program requirements, and also couldn't tell me whether or not I could do a minor in computing science. I was VERY dissatisfied after that experience.

Rude advisors; not very welcoming or informative

Have been given the wrong information on more than one occasion (information which would have resulted in a waste of time and money had I not checked other sources), have often felt like a task which was being processed -- advisor did not seem particularly invested in my progress through program, and not particularly welcoming. Overall, very unhappy with the undergraduate advisor in my department, in fact, this is the only real complaint I have about my experience at SFU.

Academic advisors cater to people who do poorly in school, whereas I am a straight A student. Most of the stuff I am told by advisors are obvious, can be found online, or they ask "what do you think?" instead of giving a professional opinion. Even worse, when I asked which major I should pursue, she said "follow your heart", as if my "heart" will get me a job after graduation. Totally useless.

They didn't know anything that I didn't already know. I even knew more about the course requirements them them in some areas.

The adviser told me nothing helpful. She gave me a website and asked me to checked it out which I already did.

Was told one thing, but got another. Had to fight for what I was told I could get. The adviser didnt seem to know much about my degree

I am completing a somewhat complicated degree, and have been ill advised regarding graduation requirements. The advisors from different departments don't seem to communicate well, and
resultantly my expected graduation date is pushed for a semester as I was not clear what Courses I needed between faculties for graduation. Very disappointed with advising services.

- Academic advisers need to have a more specific approach when explaining different courses to the students.
- If I go to advising, they do not advise, they simply say (in better vocabulary) go do whatever, it doesn't matter to us. I would like some guidance for course planning so that I may graduate on time.
- when try to do the program planning, the advise got from advisor is basically what we can easily come out through visiting the website
- Everything they tell you is simply available online. What's the point if I can just read it.
- Went once in my undergrad to get advice on choosing courses. The advisor wasn't a [department] advisor and didn't know enough about the program to help me. They basically showed me information I had already found on the website.
- They are not very helpful in advising you on what needs to be done, and each adviser says different things which doesn't help
- The academic advising at student central is done by students who don't know what they should be advising. Have had two bad experiences with them
- He told me to register for a writing course. It was a complete waste of my time and money because I had the prerequisite from Douglas College. The Douglas course was much much better. The SFU course and instructor were absolutely terrible. Course not applicable to writing skills at all.
- when I asked about internal transfer into [faculty], it was unclear as to what I had to do and the process that I would take. the only thing I was told was that my GPA had to be brought up, but there was no help as to how or when to apply.
- my current faculty advisor isn't as friendly or knowledgeable as the last one we had
- The department advisers are not good at all. they don't even know what they are talking about . even if they know they are always in a rush. I'm a [****] major and I am not satisfied with my adviser [****], and this is just not me. Almost every other [****] major at SFU has the same issues. She is always in a rush and is very rude
- not good advice provided and limited time for visit
- Not helpful at all, information that I can find by myself. Not all advisors are on the same page with rules, regulations etc, give different information.
- Advisors not being knowledgeable about the specific requirements. Lack of guidance/information on effective course planning. No/minimal communication between advisors in different departments. No/little acknowledgment of individual circumstances that may validate exceptions to set guidelines. No/little flexibility/accommodation. No power or interest to change problematic aspects of degree requirements/course offerings. General "it's your problem, not mine" outlook to course planning difficulties, even if due to unclear requirements or availability issues. Not proactive in helping students.
- As mentioned in the first typed box, my experience with academic advisors is that they are not knowledgeable about the courses they are advising about and are unfriendly towards students.
- The faculty advisers I have been to were not able to tell me when courses would be offered, what schedule conflicts there may be, what good combinations of courses to take in a given semester are, and they gave me limited information about our faculty's honours program when I was asking detailed questions.
- for most of them they just print a piece of paper that i could have found just doing basic research into my question. seemed to lack specific knowledge for questions regarding increasing my chances of getting into med school, and what major would best prepare me for the rigorous academics involved with medicine.
- When you see an advisor in person, they simply tell you to just check online. It's not as though we are unable to do that ourselves, I still find the best way to communicate with them is through email - not seeing them in person - if you have questions or want to clarify something.
- Academic advisors give vague, general advice, don't know the student's problems and qualities. They don't tailor advice to the student. They don't give much guidance when students are struggling, only direct you to consult websites.
No one seems to have any idea about any of the majors, and their requirements.

Program advisor wasn't really able to offer me any advice above what I could find on the website already. When I asked about admissions to grad school, she told me I needed to take Honours, but I later discovered it's not a pre-req at most schools, including SFU. I would've liked some more in-depth knowledge that isn't copy-paste from the website.

The times I have tried to receive concrete academic advising, I have been turned away with phrases such as, "Oh, we can't deal with you. You will have to go see this person." And then that person says, "No, I don't work with such and such students, go here." or "I can't answer that for you, you'll have to go to another department." You are put through the loops just to try and receive answers, and in the end, you are never given any answers. Then if you finally make it to an appointment with an adviser (ie. the [department] Adviser), she gives wishy washy answers and suggestions, but she never helps set a real goal and clear academic plan. Honestly, it is the most broken system at SFU, and it is frustrating and crazy that my student fees are paying for someone not to answer questions, point me a different direction, and refuse to give concrete plans. For students looking to confirm graduation, your academic advising system is the most ridiculous and useless service at SFU.

My advisor has done nothing to help me. he just sends me [****] links for me to find answers rather then wasting my time and his with my follow up questions, just answer the questions i need him to at that instant. [department advisor] and the [****] department advisor that hasnt helped me fix my problem with the elective i failed.

I find they just Google stuff to answer my questi ons. They aren't showing a caring attitude.

The academic advisor might as well no be available. There have been very few instances (only one or two maximum) when I have received a sufficient help. They either tell you that the information you are seeking can be found on your own or give you some sort of attitude. I, honestly, can say after 5 years at SFU I don't know what their job is... ??

Student academic advisor lead me in the wrong direction for everything I went to her for and was not a help at all. My department advisor was way better at explaining what needed to be done and how to go about doing it

My advisor told me I had to re-take my math 11 course because I never got a 70% or higher. for that reason I am currently part-time at SFU, drove out to Abbotsford everyday for my math classe (I had decided to live in Abbotsford part-time for the semester because of my math course) only to find out in the second week that I had already met my requirements and did not need to take my math course. Furthermore when I had asked my advisor what math course to upgrade she said she did not know. I was really upset to find all of this out, especially because I did not get to enroll in all the classes I would have liked to take.

I was only given many generic comments meant to encourage further enrollment, but which did not help me find direction. I was also enrolled in "explorations" as a first year program as I had been assured it would help me choose a pathway. This resulted in first year courses that really did not help me find any major. Upon explaining this at the end of first year no real guidance was given, and into my second year having left Surrey campus for Burnaby, it is extremely unclear where I should head for further advice on campus.

Sometimes advisors provide no more useful information than text-based course planning resources such as online grad plans and course schedules. While they may not be helpful to me now, I suppose they are helpful to the student who is just entering university and has no idea how to plan for courses.

I only talk to the advisor once and he didn't really answer all my questions. I can just ask any senior student instead seeing an advisor. I was asking about transfer from Arts to Science program, the advisor just told me to look online , he even didn't tell me where to find it. After that experience, I really don't want talk to an advisor again.

i feel like advisors are very blunt, instead of understanding all they say is look at the website.

They screwed up my advising three separate times and caused me terrible headaches getting the right courses after.

No body seems to be able to give me a straight answer when I ask them a question.

She seemed slightly unsure of herself, and I was pointing out things that she was missing. It made me hesitant to take seriously what she was saying
I'm not satisfied because sometimes I have to talk to more than one advisor to obtain the info needed eg they don't always have the same amount of info

I didn’t feel like the academic adviser I saw knew much about my program. Also, I had just transferred and only needed 2 courses to get into upper division next semester and she gave me no direction or help with trying to fill 2 other course spots.

I wasn't disappointed, it was faster than google-ing it or searching it, but I all information they told me could have been found online. I was looking for more

I was mis-advised in second year university regarding a course that I had to retake for a better mark in order to continue my program. It turns out that they took away this requirement a semester or two prior to my consultation. The academic student advisor was not aware of it. I spoke to the academic advisor in my department regarding this issue, however, she told me I was unable to drop the course and get a full refund because it has been past the deadline. After going through a series of e-mails and meeting her in person, she finally understood that I was mis-advised (I had proof in paper) and got things sorted out (allowing me to drop the course even though I am past the deadline and also get a refund).

Re-directing students to the school website is not advising. Also, recommending majors/minors that are unrealistic in terms of employability is not what I consider "good advice." Advisors should accommodate students to the best of their abilities and be willing to do so. Providing us with robotic answers and at the times, the wrong information is just pathetic. Advisors from Langara and UBC are incomparable to the ones at SFU.

Their advising is so wide, they do not have any exactly idea to tell us. It is not very useful

it is not helpful, it is just waste of time. been there only once, and all adviser could say was "is you want to", "yeah it is good if you want to", "you should take it if you want to". basically saying, student that goes there is undecided unsure and have no understanding, which was my case, and i went home with more questions than answers

They couldn't answer my question regarding problems around transfer courses.

Our [department] academic advisor [****] is very rude, short, and unapproachable. He does not elaborate on any answers except for "yes", or "no", and acts like students are a waste of his time when they go to see him. He is an ongoing joke for most [****] students.

almost always very busy. 2. Refer you to other places e.g online instead of helping you there and then.

I was given wrong information and advised to register for courses I was not eligible for. As a result I missed opportunities to register for courses and times that were more cohesive with my plans. Also when I arrived for my initial advising appointment the advisor had the wrong students information up and was using that until I pointed it out to her and she was unable to answer many of my questions and simply suggested I come back to meet someone else who knew better. I had asked for an appointment with a career advisor in the first place.

Each time I went to the adviser, I was told something different. For example, I went to see her in April and she told me that I should take 2 classes in the summer so that I only need to take 3 more to graduate. However, when I went back to her in July, she told me that I needed to take 5 classes in September instead of the 3. This messed my entire schedule up, and cost me a lot more money for her mistakes.

advisors was not 100% sure of what she was talking about.. didn't understand academic probation or what the consequences are. she basically made me believe I would be kicked out of school

The course planning advice given to me prior to my first year at SFU was somewhat not helpful because I was asked to go to certain websites to check out the answers to my questions. I was hoping to receive one-on-one feedback and advice from an academic counsellor, and was a little disappointed. I've only gotten help for course planning.

they always ask me to visit the sfu website. I mean, I have done my research and some of the details are not very clear, that is why I seek for help. May be the staff has countless student to see everyday, but would they mind to be more patient and polite when I do the same? I am frustrated on my problems too

Not helpful in selecting specific courses and majors. Only direct you to the SFU website. Generally unfriendly people.
- I came to get advice for longer term but all the adviser told me was to drop two classes so I can get my GPA up. Nothing more.
- lots of advisors don't know their stuff and make mistakes in advising course planning, etc and subsequently delay student's graduation; they also favor/put more effort in helping you only if you have a high cGPA in their department
- I was suppose to receive more credit units from my transfer university but I received less than I was told by multiple advisors and I've had to retake courses that I already did very well in.
- Hard to get specific help and answers they send you to many different people when they don't know should be better trained
- The academic advisor advised me to take a course that I didn't need to really take. Also I felt like I was being judged based on my GPA and this discouraged me to go back to see an advisor.
- Advice too ambiguous.
- suggested a very difficult course that was not needed in my area and said that it was only offered at this time and my GPA suffered. The TA explained that this course was for students that would be working on a major in this field. The TA suggested another course that would be best suited for my Degree. I have not gone back since. I have tried to get help from other advisors but they keep sending me back to the same one. I do not know how to say that I am not at all happy with this advisors help. I also asked for paperwork that I could assess my own progress and then the advisor just hand written what i have on my transcript. this summer i researched online and got the list of requirements for my three minors and now have a game plan for completing my degree and am much more relaxed. So I do not think that the advisor was as helpful as i hoped. 3/10
- When we have done some research, and has some problem to ask advisor, advisor talks about the things I have already know, and does not come up with a solution at all
- The advising of my program at SFU has caused myself, and several other students in the [****] Program to delay graduation due to inconsistent and incorrect responses from the adviser. This delay has been a waste of time and money.
- Have been given incorrect information
- [****], the New [department] advisor is not very helpful. The previous two, [****] and [****], were much more helpful and knowledgable. I have spoken to [the new advisor] several times, and each time she is unsure of what help is available, and is rigid when it comes to finding ways to complete a degree. For instance course conflicting with other required courses- spoke to [previous advisor], had it worked out and was told it wouldn't be a problem for the next semester. Then when I met with [the new advisor], I was told the exact opposite and was informed I would have to extend my degree longer in order to take a single required course. This was very frustrating, and after several weeks of trying to figure it out, was eventually solved. When I course enrolment came around and I contacted her to get the special permission to be enrolled in a course (as had been previously agreed upon) she had no idea what I was talking about. Again, this was fixed but it shouldn't have been an issue the second time. The efficiency, attention to detail, and understanding of both [the previous advisors] is sorely missed.
- Most advisors I have encountered cannot tell you anything a quick search of the SFU website could not. Many also seem to really dislike students and be irritated when approached, even if the question or request is reasonable.
- With all my experience they have simply gone over the course requirements that are posted on the faculty website. They have not offered any industry or job market related advice on which courses/stream I should be focussing on.
- they are trained. They are not even sure what each course means or what it is for.
- they offer suggestions/ help I can find online.. sometimes asking friends are more effective than asking advisors.
- I have found the course planning aids to be highly ineffective, many advisers to be severely under qualified, and there to be a general feeling of apathy towards helping students who are facing harsh personal/familial realities that may affect their school life.
- Led to believe I would fulfill a requirement by doing A, then after I do A, being told that in fact I have to do B, and A was pointless.
I found that through my own research I answered more of my questions than the academic adviser could. I also find that department advisers are even less of help.

I went a couple times and they gave really general unhelpful info. One time I went to course advising and it was an uninformative student advisor. Another time I went to talk to the [department] advisor about switching faculties and walked away feeling more confused.

I find academic advising unhelpful and quite often gives wrong information about prerequisites, requirements, transfer credits, etc.

I met with a student advisor once and it was not helpful at all, they read off the SFU website and told me the information that I already knew and had looked at. Although, I did meet with an advisor within my faculty (a faculty member, not a student) and they were extremely helpful.

When you go to talk to an academic advisor, all they do is type your questions into the sfu search engine. I can do that myself at home. Moreover they seen forced to be there - not good attitude

I usually just figure it out on my own, as I find that it's about the same as going in person.

As someone with double major in two faculties it has been incredibly difficult to confirm what exactly is needed for my graduation. In general, I feel that each advisers only know the bare minimal of their jobs and cannot help students in an adequate way. The original adviser in department A was not useful, would not make suggestions for different courses, would not do graduation checks etc... (He was good if you had very specific simple requests) The adviser in department B knew only the minimal of the program requirements to help students see what courses they still need. She was useful in suggesting different government funded programs for experiences related to that department. Because these two advisers only knew the very minimal specific to only their majors and not if a student was in double majors, I had to go see a general adviser in MBC. I was already in 4th year and declared major so the adviser refused to see me until I had explained my situation of how neither adviser of department A or B could help me. Also, I realize that most coop advisers have absolutely not background in the field that they are advising. At first they seemed very knowledgeable. However, eventually I realized that they didn't even know the things I was writing down on my resume/cover letters so they could not even gauge how important some things were or the contexts of how certain skills should be mentioned. As a result, their "one-on-one coaching" was only good enough for a very shallow level.

I am nearing the completion of the [****] program, which is relatively new. When asking advisers about specifics with regards to graduation requirements, I would receive conflicting responses depending on who I asked and when I asked. Some had no useful information at all.

When I set up an appointment to talk to an academic adviser about course options and career paths for my department, I walked away with a better understanding of how to read course descriptions online but still unanswered questions that the adviser didn't seem to understand were the question, as he kept circling back to how to use the online service. I felt very "this how you do it, go figure it out for yourself. NEXT!" Not really helpful at all.

I was told I had no prerequisites for the courses I needed first year and it took about a month for them to figure it out. By then everything had filled up.

They do not have the sufficient knowledge

lack of information and direction given to students

I've been given conflicted information from three different advisers.

[department advisor] is not helpful at all. he in fact advised me i did not meet the requirements for graduation only to have me point out that i do infact meet the requirements. his response was "oh i thought mis read the course numbers your listed" [****] advisors are pathetic to say the least.

They don't seem to know much and can never give their real opinion on what to do.

conflicting advice and not feeling like there is any interest in helping me finish my degree.

not helpful, only direct you to information you already know and can be found online.

Advisers tend to just give you links to websites to go read. I am coming to the adviser for one on one help not to be told which websites to read.

Adviser was not able to help me with what I wanted. She did not know enough information to help me with course planning and seem to not know enough information about the faculty in general. She didn't seem like she wanted to help either.
I was dismissed on several occasions, and was given bad advice that got me kicked out of school because I couldn't register for classes my first semester (not even a 100 level course) and the advisor said "I don't have time for this, please come back after registration". I was concerned that I would be kicked out because I wasn't registered and I was kicked out and had to reapply and repay the application fees, just because an advisor didn't want to give me a little time. I'm still having trouble registering for courses (even 100 level course) but don't know who to talk to any more because the advisor's in the [***] faculty which I'm in don't have time for me or won't help me through these difficulties. I was told to take electives before I could move to upper division course, but I can't cause I don't have access to lower division classes.

all they seem to do is give me a bunch of links

The staff was pretty ill informed when it came time to answering my questions about transferring credits from different institutions. Furthermore, I find that the Academic Advisers tend to set students up to under achieve, and do not even attempt to push students potential. For instance, my academic adviser can see the courses I have taken right in front of them, and yet the adviser told me to retake a course that I already took at another institution but did not receive credit for at sfu. This way the course could act as a gpa boost. How about advising me to learn more and further my education, instead of paying hundreds of dollars to take a course again (that I excelled in) that doesn't even go towards by major?

I went in for academic advising near the end of summer 2013 semester. I had needed help with deciding what courses to take for the following semester, and what courses I need to take following my major. The girl that helped me was a 4th year student who was, very nice yet very unhelpful. I had clearly stated that I wanted help with organizing/planning my courses for 3rd and 4th year in my major, yet she only kept repeating that I needed to complete my WQB requirements, which was something I had already known. When I walked out of academic advising, I felt only frustration and annoyance, rather than gratitude. I am not saying that she had a bad attitude or that she was not nice, but rather, that she didn't seem to be able to help me at all.

Some advice I was given turned out to create more problems for me than anything, and is part of why I don't think I will finish my undergraduate degree as quickly as expected.

The information was generic, and unhelpful in times of need

I was given information that had either changed or was not true. This led to me making some errors in planning and course judgement which ultimately had me take some courses that does nothing for my degree in order to fix the mistake.

One semester I tried to withdraw from classes because of a variety of personal problems and family illness, however when I went to go meet with an advisor, he told me my case letter was not strong enough and there was no way I would be allowed to withdraw from the classes. He then offered little guidance as to how I should write a stronger letter.

I am very satisfied with the advising at Student Central and [***] advisors, but not satisfied at all with my Faculty advising. My faculty advising is inconsistent, they've been following a WRONG checklist for couple years without even consulting the SFU course Calendar! The Checklist requires students to take more courses while they don't need to. This is definitely one of the things that delay graduation. The Faculty I am talking about is [***].

I would go to advising, and I look for their professional opinion, and most of the time what I get from them is "it's up to you / it depends on you." I go to advising because I seek their professional advice, one that will probably be way better than mine. I don't have to follow it, but I want to broaden my options and I want to realize things that I should consider are most important in deciding my academic career.

They sometimes tell you to just visit the faculty website. That's what people do PRIOR to visiting the advisor 99% of the time, we need your help...that's why we're here!

not knowledgeable staff , have received wrong advising multiple times

I did not receive that much help and a lot of the questions that I had were not able to be answered my certain people. It caused a lot of stress.

I can get the similar service at home through other means for free.
The [department] advisor is incompetent - she doesn't know what she's doing and you can't trust what she says about your degree progress. There's no one to go to to actually make sure you're on the right track.

[Department] advisers gave wrong/ misleading advise on multiple occasions. Does not seem to know their own department requirements. Will never go to them for advise ever again.

She was not very approachable and was not good at giving advices; too generalized. Applying for a third repeat was extremely complicated; didn't know what she was doing so had a lot of going back and forth between the department and advisor.

They really don't help! They say send you to different offices to get help. When i go to those other offices they wither don't help in the kind of way I need help or don't have enough knowledge to help me at all.

There has been a lot of miscommunication. One person says a certain grade is acceptable to use a course as a pre-req, turns out the opposite is true. Also, it seems that the advisers know less than the students who have been at SFU for 2-3 years about the course load/which courses would be a good idea to take at the same time, etc.

A lot of the time academic advisors tell you one thing an another advisors tells you another. Many don't know the actual answer as they "suggest" things they are wrong or the problem does not get solved!

They just dont know anything

Advisor just tells me something that is already listed on the website. She or he does not really step into my shoes and give me helpful advice, too official.

The staff are not very knowledgable

I was thinking of changing my major and I wanted to talk to a professional academic advisor rather than a student advisor which I was unable to do because I had over 60 credits. The student advisor was poorly prepared and did not provide me with any insight that I could not achieve with online resources. It was a completely useless resource to me.

I think that the advisors are not active enough in their advises. They only would answer the questions provided and not beyond. They could bring up questions or opportunities that are available that the students are not familiar of, but this doesn't happen. In their offices, you need to state your wants and then get answered, that's about it. I wish that the advisors show more genuine intentions to helping a student.

Advisors aren't very helpful - they usually tell you the same things that are already written online. Also the receptionists for some of the advisors in specific faculties ([****],[****]) won't let you book a meeting with the faculty advisor. They'll interrogate you first before they determine whether or not you should be granted a meeting. My sister actually got held back a year because of this bureaucratic nonsense.

Very lackluster... often refer you back to the website after you take the time to make an appointment and talk to them in person. I personally find that very annoying that when I wanted to talk things over with an advisor, they seem more inclined to shoo me out the door and "let the website explain everything to me" instead of tell me themselves. I took the time to be there to TALK THINGS OVER, not read through a website again.

I don't like it when I manage my time to show up for an appointment and the staff from Student Services start referring me to website links. I am a university student, not elementary school pupil. I know things are on the website, but they are either hard to locate or I don't have time to spend hours browsing the SFU website. That is the main reason why I come to ask for help.

Every time I have gone in they have not been able to help me. It seems like they do not know enough about what they should be giving advice on.

They basically reiterated information about my degree that I already knew.

given a lot of useless & incorrect information

The undergraduate academic advisers do not seem to actually do much outside of declaring students for their major or minor. I have yet to receive any helpful information regarding how I should plan my degree, based on my future academic/professional plans. Everything I have been told by the adviser I could have found online or already knew. When I inquired about what I could to do to set myself up for graduate school, the only advice I was given was to go into the honors program, maybe do a directed studies and make sure I have a good GPA. Again, this is
information I already knew, and had informed the adviser I was planning/already doing. I was looking for further help to distinguish myself as a candidate. If everyone is being advised to do these things, how does that make me a better candidate for graduate school?

- In most cases the student knows the answer to his or her question more than the advisor
- I was told things I already knew from looking online, and given the same planning sheet I had already printed out online. When I asked more specific questions, the advisor did not know the answers and could not refer me to someone who did.
- too general, need more info on "jobs" in specific field
- Okay, this is the most pissed part.... I would say the advising service in SFU is somehow useless.
  1. The general academic advising services (with >60 credits) the only thing that they know how to do is to refer you to the corresponding web-page without any advising. - I NEED YOUR ADVISE and SUGGESTION, NOT REFERRING ME TO THE WEBSITE, I KNOW HOW TO GOOGLE AND READ. - At one time a simple question took me 7 departments to answer it, isn't that acceptable!!!? - Working at the academic advising service I think is the best job in the world. 2. The advisors from the [****] Department are also somehow useless - They are not polite to students, have you ever find someone that would like your advice that will only face to the computer but without looking directly towards you? -I can tell they are somehow unfriendly, once you got into some academic difficulties, they will just simply ask you to transfer your major. -You will only have 3 minutes to complete your advising, and the advisor will ask you to leave after that. I DON'T THINK THIS IS CALLED ADVISING! I HATE FINDING THEM UNLESS IN AN EVENT OF EMERGENCY OR NECESSARY

- They don't know some courses requirement and not sure about what they are saying
- The initial academic advisor that I had, [****], he was brutal, didnt declare my major for me, would tell me everything is found online, told me I'm doing very poorly in x, and x class. was not encouraging. To be honest he's caused me havoc for finishing my degree in time. however I recently ran into the 'original' [department] advisor and he's wonderfull!!!! !!!! He helped me with absolutely everything and more. He's helped me answer questions that I've been pondering since I've been a student here. He's great. But I answered "not at all satisfied" because the previous advisor sucked so bad it outweighed the 'original' advisor. sorry guys.

- Some advisors are not approachable. They do not seem eager to help the students. In some cases, they do not have information which students expect them to have ( for example, advisors I approached do not know about the courses I have to take to get CPA designation).
- the academic advising services provided by student services and the department are totally different. eg, the student services said I am ok with taking one course, but the department academic advising said I am not ok.

**Not Approachable**

- General lack of knowledge on the part of the advisors, confusion and difficulty regarding booking, long wait times, lack of commitment and empathy of advisors, being brushed aside quickly instead of having my problems/concerns dealt with, and the advisor's disregard for furthering my understanding--instead of helping me think of solutions, they seem to only talk about what I ask specifically, which ultimately leaves me in the same spot I was in prior to my advising appointment!
- I have found the course planning aids to be highly ineffective, many advisers to be severely under qualified, and there to be a general feeling of apathy towards helping students who are facing harsh personal/familial realities that may affect their school life.
- Academic advisers often confused themselves, sometimes treat students with bad attitude, and often make mistakes.
- As mentioned in the first typed box, my experience with academic advisors is that they are not knowledgeable about the courses they are advising about and are unfriendly towards students.
- My adviser often does not have answers, or does not answer any of the questions I asked clearly. I feel discouraged from using the services because I have been responded to rudely multiple times in the past.
- my current faculty advisor isn't as friendly or knowledgeable as the last one we had
• She was not very approachable and was not good at giving advices; too generalized. Applying for a third repeat was extremely complicated; didn't know what she was doing so had a lot of going back and forth between the department and advisor.

• Some advisors are not approachable. They do not seem eager to help the students. In some cases, they do not have information which students expect them to have (for example, advisors I approached do not know about the courses I have to take to get CPA designation).

• They didn't know much about things outside their area, like how I could get transfer credits assessed, and they were very indignant about even pointing me in the right direction (It's not my job!). The only service they were able to offer was a print out of my degree progress. I would have liked it if they had recommended some courses that could have knocked off some of the trickier requirements, and helped me strategize which courses to take over the next three terms.

• The department advisers are not good at all. They don't even know what they are talking about. Even if they know they are always in a rush. I'm a [****] major and I am not satisfied with my adviser [****], and this is just not me. Almost every other [****] major at SFU has the same issues. She is always in a rush and is very rude

• [****] advisors take far too long to respond to calls/emails. Drop in wait times can be upwards of an hour. Too many students for the amount of advisors. They do not seem to be on the students side or interested in helping students complete their degrees.

• Advising hours are horrible for the [****] faculty, considering I was forced to find another faculty to join because of struggling in [****]. The [****] and [****] faculty advisors are HORRIBLE. Not approachable at all.

• always hard to book an appointment with the advisors, some of the staff at the counter are not very friendly

• Difficult to approach and book appointments, feel like I'm just another time slot. Phone in bookings are very impersonal, do not motivate me to contact an adviser for my problems/concerns.

• Hours for advising are very rigid and the front desk helpers are not friendly nor welcoming.

• I'm one of many students in my major program [****] who have found our advisor relatively useless in times of crisis (such as needing to get into an already full class in order to graduate on time), as well as her being unavailable, unapproachable, and overall just unhelpful.

• None of the faculties seem to communicate with each other. I have been sent back and forth between the [****] and [****] departments because neither department could answer my questions and they kept telling me to ask the other. I have heard horror stories from other who haven't had requirements waived when they were supposed to which barred them from completing mandatory classes in time for graduation. I'm also unpleased with the hours some departments are open for. The [****] advisors for example are only accessible for a few hours on certain days. Additionally, some of the advisors are rude and trite.

• The hours they provide is very minimal and it is hard to catch them at the right time. Also, they are helpful in a way but some of them are not friendly enough to be approached.

• There's only two advisors in my program for hundred of students. Close to impossible to get an appointment and they don't answer emails. I still remember [advisor] gave me online assistance and he's really rude and unhelpful

• They are never available ([department]) and treat me like a number, not a student. On many occasions, I am simply told "everyone has this problem, why should I care" because there are so many problems in the [****] department. I have also been told to "give up on my dreams/plans" because of my GPA.

• Lack of availability and then when you do get in, you are rushed out as soon as possible with out all of your questions answered.

• Office hours are short, they always seem busy with what nobody really knows. Some don't answer there emails.

• The [department] advisor [****] is only available for a few hours twice a week. Most times I have gone to see her, there has been a long line of students waiting to ask her questions about their program. If I get to the front of the line to finally talk to her, she is rushed and seems more interested in getting me out of her office than addressing my problems/questions. She is also very
slow to reply to emails (if she replies at all) which I find even more frustrating as seeing her in person is hard/impossible.

- The adviser has changed so it was difficult to arrange a time to meet the new adviser for my faculty, and it is always very busy.
- they should extend their working time and be patiented
- The initial academic advisor that I had, [****], he was brutal, didn't declare my major for me, would tell me everything is found online, told me I'm doing very poorly in x, and x class. was not encouraging. To be honest he's caused me havoc for finishing my degree in time. however I recently ran into the 'original' [department] advisor and he's wonderful!!!!! !!!! He helped me with absolutely everything and more. He's helped me answer questions that I've been pondering since I've been a student here. He's great. But I answered "not at all satisfied" because the previous advisor sucked so bad it outweighed the 'original' advisor. sorry guys.
- Some were unapproachable and didn't tell me I had retakes left and didn't tell me I had to retake one course. It's a good thing I went in for advising in the summer saying "I don't want any more nasty surprises" because I wouldn't have graduated due to one retake. so my graduation would be yet again delayed.
- Disengaged and difficult to requirements and standards for transfer students
- First, I find the academic advising hours very difficult to find on the SFU website. Second, academic advisors I have contacted (except [****], who is a great advisor) are often cold, and unhelpful. For example, I contacted the [****] academic advisor requesting her academic advising hours (stating I couldn't find them on the website), and instead of writing down the hours in her email she directed me back to the website! Third, every time I go see an advisor (again, [****] aside) I feel unwelcomed and like I'm wasting both their time and my time.
- The [department advisor, [****], is the worst advisor I have ever been to. He doesn't listen to questions, he only tries to tell me to take less classes (even though my GPA is great and I always take five). He is unapproachable and it always seems like he is too busy and eager to get you out of there. Every other advisor I have talked to has been great but since [****] is the head advisor and is often the only one I can talk to about some things, it doesn't really matter how good the other ones are. Everyone I have talked to in [the department] agrees that he is not a good advisor. However, [****], the new drop in advisor is amazing. Please promote him!
- I feel as though they aren't understand enough and i feel as if they don't care
- Certain advisers are difficult to approach and seem bothered that you want to talk to them. I have hesitated several times about going to an adviser because they required that I had the Degree Progress report before approaching them, which is not always practical. Other times, some advisers have been very friendly.
- I saw 2 academic advisors prior to registering for my Fall 2013 courses. I was extremely disappointed with their services. The first one gave me misleading information about the pre-requisites I needed for certain programs. While the second one barely spoke any English and was really difficult to understand. Overall, the information I received was not clear. They were also not friendly or approachable.
- when I talked with an advisor to declare my major, she really discouraged and scared me to not be able to declare major because she showed my expected GPA through the GPA calculator. So I almost gave up declaring major. However, I was able to declare the major after the term. my point is that the staff should be professional when they are advising, and has to be friendly and helpful.
- The last time I sought the assistance of an academic advisor, [****], I thought I was going to be sick. I asked the advisor if she could move me into a different tutorial section for [****], a [****] requisite. She granted me the transfer, but not before telling me that I am "young and naïve" and that I have "no clue as to what a union is". I was offered a job at the Douglas College [****], but the offer was overturned exactly due to union issues, so I am very familiar with unions. [The advisor] then complained that I am making her eye twitch, and once she granted the transfer, she barked "Get out of my office, I have more important stuff to do!". I'm not expecting service with a smile... but I am expecting to be able to work with someone who is appointed "academic advisor". If she cannot properly "advise" students, then why is she filling this position?
- [****], the [****] adviser has been repeatedly rude and generally unhelpful.
[Department advisor] takes many vacations and while she is compassionate she is not creative or engaged in student's goals in the same way that advisers from other departments, such as [other department], has proven to be. Sorry to say such things because [advisor] is very kind, but it appears to be so.

a certain individual shows alot of attitude

Academic advising meeting felt "rushed" and not personal.

Academic Advisor [****] is not empathetic, not helpful. He is boastful and unwilling to help when asked for help and suggestions.

Advisor was rude when I didn't know what I was suppose bring to the DROP IN. Rude tone. And continously rushes me out of his office, not thoroughly advising me.

Advisors are at times very impartial and demotivated. They also carry a condescending attitude towards international students.

An advisor I visited was cold.

As a transfer student from Douglas College, I was unable to get into the faculty I wanted. I discussed with 3-4 different advisors what my plan was, which was to do whatever it took to get into the faculty I wanted, even if it meant repeating courses to up my grade. With a transfer GPA of 3.04, I believed it was possible to up my grade to 3.07-3.10 which is what the faculty of [****] usually requires. However, all the advisors I talked to were not a help, and told me to look at other options instead(other faculties, degrees, etc) which is not what I wanted. They were at no help to me at all, and if anything, they made me feel worse. But look at me now..I'm getting into [****] next semester! Also some of the academic advisor's do not come off as friendly and approachable. Rather they talk to students very quick and brief, almost annoyed, just to quickly move on to the next person. (Me and a few of my classmates experienced this) Hopefully they will be more approachable and not so negative.

Because the academic adviser and the program coordinator are very unprofessional and the coordinator has a lot of friction with students.

Bring [advisor's name] back to [****]. No one knows the program like he does. Plus he actually cares about the students he is working with.

Certain advisors are quite uncaring to students., although some advisors are nice.

Certain advisors had a indifferent demeanor that was very discouraging at times.

Didn't really feel personal or like I was being helped at a personal level - just went in asked questions and got straight forward answers

Have been given the wrong information on more than one occasion (information which would have resulted in a waste of time and money had I not checked other sources), have often felt like a task which was being processed -- advisor did not seem particularly invested in my progress through program, and not particularly welcoming. Overall, very unhappy with the undergraduate advisor in my department, in fact, this is the only real complaint I have about my experience at SFU.

I don't like advisor's attitude. I thought they are here for help. Last time when I went to one of them, one thought I am annoying. I felt one wanted me to leave. That was not a good experience.

I don't think some of the academic advisors deeply care about the students that come to talk to them. I feel like the academic advisors are going about their business job-like and do not want to help students achieve academic success or give them further information about academic planning. Not all advisors are like this, but one of the advisors wanted to not talk to me anymore after I asked her a bunch of questions that were relevant.

I end up solving the course load and credits I need for my degree on my own. Advisors are not very helpful in choosing courses I want/need to take. They seem to have lack of interest.

I feel academic advisors do not truly care about their students and the students' needs.

I find they just Google stuff to answer my questions. They aren't showing a caring attitude.

I have found academic advising at SFU to be not very helpful at all. The advisers always seem to want to rush you out and are often very rude and short with students. The first time I went to advising, it was such a bad experience I felt very discouraged and did not use academic advising again for quite some time. As I got further in my degree, I did see advisers again, but always felt as if I was wasting their time and did not feel I got very much help from them.
I have met maybe more than 5,6 advisors, the only one who was responsible and think as a student was [****] for [department]. The rest specially new ones I can say somehow are useless and somehow rood. Only [****] very responsible and understand her job better than everyone else.

I have spoken with academic advisors in the [faculty] several times and have very little help or guidance from them. One advisor weakly suggested I consider another degree because I was having difficulty getting into the [****] program. By this time I was well into my third year studying [****], I just hadn't entered the program yet due to issues relating to me transferring from another university. I felt like the advisors there did not care about me and whether or not I succeeded.

I have talked to an advisor at Student Central and she was less than enthusiastic with helping me on my course selections. Had not been satisfied at all.

I think that the advisors are not active enough in their advises. They only would answer the questions provided and not beyond. They could bring up questions or opportunities that are available that the students are not familiar of, but this doesn't happen. In their offices, you need to state your wants and then get answered, that's about it. I wish that the advisors show more genuine intentions to helping a student.

I think the advisors are not nice to approach they make the student feel really bad of themselves.

I tried to get help by emailing and the helpful person in the [****] department left in the summer time and his replacement was a little cold and aloof and I had to manage figuring things out on my own.

I won't say who, but this guy is just down right facepalmable. I went to see him to ask about academic-related stuffs (my plan for graduate program, courses that I should be focusing on, etc - you know, the usual stuffs) and all he said was "you are responsible to know all of these, everything's written in the handout." Granted, he's not completely wrong in that, but I came there to ask for further explanation. He was not being friendly as well, didn't smile, reluctantly shook my hand when we first met, etc. 3 years at SFU and I've only been to an academic advising once.

In the [****] faculty, the academic advising personnel are often very hard to talk to such that myself and other students end up refusing to see advisers since they seem unwilling to provide help.

Most advisors I have encountered cannot tell you anything a quick search of the SFU website could not. Many also seem to really dislike students and be irritated when approached, even if the question or request is reasonable.

My [department] advisor was obviously not interested at talking with me at all.

My advisor shows extreme apathy in her advising capabilities. I have spoken with her several times seeking guidance in my academic career, and have found her to be uninspiring and less than helpful. I would prefer an alternative advisor.

My undergraduate advisor is not approachable and he is not very friendly.

Nobody really advertises to plan out courses and that would be a HUGE help to undergraduates. Also, when you actually do book an appointment to an academic advisor, half of them don't really understand what you're going for and the other half don't really care about you.

Not approachable
not encouraging and do not provide helpful information
Not helpful in selecting specific courses and majors. Only direct you to the SFU website. Generally unfriendly people.
Not really interested in helping particular student. Just wanna finish their work as fast as they could.
Not very approachable and makes you feel you shouldn't ask these questions
Not very approachable. I have asked for help with program/course planning and the advice given isn't at all helpful.

Okay, this is the most pissed part.... I would say the advising service in SFU is somehow useless. 1. The general academic advising services (with >60 credits) the only thing that they know how to do is to refer you to the corresponding web-page without any advising. - I NEED YOUR ADVISE and SUGGESTION, NOT REFERRING ME TO THE WEBSITE, I KNOW HOW TO GOOGLE AND READ. - At one time a simple question took me 7 departments to answer it, isn't that acceptable!!!? - Working at the academic advising service I think is the best job in the world. 2.
The advisors from the [****] Department are also somehow useless - They are not polite to students, have you ever find someone that would like your advice that will only face to the computer but without looking directly towards you? - I can tell they are somehow unfriendly, once you got into some academic difficulties, they will just simply ask you to transfer your major. - You will only have 3 minutes to complete your advising, and the advisor will ask you to leave after that. I DON'T THINK THIS IS CALLED ADVISING! I HATE FINDING THEM UNLESS IN AN EVENT OF EMERGENCY OR NECESSARY

- One of the advisers in my department is kind of short temper.
- Our [department] academic advisor [****] is very rude, short, and unapproachable. He does not elaborate on any answers except for "yes", or "no", and acts like students are a waste of his time when they go to see him. He is an ongoing joke for most [****] students.
- RUDE
- Rude advisers, unhelpful
- Rude advisors; not very welcoming or informative
- So far, the academic advisers I have seem have been rude and very unhelpful. I have always left their offices with no answers to my questions. They seem like they don't want to talk to anyone or they recommend you go see someone else.
- some advisors are impatient, arrogant and not very helpful
- Takes too long to get a response to emails. When I do get a response, its prompt and almost border-line rude. Very unhelpful overall.
- The [department] advisor has a poor attitude towards his job and students. I get a sense that he doesn't care and won't help. He doesn't give clear answers.
- The [department] advisor is not very friendly. I think advisors should be friendly and approachable instead of mechanical because they are the ones who are helping you plan for the rest of your life. It is unpleasant when you have to deal with someone who appears like they do not care very much.
- The [department] undergraduate academic advisor is extremely unapproachable, rude and does not help the students at all.
- The [faculty] Advisor is unhelpful and rude. Any questions I had about the [****] program she said that "I needed to ask another department".
- The academic advisor advised me to take a course that I didn't need to really take. Also I felt like I was being judged based on my GPA and this discouraged me to go back to see an advisor.
- The academic advisor for my faculty was not very approachable, or interested in helping students on an individual personal basis. Each student seemed to be no more than a number, who had to take x amount of courses to graduate. The advising went no further than which courses had to be taken.
- The academic advisor for undergraduate [****] majors was not approachable, and unfriendly when answering questions. I called her during her office hours and it went straight to voice mail. I went up stairs to find her right after, and she was in her office. Why didn't she pick up the phone?
- The academic advisor I spoke with had no interest in my personal struggle with school and was very discouraging when I needed assistance with student funding. I needed a letter to repeat courses in order to improve my grades because at the time I was taking the courses, I had a lot of family problems to deal with. Not only did she look hesitant to write a letter for me, but she told me that I should change my degree choice. She said to just give up and try something easier because she did not think I could do better. I did not feel that she had my best interest in mind, and she really made me doubt myself. I really don't see the point of having academic advisors if can treat a student with extenuating circumstances like that. They just do more harm than good.
- The academic advisor might as well no be available. There have been very few instances (only one or two maximum) when I have received a sufficient help. They either tell you that the information you are seeking can be found on your own or give you some sort of attitude. I, honestly, can say after 5 years at SFU I don't know what their job is... ??
- The academic advisors have not been understanding of educational issues and have been intimidating. I would not go back for help.
- The adviser I saw was not very open or helpful. She was very short with me and seemed to want the meeting to end as quickly as possible. I asked a question about my program and she simply
told me it was not possible but did not offer me any suggestions or alternatives. When I asked about alternatives I had prepared she did not expand on them or give any advice, she merely acknowledged them. I did not feel I gained anything from the meeting.

- The advisers are very disinterested, you have to hassle them to even get them to contact you back, and enrollment is always a joke since there is only one [department] adviser. I wish I had more than one person I could contact about my questions regarding [***] classes.
- The advisor was very rude and not helpful with explaining program requirements.
- The current department advisor is not very useful. I went to ask about my degree requirements, and was told to go elsewhere. Also he was very condescending and assumed a lack of planning on my part. I have been planning my degree since I got here in order to graduate in 5 years, which is very important to me, and have received little help.
- The department advisor for [***] is very hostile and unapproachable.
- The first time I met with a [faculty] advisor to ensure I was on the right track, she quickly told me which classes I needed and that was it, it was clear that she thought this was a waste of time and wanted to get to the next appointment. Her tone was very demeaning and I felt as if I were wasting her time.
- The staff are unapproachable and seem to not care about the students. Sometimes they don't provide helpful information.
- They always ask me to visit the sfu website. I mean, I have done my research and some of the details are not very clear, that is why I seek for help. May be the staff has countless student to see everyday, but would they mind to be more patient and polite when I do the same? I am frustrated on my problems too.
- They are just there for the job.
- They are not very patient with students. Sometimes they are not very helpful... They may not understand students enough to provide useful tips...
- They don't tell you anything, everyone hates them and they're good for nothing leeches who feed of sfu's funds. Faculty counselors are a little better, but should not be only available once you join the faculty, as that defeats the purpose of counseling. It is also worth mentioning that faculty councilors also don't do as much as expected. I learned very early on that they make numerous mistakes and speak of everything in general so that they can't be blamed later on. Long story short, academic advising sucks and should be removed (fricken coffee sipping, ill-tempered, overpaid brood of hippy gremlins who take joy in ruining other, more successful student's lives), counselors should take a course or two in counseling, and overall, they should get paid less for the mediocre job they hate to do. Also, for the love of god, bring in some new blood. Every counselor, that I have had the displeasure of meeting, was a dinosaur. There are many younger, more suitable candidates that would love the job and do it for less, throw out dinosaur bones.
- unapproachable advisors
- Useless, judges students ability or intelligence by GPA, does not help student reach their own goals.
- When u go to talk to an academic advisor, all they do is type your questions into the sfu search engine. I can do that myself at home. Moreover they seen forced to be there - not good attitude.
- Why have advisors when all they can tell you is that there's nothing they can do when your course registration has been totally unsuccessful? The advisors have been rude and unhelpful and always seem to be very dismissive with an "on to the next one" attitude.
- Woman was unfriendly and brief
- You feel like a number and not an individual
- Advisors do not spend enough time and energy during appointments
- I felt rushed and didn't get any of my questions answered
- Advisors are often too busy to give prompt replies, and helping you is sometimes just out of their power.
- 1. almost always very busy. 2. Refer you to other places e.g online instead of helping you there and then.
- Advising seems really hectic and busy.
- Advisors are busy people. unless you already know what you need, you will get on their nerves.
• Advisors mean well, but in my experience, they have not spent enough time with me during appointments. Perhaps due to not having allotted enough time for each appointment, or perhaps just not willing to repeat the same things they went over in previous appointments.

• I feel like no one can give me a definite answer. The general academic advisors seem to always be in a rush, if they could direct you to someone else they will. I spent days going back and forth from different people and still no one was able to help me answer my questions. As a new transfer student, I felt very helpless and lost. My faculty advisor was better in helping me understand my requirements but there were still many times that I had been redirected because my credits weren't transferred properly. Trying to navigate the system to find information and help had been one of the biggest stressors of my life.

• I feel that meetings with academic advisers is often very rushed. Furthermore, there are discrepancies between fields of academic studies which makes it difficult when pursuing double major programs.

• I have spoken with the advising staff on a couple of occasions and it seems as though their goal was to get you out of their office as quickly as they can. It is nice to be efficient but I felt as though they weren't offering me anything beyond my direct asking. As a student I don't know all the opportunities that SFU has to offer and would have appreciated a little more effort from them to inform me.

• It is understaffed and the staff barely spend any time with you.

• It would be nice to schedule longer appointments as 20 minutes goes by very quick. If you have lots of questions it can be frustrating to have to make multiple appointments.

• not good advice provided and limited time for visit

• Some advisors were quite helpful; others, however, seemed as if they just wanted to rush you out of their office without listening to your questions and difficulties.

• The [****] Program of [****] coordinator is too busy to deal with all the students in the program. As a matter of fact, she should have more human resources to help her out. The idea of program itself is great but the required courses are still not clear and students did not know if they finish all their courses until their last 1 or 2 semesters, which is unacceptable.

• The previous [department1] advisor (I think a couple of yrs ago, though) was very obviously not interested in fully assisting students to get on track with the right courses they need. In one instance, she told a classmate of mine incomplete information, costing her another full time school semester. When I went to see her, she gave me a piece of paper to refer to and quickly shooed me away. I'm not sure about [****], as he is pretty new, but hopefully he does not have these habits. The previous [department2] advisor, [****], was a bit standoffish but at least he gave accurate information when you were able to have him look over your transcript. Not sure about the new advisor, have never met him.

• they are busy and sometime not answer well for my problem

• They are often too busy to help, or I get minimal assistance from them ([department]) when I want to check if I meet graduation requirements.

Limited Availability

• As noted previously, it is almost impossible to meet face to face with a faculty advisor after 4:30pm and on weekends at the Vancouver Campus. As an SFU NOW student, I find it to be a bit ridiculous that SFU would offer a program for students who work full time and not offer the services to support this program.

• [****] advisor is incredibly difficult to communicate with, poor availability, lacks answers to questions

• [department] Advisors are IMPOSSIBLE to book appointments with, and never answer their emails during busy periods. I understand there's only two of them for hundreds of students, but why only have advising hours two half days a week? TERRIBLE. I have given up on ever talking to them.

• They are never available ([department]) and treat me like a number, not a student. On many occasions, I am simply told "everyone has this problem, why should I care" because there are so
many problems in the [****] department. I have also been told to "give up on my dreams/plans" because of my GPA.

- not enough advisors/advising appointments available. particularly around the time of course registration when they are most needed.
- The advisor is only available 2 days per week and is not available for very many hours during those days.
- Accessibility is limited (drop-in basis)
- I've been unable to get in contact with academic advising 3 of the 4 times I've sought it out
- not always available, can do nothing on the insufficient seats problem
- It is hard to know who to contact and where to find their contact information. Once contacted, it takes a long time to receive a reply
- There should be more than one person as the [department] advisor
- advising was not always available, some advisers were not helpful
- I have been trying for at least 6 months to get an overseas course transferred to SFU, and since the advisors have gotten my transcript the process of having the course transferred has been ongoing for 3 months, and they have not responded to my emails. Also, I wanted to talk to the advisor I was emailing with in person and it was virtually impossible to get a hold of her, I am still awaiting her reply, despite having listed the email as 'priority'. The advisors also do not seem coordinated with each other, and in dealing with my issue I had to talk to 5 different people and my problem is still not resolved.
- There are very specific office hours that always seem to be booked
- Take too long to reply. Usually just email a generic response or copy and paste stuff available online.
- Office hours are short, they always seem busy with what nobody really knows. Some don’t answer there emails.
- I wanted to discuss general strategies to achieve the goals that I have set for myself, but the advisers couldn't really offer any advice, and it was difficult to see them in the first place.
- shortage of advisors during registration period
- I asked for a appointment cause i was having some trouble on declaring my major and they never got back to me.
- You can never contact the advisors when you need them.
- Takes too long to get a response to emails. When I do get a response, its prompt and almost border-line rude. Very unhelpful overall.
- As a joint major student in [****] and [****], [****] advisers [from one department] were only able to answer questions regarding [that] portion of my degree, and likewise for the [****] advisers. So every time I had a question about course planning, I would have to first visit one set of advisers, and then the others, which often required multiple days as the open advising hours did not always overlap or there were significant lineups at both departments.
- It is difficult to access an academic advisor. Also, it is inconvenient to have to see a specific advisor for each course you’re taking (i.e. one for math, one for chemistry, one for French, etc.) There should be some general academic advisors that are easy to drop in and see.
- I tried I go see an advisor and no one was there to help me.
- My department advisor simply refers me to website information and does nothing to tailor her assistance to my case. I get more information doing the research and course planning myself than relying on them - especially when they are barely in the office to begin with and don't respond to my attempts to contact them.
- I found them difficult to access, as the academic advising services were clearly overwhelmed with the needs of students and as a result did not have enough time to address all of the students attempting to access their services.
- Very long lineups. They provide minimal advising, and primarily serve as a person to help you enroll and drop courses. They rarely give any advice on course planning even if you ask. When they are asked to suggest a course, they give answers along the lines of "no comments" because they either don't want to take the blame if the course is not right for you or they essentially have no knowledge in the course. Not surprisingly, asking a 4th year undergraduate for advice is even more valuable than advisers, pretty pathetic.
Every time I've gone to the General Academic Advising centre, they are closed (during times they are supposed to be open). When talking to department-specific advisers, I find they aren't very helpful and tend to just repeat information that is already available through the sfu website.

The academic advisor for undergraduate [****] majors was not approachable, and unfriendly when answering questions. I called her during her office hours and it went straight to voice mail. I went up stairs to find her right after, and she was in her office. Why didn't she pick up the phone?

because 2 advisers in [****] is TOO LITTLE. it's impossible to make an appointment when there are so many students requiring their help, and only 2 of the advisers

the advisers make everything convenient to themselves, not to the students. Such as, the time schedule. the services are not informative.

There's only two advisors in my program for hundred of students. Close to impossible to get an appointment and they don't answer emails. I still remember [advisor] gave me online assistance and he's really rude and unhelpful

[****] staff are always busy, high wait times in person and by email.

I have not had a response to my request for academic advice after one week.

An academic adviser is not always available for my certain program which is [****]. Also, when student advisers usually are not qualified enough to answer important questions in depth.

always hard to book an appointment with the advisors, some of the staff at the counter are not very friendly

Email replies take longer than expected to receive and calls required waiting time before the start of the semester.

There are too few advisors: it takes forever to be able to meet one.

It's so hard to get an appointment with them.

The advisors are not fast enough at responding to emails because they have to much work for one person in September. They are also not helpful because they don't make the effort to understand your specific situation. A more case specific approach is necessary.

Difficulty to book and see an advisor at a specific time slot. Lack of knowledge to advise on the specific direction to take for 3rd & 4th year courses, or the ability to guide me to other references which can help me decide on the specific direction to take in my program. I can use the goSFU's site for Degree Progress planning faster & easier than seeing an advisor, and they do not offer any more support than the online tool.

Not enough academic advisors, time of advising does not work for many students, late replies.

Advising hours are horrible for the [****] faculty, considering I was forced to find another faculty to join because of struggling in [****]. The [****] and [****] faculty advisors are HORRIBLE. Not approachable at all

Need more drop in advising

It is drop-in only, and as a [****] major there are too many students for one advisor. [Advisor] is unable to help me plan my degree or advise in any meaningful way. There needs to be more services offered!!!

The process of booking an appointment is somewhat problematic, and any advising that is not face to face is lacking

Limited hours ([****] advisor).

Some departments are harder to get an appointment with.

The adviser has changed so it was difficult to arrange a time to meet the new adviser for my faculty, and it is always very busy.

Many times that I have attempted to contact the [department] advisors I get ignored. At the start of this semester, I was told to stop by the drop-in hours to see an advisor, as I needed to switch into a mandatory course. The line for the drop-in hours went down the hall and around the corner. IN 1 HOUR THEY HELPED 2 PEOPLE. I then had to attend lecture, so I wasted an entire hour waiting around to be helped. On this particular day, there was only 1 advisor available. This was the second week of school. WHY, in the second week of the semester, would the [****] faculty decide to only have ONE ACADEMIC ADVISOR AVAILABLE.

Not always available and are in fact not as helpful as I thought they would be.

always full in appointment.
not available often enough. not as knowledgeable as expected on topics regarding courses, professors, graduate programs.

Difficult to approach and book appointments, feel like I'm just another time slot. Phone in bookings are very impersonal, do not motivate me to contact an adviser for my problems/concerns.

late responding and lack of knowledge to solve my problem.

[advisor 1] was hardly present in his office and he doesn't help that much. I always end up having more questions and more confused. I like [advisor 2] more. He's more helpful and up to date about things. [advisor 2] will also initiate suggestions about what I can do about my issues with my courses.

As a student who understands the value of academic advising, I find it extremely discouraging when I go at the beginning for drop-in advising, wait for an hour, and not even get to see the advisor. If students are encouraged to see an advisor at least once a semester but does not staff accordingly to see a quarter of the students, then it makes it very difficult. By doing this, students only really go to see an advisor if they desperately need to get into a class because it's their last semester. In turn, many students take courses they don't need or thought they needed because it's too difficult to book an appointment with an advisor and get it sorted beforehand. This is especially true during enrolment time, however, this semester I've been trying to get in as soon as possible and I haven't been able to book because everything available for the next two weeks is already booked.

Too difficult to make appointments and to get straight answers about what exact courses are needed to graduate.

Limited available academic advising time

It has been generally unhelpful because of the large volume of students which need the assistance of only one advisor. This is especially the case in the first few weeks of each term. Also, they can be unhelpful when corresponding via email, so I think they should be available via through multiple avenues.

Their availability doesn't work with my availability.

Hours for advising are very rigid and the front desk helpers are not friendly nor welcoming.

The academic advisors do the bare minimum to get by. They are not available when I have time and I have tried multiple times no to schedule advising appointments but I cannot do so more than a week in advance and I can only sign up for a 15 minute appointment when I need to have more time as my double major takes a lot of planning. The only exception is [advisor] in [department]. She is thorough and on top of things. The [department] Advisers are not very helpful though.

hard to find hard to contact and was relatively unhelpful when i did meet with them

The hours they provide is very minimal and it is hard to catch them at the right time. Also, they are helpful in a way but some of them are not friendly enough to be approached.

Lack of availability and then when you do get in, you are rushed out as soon as possible with out all of your questions answered.

Getting ahold of advisers is impossible. They do not answer emails for weeks at a time and can never give enough time to students.

Because it is so hard to reach them or even have a short meeting.

advisers are very tough to get a hold of and make an appointment with

There are not enough advising times at the start of semester.

It is difficult to book appointments and usually impossible to speak to an advisor through drop in hours as it is always busy. The advisors are helpful however once you get in.

Hard to meet with, unclear about who exactly I should be meeting with for what reasons

academic advising is only available when I'm working; when I'm off, so are they

I work full time & am part-time student so I'm not able to make use of the advising due to the hours they are available.

I find it very difficult to book appointments with advisors relevant to my faculty. Although when space is available I find my time with both advisors, specifically [***] is very helpful!
The [department] advisor [****] is only available for a few hours twice a week. Most times I have gone to see her, there has been a long line of students waiting to ask her questions about their program. If I get to the front of the line to finally talk to her, she is rushed and seems more interested in getting me out of her office than addressing my problems/questions. She is also very slow to reply to emails (if she replies at all) which I find even more frustrating as seeing her in person is hard/impossible.

I've found that it isn't at all practical to try to see my [department] adviser because she isn't available that often and my class schedules often conflict with her availability. That being said, I've found the online student services to be fantastic and can often find whatever I need help with online. I wish I could get some more advising with regards to graduation, but it's just not really working out all that much this Semester.

The academic advisors do not plan out what classes I should take. They only ever advise me to go to the specific advisor for my program, but that advisor is unavailable when I am off work.

long line of waiting and inflexible hours

There is not enough advisors none of which are available on the vancouver campus

Because of their mix up of my registration and enrolment. It really affected my perception of the school as this is my first semester here. I was emailing my advisor about the issues, asking why I was unable to register for a required course and I didn't hear back at all. It wasn't until student aid contacted me to tell me I couldn't get my loan because my program at SFU didn't match the program I had applied for the loan with. It was a frustrating first few weeks at SFU because of this.

General lack of knowledge on the part of the advisors, confusion and difficulty regarding booking, long wait times, lack of commitment and empathy of advisors, being brushed aside quickly instead of having my problems/concerns dealt with, and the advisor's disregard for furthering my understanding--instead of helping me think of solutions, they seem to only talk about what I ask specifically, which ultimately leaves me in the same spot I was in prior to my advising appointment!

First of all, they do not give very good advice - the advice received from the [****] academic advisors are clearly riddled with self-interest for the faculty. For example, I claimed my [****] major in Fall 2009 because I decided that I wanted to study [****] and there were no penalties if I changed my mind. The advisor attempted to delay my decision but I was persistent. Not very long afterwards, new requirements for a [****] major were established and the new requirements would be far more challenging and arduous than the old requirements. I later found that many of my friends in [****] were persuaded to fall under the new requirements, which delayed the completion of their degree by several semesters. When asked for [****]-career related advice, they would only recommend a Masters degree or more education even though I know many Masters graduates and over-qualified students that cannot find a job. Second of all, the advisors are not very accessible. Walk-in appointments are a terrible waste of time, emails are not answered for several days, and the amount of help received from the advisors is incredibly limited. For example, I went through a couple of years where I took more electives than required [****] courses no matter how hard I tried because my enrollment date was very late, class sizes were far too small, and the scheduled class times would conflict with each other. The advisors did not have any advice and simply told me there was nothing they could do. Finally, the [****] advisors do not seem capable of prioritizing tasks and completing necessary tasks on time. We receive WAY TOO MANY EMAILS, many of which are completely irrelevant (eg, graduate student-only opportunities emailed to undergraduate students). Advisors should at least read emails before spamming our email inboxes. Also, there was once a situation where I had proper documentation for course pre-requisite waivers completed and handed in to the advisors more than a week before my enrollment date. I even came in a few days later to double-check that they had received them because I was aware of their reputation. When the day of my enrollment came along, I could not enroll in those courses so I had to rush to the advising office to see what happened. I was told to wait because the advisor was forwarding yet another email, and when I finally told her what happened, she noticed that my waiver forms were at the top of her pile of paperwork. She was dismissive and unapologetic. I believe that advisors should be accountable, responsible, and conscious of their role and of their behavior as academic advisors.
• Inconvenient availability time (available when I have class, not available when I am up on campus with no classes)
• Some advisors lack knowledge and provide misinformation, slow to respond to email queries, long line-ups during peak advising periods, given the run-around
• My advisor didn't respond to several emails I sent at key times, regarding registration and course planning.
• unhelpful to my academic issues. too inaccessible feeling
• If I find the general academic advisers, they always cannot help me a lot and encourage us to find our faculty advisers. However, faculty advisers are too busy especially during enrollement period, which makes both students and advisors feel stressful
• Never available at a time I would require advising, often refer me to the website, instead of personal assistance and confirmation.
• the advisers are very disinterested, you have to hassle them to even get them to contact you back, and enrollment is always a joke since there is only one [department] adviser. I wish I had more than one person I could contact about my questions regarding [***] classes.
• My classes are downtown so usually I can't get to whatever office I need in time.
• I'm one of many students in my major program [***] who have found our advisor relatively useless in times of crisis (such as needing to get into an already full class in order to graduate on time), as well as her being unavailable, unapproachable, and overall just unhelpful.
• None of the faculties seem to communicate with each other. I have been sent back and forth between the [***] and [***] departments because neither department could answer my questions and they kept telling me to ask the other. I have heard horror stories from other who haven't had requirements waived when they were supposed to which barred them from completing mandatory classes in time for graduation. I'm also unpleased with the hours some departments are open for. The [***] advisors for example are only accessible for a few hours on certain days. Additionally, some of the advisors are rude and trite.
• [***] advisors take far too long to respond to calls/emails. Drop in wait times can be upwards of an hour. Too many students for the amount of advisors. They do not seem to be on the students side or interested in helping students complete their degrees.
• availability is scarce and advisers seem to have a disconnection with students.
• Advisors were hard to find or get reply with email, which caused serious problem while selecting courses.
• Each academic advisors will give a different answer that are sometimes very contradicting. Some advisors don't even give answers/replies. When I had an issue that needed the advisors, I had to guess at who's opinion is the most correct. In the end, it was wasn't even the advisor who solved my problem. My experiences, with both the online advisors and the ones in person were very frustrating.
• The available dates are not very accommodating and the service isn't well communicated to students.
• Need more flexibility. Good that there's online live chat.
• It is hard to make an appointment with academic advisor as a full time worker.
• Do not reply to e-mails or answer phones and are not very helpful when they do
• Too hard to meet faculty advisors - not enough open advising hours / appointments fill up months ahead, etc.
• Only available at certain hours. Also, I would need to make an appointment with the registrar and not just drop-in
• Appointment availability
• My experience with the academic advisors [in a particular faculty] was disappointing. I was turned away from talking with an advisor couple of times by the receptionist, who wasn't friendly. I tried contacting them via the advising general email, but received no response. When I did finally get to speak to someone, I was referred to another department to speak to someone else. I also felt that they did not take the time to really invest in my situation and point out important details (such as me missing a course). They just simply answered the questions I had and thats it.
• It takes a long time to make an appointment. I call someone, and they're not available.
I am unable to make an appointment to see the [****] advisor before my early enrollment date and all the open times are when I have class. Also, I tried to make a general academic advising appointment but was unable to because I am already a declared [****] major, even though I am a first year student.

Hard to reach the advisors, too many people and too little advisors. Drop in wait times are too long because too many people, not enough drop ins and not long enough.

when I call and leave messages, no one returns the calls or I keep getting passed on to someone else

I am sorry to have to say this but [****] is one of the worst advisors!! She does not help!! and students in the [****] program say this about [****]. I ask for an override and she does not give an override. She tells me to email her to get into a course right away. Then I don't hear an email from her (I had to register in that course that day) and then I call her and after I call her she says "I have to manage over 1000 students" and then refuses to help. and i do hear about this from other students and myself that she has a huge stick up her rear about printing the advising transcripts. she can easily print the advising transcripts and she does not. she has to have a huge stick up the rear. I hate my advisor! It's a shame I can't go to see my own advisor about my degree. I hear good things about [****] but [****] doesn't respond to emails.

Would like more availability to see advisors; I've had a very hard time this semester getting in to see my [department] advisor!

they should extend their woking time and be patiented

its very difficult to get in to see an adviser in the [****] department. Previously I was in the [****] program, and I'd like to say that my advisers in that department were great, and super accessible. However, I cannot say the same of the [****] dept. Maybe there are simply too few of them?

Unhelpful

Every time I've gone to the General Academic Advising centre, they are closed (during times they are supposed to be open). When talking to department-specific advisers, I find they aren't very helpful and tend to just repeat information that is already available through the sfu website.

First of all, they do not give very good advice - the advice received from the [****] academic advisors are clearly riddled with self-interest for the faculty. For example, I claimed my [****] major in Fall 2009 because I decided that I wanted to study [****] and there were no penalties if I changed my mind. The advisor attempted to delay my decision but I was persistent. Not very long afterwards, new requirements for a [****] major were established and the new requirements would be far more challenging and arduous than the old requirements. I later found that many of my friends in [****] were persuaded to fall under the new requirements, which delayed the completion of their degree by several semesters. When asked for [****]-career related advice, they would only recommend a Masters degree or more education even though I know many Masters graduates and over-qualified students that cannot find a job. Second of all, the advisors are not very accessible. Walk-in appointments are a terrible waste of time, emails are not answered for several days, and the amount of help received from the advisors is incredibly limited. For example, I went through a couple of years where I took more electives than required [****] courses no matter how hard I tried because my enrollment date was very late, class sizes were far too small, and the scheduled class times would conflict with each other. The advisors did not have any advice and simply told me there was nothing they could do. Finally, the [****] advisors do not seem capable of prioritizing tasks and completing necessary tasks on time. We receive WAY TOO MANY EMAILS, many of which are completely irrelevant (eg, graduate student-only opportunities emailed to undergraduate students). Advisors should at least read emails before spamming our email inboxes. Also, there was once a situation where I had proper documentation for course pre-requisite waivers completed and handed in to the advisors more than a week before my enrollment date. I even came in a few days later to double-check that they had received them because I was aware of their reputation. When the day of my enrollment came along, I could not enroll in those courses so I had to rush to the advising office to see what happened. I was told to wait because the advisor was forwarding yet another email, and when I
finally told her what happened, she noticed that my waiver forms were at the top of her pile of paperwork. She was dismissive and unapologetic. I believe that advisors should be accountable, responsible, and conscious of their role and of their behavior as academic advisors.

- The adviser I saw was not very open or helpful. She was very short with me and seemed to want the meeting to end as quickly as possible. I asked a question about my program and she simply told me it was not possible but did not offer me any suggestions or alternatives. When I asked about alternatives I had prepared she did not expand on them or give any advice, she merely acknowledged them. I did not feel I gained anything from the meeting.

- I found that they were not that willing to help me. Most times I have visited academic advising, they have told me to go to the website to find answers, regardless if I have already thoroughly searched through the website beforehand.

- The one time I went to see an academic advisor, he/she gave me the same generic advice that he/she had previously given to a friend of mine. Needless to say it did not help me at all.

- The advisor for [department] is not very helpful nor knowledgeable in all of the degree programs.

- I was not given any specific answers when I asked questions. Advice regarding my course selection was almost non-existent, and figuring out the WQB system and what courses were required major was left up to me. In short, not helpful.

- The academic advisors are not knowledgeable or trustworthy. Half the time they just tell you that they "can't help you, sorry" even when there are, indeed, ways of getting help.

- I've only seen an advisor twice, the first time was for general academic advising and I don't feel like the advisor was able to tell me anything I couldn't have found online myself. It was a waste of time. The second time was with a departmental advisor and I didn't find her to be particularly helpful. She answered my basic questions but that's it.

- The adviser told me nothing helpful. She gave me a website and asked me to checked it out which I already did.

- They are not very helpful in advising you on what needs to be done, and each adviser says different things which doesn't help.

- Not helpful at all, information that I can find by myself. Not all advisors are on the same page with rules, regulations etc, give different information.

- Advisors not being knowledgeable about the specific requirements. Lack of guidance/information on effective course planning. No/minimal communication between advisors in different departments. No/little acknowledgment of individual circumstances that may validate exceptions to set guidelines. No/little flexibility/accommodation. No power or interest to change problematic aspects of degree requirements/course offerings. General "it's your problem, not mine" outlook to course planning difficulties, even if due to unclear requirements or availability issues. Not proactive in helping students.

- My advisor has done nothing to help me. He just sends me [****] links for me to find answers rather then wasting my time and his with my follow up questions, just answer the questions i need him to at that instant. [department advisor] and the [****] department advisor that hasn't helped me fix my problem with the elective i failed.

- It is not helpful, it is just waste of time. Been there only once, and all adviser could say was "is you want to", "yeah it is good if you want to", "you should take it if you want to". Basically saying, student that goes there is undecided unsure and have no understanding, which was my case, and i went home with more questions than answers.

- I found that through my own research I answered more of my questions than the academic adviser could. I also find that department advisers are even less of help.

- I went a couple times and they gave really general unhelpful info. One time I went to course advising and it was an uninformative student advisor. Another time I went to talk to the [department] advisor about switching faculties and walked away feeling more confused.

- I find academic advising unhelpful and quite often gives wrong information about prerequisites, requirements, transfer credits, etc.

- [department advisor] is not helpful at all. He infact advised me i did not meet the requirements for graduation only to have me point out that i did infact meet the requirements. His response was "oh i thought mis read the course numbers your listed" [****] advisors are pathetic to say the least.
• not helpful, only direct you to information you already know and can be found online.
• Adviser was not able to help me with what I wanted. She did not know enough information to help me with course planning and seem to not know enough information about the faculty in general. She didn't seem like she wanted to help either.
• I was dismissed on several occasions, and was given bad advice that got me kicked out of school because I couldn't register for classes my first semester (not even a 100 level course) and the advisor said "I don't have time for this, please come back after registration". I was concerned that I would be kicked out because I wasn't registered and I was kicked out and had to reapply and repay the application fees, just because an advisor didn't want to give me a little time. I'm still having trouble registering for courses (even 100 level course) but don't know who to talk to anymore because the advisor's in the [****] faculty which I'm in don't have time for me or won't help me through these difficulties. I was told to take electives before I could move to upper division course, but I can't cause I don't have access to lower division classes.
• The information was generic, and unhelpful in times of need
• I did not receive that much help and a lot of the questions that I had were not able to be answered by certain people. It caused a lot of stress.
• They really don't help! They say send you to different offices to get help. When I go to those other offices they wither don't help in the kind of way I need help or don't have enough knowledge to help me at all.
• not always available, can do nothing on the insufficient seats problem
• advising was not always available, some advisers were not helpful
• There's only two advisors in my program for hundred of students. Close to impossible to get an appointment and they don't answer emails. I still remember [advisor] gave me online assistance and he's really rude and unhelpful
• The advisors are not fast enough at responding to emails because they have to much work for one person in September. They are also not helpful because they don't make the effort to understand your specific situation. A more case specific approach is necessary.
• Not always available and are in fact not as helpful as I thought they would be.
• [advisor 1] was hardly present in his office and he doesn't help that much. I always end up having more questions and more confused. I like [advisor 2] more. He's more helpful and up to date about things. [advisor 2] will also initiate suggestions about what I can do about my issues with my courses.
• The academic advisors do the bare minimum to get by. They are not available when I have time and I have tried multiple times no to schedule advising appointments but I cannot do so more than a week in advance and I can only sign up for a 15 minute appointment when I need to have more time as my double major takes a lot of planning. The only exception is [advisor] in [department]. She is thorough and on top of things. The [department] Advisers are not very helpful though.
• hard to find hard to contact and was relatively unhelpful when i did meet with them
• unhelpful to my academic issues. too inaccessible feeling
• If I find the general academic advisers, they always cannot help me a lot and encourage us to find our faculty advisers. However, faculty advisers are too busy especially during enrollement period, which makes both students and advisors feel stressful
• I'm one of many students in my major program [****] who have found our advisor relatively useless in times of crisis (such as needing to get into an already full class in order to graduate on time), as well as her being unavailable, unapproachable, and overall just unhelpful.
• Do not reply to e-mails or answer phones and are not very helpful when they do
• I am sorry to have to say this but [****] is one of the worst advisors!! She does not help!! and students in the [****] program say this about [****]. I ask for an override and she does not give an override. She tells me to email her to get into a course right away. Then I don't hear an email from her (I had to register in that course that day) and then I call her and after I call her she says "I have to manage over 1000 students" and then refuses to help. and I do hear about this from other students and myself that she has a huge stick up her rear about printing the advising transcripts. she can easily print the advising transcripts and she does not. she has to have a huge
stick up the rear. I hate my advisor! It's a shame I can't go to see my own advisor about my degree. I hear good things about [****] but [****] doesn't respond to emails.

- The academic advising service at SFU has been the worst experience here. My takeaway from each meeting has felt like I have been told that I am on my own, there is nothing that can be done, and that I should reconsider my career goals.
- I have approached them a few times. And they did not help me with what I needed at all.
- First, I find the academic advising hours very difficult to find on the SFU website. Second, academic advisors I have contacted (except [****], who is a great advisor) are often cold, and unhelpful. For example, I contacted the [****] academic advisor requesting her academic advising hours (stating I couldn't find them on the website), and instead of writing down the hours in her email she directed me back to the website! Third, every time I go see an advisor (again, [****] aside) I feel unwelcomed and like I'm wasting both their time and my time.

- They just aren't that helpful sometimes
- My experience with the department advisor was a waste of time and extremely unhelpful.
- They are not very patient with students. Sometimes they are not very helpful... They may not understand students enough to provide useful tips...
- The [department] advisor has a poor attitude towards his job and students. I get a sense that he doesn't care and wont help. He doesn't give clear answers.
- Not very helpful, the only message I would ever get out of advising is WQB
- They need to have better guides available for students for course planning. In my area, [****], courses in many different faculties/departments have to be taken, and it is very difficult to gather the information for all of these courses on when they are offered (frequency) and which ones tend to conflict. The advisers themselves are friendly but not altogether that helpful, I found. Also, when the requirements for my degree program changed, they did not let me transfer certain courses to the new requirements even though they did for the same courses with other students, resulting in me unnecessarily having to take extra courses (a big waste of time and money). They just aren't that helpful sometimes
- In the [****] faculty, the academic advising personnel are often very hard to talk to such that myself and other students end up refusing to see advisers since they seem unwilling to provide help.
- Did not help much with any of the questions I asked
- Advisor said she will not help me with questions regarding transferrable credits
- I made an appointment to visit drop-in academic advising, and the man I spoke with was not helpful at all. I was trying to find a course to transfer into, and he was only interested in outlining my general WQB requirements with no input specific to me as a person or student. I would appreciate a bit more individual attention or even thought put into the whole system.

- They don't help you at all.
- Academic Advisor [****] is not empathetic, not helpful. He is boastful and unwilling to help when asked for help and suggestions.
- The advisor was very rude and not helpful with explaining program requirements
- The [department] undergraduate academic advisor is extremely unapproachable, rude and does not help the students at all.
- Advisors expect you figure out the answer to your own problem. They are only helpful in approving a course or signing some paper. The actual work needs to be done by the student.
- Went to get advice regarding the Co-Op program, as was told by the drop in Counsellor that my needs were atypical and that she could not help me; nor was their anyone she could refer me to.
- So far, the academic advisers i have seem have been rude and very unhelpful. I have always left their offices with no answers to my questions. They seem like they don't want to talk to anyone or they recommend you go see someone else.
- Advisors are often too busy to give prompt replies, and helping you is sometimes just out of their power.
- I have spoken with academic advisors in the [faculty] several times and have very little help or guidance from them. One advisor weakly suggested I consider another degree because I was having difficulty getting into the [****] program. By this time I was well into my third year studying [****]. I just hadn't entered the program yet due to issues relating to me transferring from another university. I felt like the advisors there did not care about me and whether or not I succeeded.
Of the times I've requested Academic assistance from the advisors they were very unhelpful in answering my questions or providing me with the route that I should be taking.

Advisors are not very helpful when approached but make an effort to.

Has not help me too much other then showing me what courses i need to take

Not helpful

some advisors are impatient, arrogant and not very helpful

The [faculty] Advisor is unhelpful and rude. Any questions I had about the [****] program she said that "I needed to ask another department".

They do not help

On various occasions, advising has been unhelpful or actively hindered my academic progress. In the past (the adviser is no longer doing advising), it was a great experience. That adviser actually wanted students to succeed, and actively helped students do such.

the times that i've been to the advisor for help, he was unable to do so.

The department advisor is not really helpful

Rude advisers, unhelpful

I found the advisor I spoke to be unhelpful because I had absolutely no idea as a transfer student what I should be taking, and rather than guiding me into a program she just said I needed to take more courses? If I seemed confused, I wish she would have directed me to Career Services, or something.

some advisers are great (commonly female advisers) because they act like they care and give help. while others do not help much

when I talked with an advisor to declare my major, she really discouraged and scared me to not be able to declare major because she showed my expected GPA through the GPA calculator. So I almost gave up declaring major. However, I was able to declare the major after the term. my point is that the staff should be professional when they are advising, and has to be friendly and helpful.

The staff are unapproachable and seem to not care about the students. Sometimes they don't provide helpful information.

some of the academic advisors for those who have not declared majors aren't helpful and often give confusing suggestions

The advisor I visited was not at all helpful.

Not very approachable. I have asked for help with program/course planning and the advice given isn't at all helpful.

not helpful to students. it is too strict on course regulations and requirements. Some courses shouldn't be credited for other courses.

The Academic Advisor was quite useless, respectively speaking. She was not at all helpful when I sought her help. simple as that.

not encouraging and do not provide helpful information

[****], the [****] adviser has been repeatedly rude and generally unhelpful.

my advisor told me the basic things i already knew about my problem and did not suggest anything helpful. She told me to go ask another department instead.

[Department advisor] is difficult and unhelpful. Got a lot more out of general advising appointments.

I have found academic advising at SFU to be not very helpful at all. The advisers always seem to want to rush you out and are often very rude and short with students. The first time I went to advising, it was such a bad experience I felt very discouraged and did not use academic advising again for quite some time. As I got further in my degree, I did see advisers again, but always felt as if I was wasting their time and did not feel I got very much help from them.

I dont think the enrolment advising helps. Especially, for people in the probation and eager to retake the class.

They don't really help

advisors can not help me solve my problems

Advice was not particularly helpful. Veered off-topic and talked about academic performance as opposed to the course I was looking forward to taking
• My advisor shows extreme apathy in her advising capabilities. I have spoken with her several times seeking guidance in my academic career, and have found her to be uninspiring and less than helpful. I would prefer an alternative advisor.

• Not helpful at all. The adviser did not seem like she knew what she was talking about and I left more confused when I went, even though I asked a number of questions.

• Because they aren't helpful. One advisor only have actually helped me

• Advisers do not give you enough help and lead towards the right path, but are excellent at telling everything which your incapable of obtaining because of your grades.

• Why have advisors when all they can tell you is that there's nothing they can do when your course registration has been totally unsuccessful? The advisors have been rude and unhelpful and always seem to be very dismissive with an "on to the next one" attitude.

• They can't help students getting in the courses they need. They were not allowed to help students. That's something bad.

Refer Student to Someone Else

• They really don't help! They say send you to different offices to get help. When i go to those other offices they wither don't help in the kind of way I need help or don't have enough knowledge to help me at all.

• So far, the academic advisers i have seem have been rude and very unhelpful. I have always left their offices with no answers to my questions. They seem like they don't want to talk to anyone or they recommend you go see someone else.

• The [faculty] Advisor is unhelpful and rude. Any questions I had about the [****] program she said that "I needed to ask another department".

• my advisor told me the basic things i already knew about my problem and did not suggest anything helpful. She told me to go ask another department instead.

• Some advisors lack knowledge and provide misinformation, slow to respond to email queries, long line-ups during peak advising periods, given the run-around.

• Numerous times when trying to figure out my best route/options as a transfer student, I emailed in circles, being passed along from one person to the next. The best advice I was given was "go to www.sfu.ca" - like I never tried that!!!

• They always have to refer me to someone else. They're good for general questions that can be answered online, but fail tremendously in anything that deviates from the norm. I asked about second-degree student programs, and they couldn't answer simple questions about credit transfers from/apart from SFU courses taken in my first degree. They don't even attempt to follow-up with my unanswered questions before promptly asking me to speak with someone else.

• Doesn't help, just redirects me to webpages or other people.

• The times I have tried to receive concrete academic advising, I have been turned away with phrases such as, "Oh, we can't deal with you. You will have to go see this person." And then that person says, "No, I don't work with such and such students, go here." or "I can't answer that for you, you'll have to go to another department." You are put through the loops just to try and receive answers, and in the end, you are never given any answers. Then if you finally make it to an appointment with an adviser (ie. the [department] Adviser), she gives wishy washy answers and suggestions, but she never helps set a real goal and clear academic plan. Honestly, it is the most broken system at SFU, and it is frustrating and crazy that my student fees are paying for someone not to answer questions, point me a different direction, and refuse to give concrete plans. For students looking to confirm graduation, your academic advising system is the most ridiculous and useless service at SFU.

• Hard to get specific help and answers they send you to many different people when they don't know should be better trained

• As someone with double major in two faculties it has been incredibly difficult to confirm what exactly is needed for my graduation. In general, I feel that each advisers only know the bare minimal of their jobs and cannot help students in an adequate way. The original adviser in department A was not useful, would not make suggestions for different courses, would not do
I feel like no one can give me a definite answer. The general academic advisors seem to always be in a rush, if they could direct you to someone else they will. I spent days going back and forth from a department to another without finding time to listen to me.

As a joint major student in [****] and [****], [****] advisers [from one department] were only able to answer questions regarding [that] portion of my degree, and likewise for the [****] advisers. So every time I had a question about course planning, I would have to first visit one set of advisers, and then the others, which often required multiple days as the opening advising hours did not always overlap or there were significant lineups at both departments.

It is difficult to access an academic advisor. Also, it is inconvenient to have to see a specific advisor for each course you're taking (i.e. one for math, one for chemistry, one for French, etc.) There should be some general academic advisors that are easy to drop in and see.

The academic advisors do not plan out what classes I should take. They only ever advise me to go to the specific advisor for my program, but that advisor is unavailable when I am off work.

None of the faculties seem to communicate with each other. I have been sent back and forth between the [****] and [****] departments because neither department could answer my questions and they kept telling me to ask the other. I have heard horror stories from other who haven't had requirements waived when they were supposed to which barred them from completing mandatory classes in time for graduation. I'm also unpleased with the hours some departments are open for. The [****] advisors for example are only accessible for a few hours on certain days. Additionally, some of the advisors are rude and trite.

My experience with the academic advisors [in a particular faculty] was disappointing. I was turned away from talking with an advisor a couple of times by the receptionist, who wasn't friendly. I tried contacting them via the advising general email, but received no response. When I did finally get to speak to someone, I was referred to another department to speak to someone else. I also felt that they did not take the time to really invest in my situation and point out important details (such as me missing a course). They just simply answered the questions I had and that's it.

when I call and leave messages, no one returns the calls or I keep getting passed on to someone else

Phone calls were long and consisted of being passed on from person to person without much help when trying to get answers with choosing courses for my first term. In the end they saw that I had declared my major already so academic advising refused to help me with my electives.

I wanted to add another Minor into my degree recently. The two academic advisors - one for my current degree and the other one from the Minor I wanted to add - just kept sending me back and forth to the other person without finding time to listen to me.

No one knows what they are doing. The amount of times me and fellow students have been given the run-around, being told to see other people who refer us back to whomever we originally spoke to is unacceptable.

The advisor for my department has changed so I don't know if this still applies. But when I first went for advising in my first year I had asked the advisor about my program and what courses I'd have to take. He kept on referring me to other people when he could have helped me himself. Ever since then I've been reluctant to go see an academic advisor.

Finding someone to actually talk to me about my academic options was basically impossible and frustrating, without a specific choice of program. People kept telling me I should email someone else, they weren't the one to talk to.

I feel like no one can give me a definite answer. The general academic advisors seem to always be in a rush, if they could direct you to someone else they will. I spent days going back and forth...
from different people and still no one was able to help me answer my questions. As a new transfer student, I felt very helpless and lost. My faculty advisor was better in helping me understand my requirements but there were still many times that I had been redirected because my credits weren't transferred properly. Trying to navigate the system to find information and help had been one of the biggest stressors of my life.

- Been redirected too many times.
- I had questions with them about how I couldn't take a course and they told me to go ask other people.
- Because I am working towards a double major with a minor and in order to get proper academic advise I need to go to three departmental academic advisers and then hope I haven't missed anything. I don't feel entirely confident about my course choices and there doesn't seem to be anyone around that can help me out.
- They often tell me that go ask other departments if I want the course besides major requirement. And no help at all when I wanted them to check my enrollment.
- I need to see two different advisers to receive guidance, one for my major and the other for my minor. Advisors are generally helpful although often I leave unsure of if am have made the right course selections to complete my degree in the time frame I plan to (part of the issue is that course offerings are not set in stone until a few weeks before registration).

Don't Answer All Questions

- So far, the academic advisers i have seem have been rude and very unhelpful. I have always left their offices with no answers to my questions. They seem like they don't want to talk to anyone or they recommend you go see someone else.
- I did not receive that much help and a lot of the questions that I had were not able to be answered my certain people. It caused a lot of stress.
- My adviser often does not have answers, or does not answer any of the questions I asked clearly. I feel discouraged from using the services because I have been responded to rudely multiple times in the past.
- The academic advisor I saw did not know any more than I did about my courses, possible major(s) or choices coming up next semester. The session was helpful only because she knew how to navigate the website better than I did. Otherwise, I was the one providing all the questions, answers and options. She was nice though! Just unhelpful.
- I only talk to the advisor once and he didn't really answer all my questions. I can just ask any senior student instead seeing an advisor. I was asking about transfer from Arts to Science program, the advisor just told me to look online , he even didn't tell me where to find it. After that experience, I really don't want talk to an advisor again.
- Lack of availability and then when you do get in, you are rushed out as soon as possible with out all of your questions answered.
- I went to my advisor twice. He didn't answer my questions properly. He was more of trying get rid of me.
- I went to speak to an advisor and majority of the questions I had remained unanswered.
- My program advisor brushes off any question I have.
- the academic adviser for the [department] not only switch every semester sometimes during the semester but they have not given me answers to questions I have had every time I have gone to speak to them. All of the information I have received is through looking it up on the internet or asking people who were in the same situation. When I first moved here from Lethbridge AB I did not get any help trying to figure out which of my course transferred over and which ones are not applicable to this university, I eventually just figured out what the little letters beside each course ment. It was extremely frustrating not being informed of anything and not knowing how the academic system operates since in Alberta it was way different. I went in to discuss a minor.
- I felt rushed and didn't get any of my questions answered
Difficult to Understand

- I went a couple times and they gave really general unhelpful info. One time I went to course advising and it was an uninformative student advisor. Another time I went to talk to the [department] advisor about switching faculties and walked away feeling more confused.
- [advisor 1] was hardly present in his office and he doesn't help that much. I always end up having more questions and more confused. I like [advisor 2] more. He's more helpful and up to date about things. [advisor 2] will also initiate suggestions about what I can do about my issues with my courses.
- The [department] advisor has a poor attitude towards his job and students. I get a sense that he doesn't care and won't help. He doesn't give clear answers.
- some of the academic advisors for those who have not declared majors aren't helpful and often give confusing suggestions
- Not helpful at all. The adviser did not seem like she knew what she was talking about and I left more confused when I went, even though I asked a number of questions.
- I saw 2 academic advisors prior to registering for my Fall 2013 courses. I was extremely disappointed with their services. The first one gave me misleading information about the pre-requisites I needed for certain programs. While the second one barely spoke any English and was really difficult to understand. Overall, the information I received was not clear. They were also not friendly or approachable.
- They aren't able to give that much advice as they claim to. The advice is very broad and sometimes leaves you more confused.
- the financial aid portion has been helpful, academic advising has been confusing
- Academic adviser was not clear in explaining, and did not have an enthusiastic persona.

“Useless” - No explanation

- Academic advisors cater to people who do poorly in school, whereas I am a straight A student. Most of the stuff I am told by advisors are obvious, can be found online, or they ask "what do you think?" instead of giving a professional opinion. Even worse, when I asked which major I should pursue, she said "follow your heart", as if my "heart" will get me a job after graduation. Totally useless.
- given a lot of useless & incorrect information
- Okay, this is the most pissed part.... I would say the advising service in SFU is somehow useless. 1. The general academic advising services (with >60 credits) the only thing that they know how to do is to refer you to the corresponding web-page without any advising. - I NEED YOUR ADVISE and SUGGESTION, NOT REFERRING ME TO THE WEBSITE, I KNOW HOW TO GOOGLE AND READ. - At one time a simple question took me 7 departments to answer it, isn't that acceptable!!!? - Working at the academic advising service I think is the best job in the world. 2. The advisors from the [****] Department are also somehow useless - They are not polite to students, have you ever find someone that would like your advice that will only face to the computer but without looking directly towards you? -I can tell they are somehow unfriendly, once you got into some academic difficulties, they will just simply ask you to transfer your major. -You will only have 3 minutes to complete your advising, and the advisor will ask you to leave after that. I DON'T THINK THIS IS CALLED ADVISING! I HATE FINDING THEM UNLESS IN AN EVENT OF EMERGANCY OR NECESSARY
- The [department] adviser is useless. Actually useless.
- Not very useful.
- Had ridiculous issues with course scheduling, two courses which were part of my program had an error due to the fact that they were prerequisites for each other. Also had an issue with getting into a math course with my IB grade. When I contacted for help with these issues, the help was useless and it took forever to make any progress. I only made it into all the courses after courses had begun that semester.
- Advisors are useless SIS System sucks
I have met maybe more than 5,6 advisors, the only one who was responsible and think as a student was [****] for [department]. The rest specially new ones I can say somehow are useless and somehow rood. Only [****] very responsible and understand her job better than everyone else.

Unrealistic Advice

- Re-directing students to the school website is not advising. Also, recommending majors/minors that are unrealistic in terms of employability is not what I consider "good advice." Advisors should accommodate students to the best of their abilities and be willing to do so. Providing us with robotic answers and at the times, the wrong information is just pathetic. Advisors from Langara and UBC are incomparable to the ones at SFU.
- Lots of advisors tell us what we want to hear, and tends to give advice based on what would happen ideally. Advice is not very realistic.
- Because my adviser attempted to sell me on some program that wasn't implemented and may never be implemented rather than discuss practical options.
- Opinions I get from academic advising are im practical. The advisers' attitude, however, are excellent. I should also note that the experience I had with the kiosk of the [****] faculty was horrible. The staff did not listen to my requests at all and insisted doing things his way.

Unprofessional Advice

- When I talked with an advisor to declare my major, she really discouraged and scared me to not be able to declare major because she showed my expected GPA through the GPA calculator. So I almost gave up declaring major. However, I was able to declare the major after the term. my point is that the staff should be professional when they are advising, and has to be friendly and helpful.
- not profesional
- Because the academic adviser and the program coordinator are very unprofessional and the coordinator has a lot of friction with students.
- I get the same adviser every time. She is always late for our 30 minute appointments (sometimes 30-40 minutes late) and never apologizes for it. During our appointment, she constantly takes personal IM messages on her computer, has her friends pop by for a 2 minute conversation, and is never organized. Also very unprofessional - she called me "dude."

Told to Switch Plans

- The academic advising service at SFU has been the worst experience here. My takeaway from each meeting has felt like I have been told that I am on my own, there is nothing that can be done, and that I should reconsider my career goals.
- I have spoken with academic advisors in the [faculty] several times and have very little help or guidance from them. One advisor weakly suggested I consider another degree because I was having difficulty getting into the [****] program. By this time I was well into my third year studying [****]. I just hadn't entered the program yet due to issues relating to me transferring from another university. I felt like the advisors there did not care about me and whether or not I succeeded.
- They are never available ([department]) and treat me like a number, not a student. On many occasions, I am simply told "everyone has this problem, why should I care" because there are so many problems in the [****] department. I have also been told to "give up on my dreams/plans" because of my GPA.
- It may helpful if meeting the advisor first time. But always get the same answer in the second or third visit. Advisor should have helped student for their difficulties to get into certain faculty
instead of telling students to change the major they wish to study just because it has lower CGPA requirement.

Suggestions:

Course/Degree Planning

- They didn't know much about things outside their area, like how I could get transfer credits assessed, and they were very indignant about even pointing me in the right direction (It's not my job!). The only service they were able to offer was a print out of my degree progress. I would have liked it if they had recommended some courses that could have knocked off some of the trickier requirements, and helped me strategize which courses to take over the next three terms.
- Advisors not being knowledgeable about the specific requirements. Lack of guidance/information on effective course planning. No/minimal communication between advisors in different departments. No/little acknowledgment of individual circumstances that may validate exceptions to set guidelines. No/little flexibility/accommodation. No power or interest to change problematic aspects of degree requirements/course offerings. General "it's your problem, not mine" outlook to course planning difficulties, even if due to unclear requirements or availability issues. Not proactive in helping students.
- [****], the New [department] advisor is not very helpful. The previous two, [****] and [****], were much more helpful and knowledgable. I have spoken to [the new advisor] several times, and each time she is unsure of what help is available, and is rigid when it comes to finding ways to complete a degree. For instance course conflicting with other required courses- spoke to [previous advisor], had it worked out and was told it wouldn't be a problem for the next semester. Then when I met with [the new advisor], I was told the exact opposite and was informed I would have to extend my degree longer in order to take a single required course. This was very frustrating, and after several weeks of trying to figure it out, was eventually solved. When I course enrolment came around and I contacted her to get the special permission to be enrolled in a course (as had been previously agreed upon) she had no idea what I was talking about. Again, this was fixed but it shouldn't have been an issue the second time. The efficiency, attention to detail, and understanding of both [the previous advisors] is sorely missed.
- Adviser was not able to help me with what I wanted. She did not know enough information to help me with course planning and seem to not know enough information about the faculty in general. She didn't seem like she wanted to help either.
- As someone with double major in two faculties it has been incredibly difficult to confirm what exactly is needed for my graduation. In general, I feel that each advisers only know the bare minimal of their jobs and cannot help students in an adequate way. The original adviser in department A was not useful, would not make suggestions for different courses, would not do graduation checks etc... (He was good if you had very specific simple requests) The adviser in department B knew only the minimal of the program requirements to help students see what courses they still need. She was useful in suggesting different government funded programs for experiences related to that department. Because these two advisers only knew the very minimal specific to only their majors and not if a student was in double majors, I had to go see a general adviser in MBC. I was already in 4th year and declared major so the adviser refused to see me until I had explained my situation of how neither adviser of department A or B could help me. Also, I realize that most coop advisers have absolutely not background in the field that they are advising. At first they seemed very knowledgeable. However, eventually I realized that they didn't even know the things I was writing down on my resume/cover letters so they could not even gauge how important some things were or the contexts of how certain skills should be mentioned. As a result, their "one-on-one coaching" was only good enough for a very shallow level.
- I didn't feel like the academic adviser I saw knew much about my program. Also, I had just transferred and only needed 2 courses to get into upper division next semester and she gave me no direction or help with trying to fill 2 other course spots.
I went in for academic advising near the end of summer 2013 semester. I had needed help with deciding what courses to take for the following semester, and what courses I need to take following my major. The girl that helped me was a 4th year student who was, very nice yet very unhelpful. I had clearly stated that I wanted help with organizing/planning my courses for 3rd and 4th year in my major, yet she only kept repeating that I needed to complete my WQB requirements, which was something I had already known. When I walked out of academic advising, I felt only frustration and annoyance, rather than gratitude. I am not saying that she had a bad attitude or that she was not nice, but rather, that she didn't seem to be able to help me at all.

The academic advising is awful. They often provide incorrect advice; and lead many students wrong. They are not properly trained and do not have correct or complete knowledge of SFU courses and majors. I have found experimenting with courses or asking my peers for help more valuable than wasting countless hours in advising. I have been led wrong by advising many times and they have not once solved an issue I've had with progress towards my degree.

The academic advisor I saw did not know any more than I did about my courses, possible major(s) or choices coming up next semester. The session was helpful only because she knew how to navigate the website better than I did. Otherwise, I was the one providing all the questions, answers and options. She was nice though! Just unhelpful.

The faculty advisers I have been to were not able to tell me when courses would be offered, what schedule conflicts there may be, what good combinations of courses to take in a given semester are, and they gave me limited information about our faculty's honours program when I was asking detailed questions.

Whenever I have gone to get guidance on picking courses I felt like the advisor didn't really know what she was talking about and wasn't really helpful.

[****] advisors take far too long to respond to calls/emails. Drop in wait times can be upwards of an hour. Too many students for the amount of advisors. They do not seem to be on the students side or interested in helping students complete their degrees.

Difficulty to book and see an advisor at a specific time slot. Lack of knowledge to advise on the specific direction to take for 3rd & 4th year courses, or the ability to guide me to other references which can help me decide on the specific direction to take in my program. I can use the goSFU's site for Degree Progress planning faster & easier than seeing an advisor, and they do not offer any more support than the online tool.

It is drop-in only, and as a [****] major there are too many students for one advisor. [Advisor] is unable to help me plan my degree or advise in any meaningful way. There needs to be more services offered!!!

The academic advisors do not plan out what classes I should take. They only ever advise me to go to the specific advisor for my program, but that advisor is unavailable when I am off work.

Too difficult to make appointments and to get straight answers about what exact courses are needed to graduate.

Very long lineups. They provide minimal advising, and primarily serve as a person to help you enroll and drop courses. They rarely give any advice on course planning even if you ask. When they are asked to suggest a course, they give answers along the lines of "no comments" because they either don't want to take the blame if the course is not right for you or they essentially have no knowledge in the course. Not surprisingly, asking a 4th year undergraduate for advice is even more valuable than advisers, pretty pathetic.

I end up solving the course load and credits I need for my degree on my own. Advisors are not very helpful in choosing courses I want/need to take. They seem to have lack of interest.

Nobody really advertises to plan out courses and that would be a HUGE help to undergraduates. Also, when you actually do book an appointment to an academic advisor, half of them don't really understand what you're going for and the other half don't really care about you.

Not helpful in selecting specific courses and majors. Only direct you to the SFU website. Generally unfriendly people.

Not very approachable. I have asked for help with program/course planning and the advice given isn't at all helpful.
The current department advisor is not very useful. I went to ask about my degree requirements, and was told to go elsewhere. Also he was very condescending and assumed a lack of planning on my part. I have been planning my degree since I got here in order to graduate in 5 years, which is very important to me, and have received little help.

See previous text box... advisors are students for the most part and I wasn't able to get specific advice about course selection or what extracurricular/ work experience options I should be looking into for my goals in further education and career.

They're not very helpful with preparing you to chose your classes like which classes would be the best to talk or help you prepare for your future. They also don't give you the best options

It is hard to what programs are running, and hardly know what programs are suitable for me.

academic advising was a confusing process that decidedly not built a path towards graduating but rather tried to keep as many options open, blurring the efficiency of a planned four year program.

Advisers do not give you enough help and lead towards the right path, but are excellent at telling everything which your incapable of obtaining because of your grades.

Advisers don't really help you pick what courses you need to take, just give you list of options. Also, were unable to answer my questions I had about degree I am going for and possible occupations or further education associated with it.

Advisor wasn't helpful with assisting me with planning my degree or not helpful with various degree requirements.

Because I am working towards a double major with a minor and in order to get proper academic advise I need to go to three departmental academic advisers and then hope I haven't missed anything. I don't feel entirely confident about my course choices and there doesn't seem to be anyone around that can help me out.

Could do better at helping individual needs to do with how many classes to take and what the workload would be like

course planning

course planning has been a pain. sis is not very user friendly. information, such as section time slots, possible alternatives, degree requirements, etc, scatter all over the place. hence, it takes longer than necessary to come up with a course plan.

Difficult to get someone to help with course/program planning when things are not straightforward

don't have enough knowledge about [faculty] courses or BSC in [****] program to advise about what courses to take/how they are

General academic cannot specifically suggest how I suppose to get into certain progeam and most of their advice can foums on the web so it doesn't answer my question at all

Graduation requirements are unclear. Don't mention requirements for grad school

I came in looking for classes I need to graduate [****], when they were available, and the required classes for [****]. My advisor had no idea what I needed and the classes she suggested to me were the wrong ones, which I had to later figure out on my own through contacting other faculty departments.

I didn't get a whole lot of guidance about making choices. I think it was assumed that I would know exactly what I wanted because I had a previous degree. It would have helped to be offered a chance to talk to some of the teachers.

I find there is not much more Advisors can tell me than what I already know, can find on the SFU web site, or the sheets of paper out side their office. I wish advisors could help students more with planning our full education and knowing all the different places we can go in our education such as suggesting programs, certificates, and other opportunities I have missed out on such as semester in dialogue because I never heard about it until it was too late. In addition, I wish they had better knowledge of other disciplines for students who want to do minors and majors etc in one degree. Finally, I wish they could help us better understand what the outside world needs and how best to make a pathway in my education that will help me get there and prepare me better.

I found the advisor I spoke to to be unhelpful because I had absolutely no idea as a transfer student what I should be taking, and rather than guiding me into a program she just said I needed to take more courses? If I seemed confused, I wish she would have directed me to Career Services, or something.
I have been to see an advisor a few times at SFU and it was not as helpful as I thought it would be. I was told to think about pursuing a minor in history or sociology and when I asked which would go better with a criminology major, the answer I received was essentially that anything can do. While that may be true, I find that such vague and broad answers aren't very helpful for confused students.

I was not given any specific answers when I asked questions. Advice regarding my course selection was almost non-existent, and figuring out the WQB system and what courses were required major was left up to me. In short, not helpful.

I was often confused about my progress and was never completely sure that I was taking everything in order to me on the right track. I had some very good experiences with advisors, but the overall system was frustrating.

I was only given many generic comments meant to encourage further enrollment, but which did not help me find direction. I was also enrolled in "explorations" as a first year program as I had been assured it would help me choose a pathway. This resulted in first year courses that really did not help me find any major. Upon explaining this at the end of first year no real guidance was given, and into my second year having left Surrey campus for Burnaby, it is extremely unclear where I should head for further advice on campus.

I was very unsure about the major I chose and I found it impossible to get the guidance I needed. Academic advisors I've seen have not been knowledgeable and have not been able to refer me to the help I needed in finding my strengths to better choose a discipline.

I went in for advise on how I should go about taking my last 2 years of courses. They took an hour to explain to me I should take whatever I want. Thanks for nothing?

If I go to advising, they do not advise, they simply say (in better vocabulary) go do whatever, it doesn't matter to us. I would like some guidance for course planning so that I may graduate on time.

It seemed like advisors were scripted and used the same information for every student and relayed the same information every time I went and spoke with them. They were insufficient in helping advise me with course work and direct me to where it could lead me and help me starting up my future.

It was very unclear how courses worked for degrees, WQB requirements etc

most of the advisors don't know much about the courses and tell you to refer back to the course description to find out about the courses. The lady at the front desk for [****] advising in [****] is always very rude and unapproachable, she seems to ignore the student wanting help while she does her own thing for a while. It somewhat stops me from going to want to see the advisors.

No one from that faculty attempts to engage with us or actively pursue us. They're there for us when we need help but never reach out to us to advise us on good electives we should take, or what's the best way to plan our schedule around co-ops. They definitely aren't doing a good job lobbying on our behalf when we tell them that key courses are not offered enough for us to reasonably graduate in 4.5 years. I'm sure they spend most of their time aiding first year students but in reality the later year students would benefit greatly from more support.

not helpful with class enrollment

Of the times I've requested Academic assistance from the advisors they were very unhelpful in answering my questions or providing me with the route that I should be taking.

Phone calls were long and consisted of being passed on from person to person without much help when trying to get answers with choosing courses for my first term. In the end they saw that I had declared my major already so academic advising refused to help me with my electives.

poor help with course planning, "I can't tell you what courses to take as its your career and I don't want to be responsible if it doesn't work out."

The [****] Program of [****] coordinator is too busy to deal with all the students in the program. As a matter of fact, she should have more human resources to help her out. The idea of program itself is great but the required courses are still not clear and students did not know if they finish all their courses until their last 1 or 2 semesters, which is unacceptable.

The times I have tried to receive concrete academic advising, I have been turned away with phrases such as, "Oh, we can't deal with you. You will have to go see this person." And then that person says, "No, I don't work with such and such students, go here." or "I can't answer that for
you, you'll have to go to another department." You are put through the loops just to try and receive answers, and in the end, you are never given any answers. Then if you finally make it to an appointment with an adviser (ie. the [department] Adviser), she gives wishy washy answers and suggestions, but she never helps set a real goal and clear academic plan. Honestly, it is the most broken system at SFU, and it is frustrating and crazy that my student fees are paying for someone not to answer questions, point me a different direction, and refuse to give concrete plans. For students looking to confirm graduation, your academic advising system is the most ridiculous and useless service at SFU.

- The undergraduate academic advisers do not seem to actually do much outside of declaring students for their major or minor. I have yet to receive any helpful information regarding how I should plan my degree, based on my future academic/professional plans. Everything I have been told by the adviser I could have found online or already knew. When I inquired about what I could do to set myself up for graduate school, the only advice I was given was to go into the honors program, maybe do a directed studies and make sure I have a good GPA. Again, this is information I already knew, and had informed the adviser I was planning/already doing. I was looking for further help to distinguish myself as a candidate. If everyone is being advised to do these things, how does that make me a better candidate for graduate school?

- There could be more guidance for undergrads trying to decide upon a major. Counselors should not be referring to the website all the time.

- There is no thorough instructions of course planning for second degree students (joint program). This has led me taking courses not required upon graduation. Also some courses were waived at first, however, later were required. Vice versa.

- They are often too busy to help, or I get minimal assistance from them ([department]) when I want to check if I meet graduation requirements.

- They don't really give suggestions about our problems on course planning. Usually they just refer to what was written on the website.

- They need to have better guides available for students for course planning. In my area, [****], courses in many different faculties/departments have to be taken, and it is very difficult to gather the information for all of these courses on when they are offered (frequency) and which ones tend to conflict. The advisers themselves are friendly but not altogether that helpful, I found. Also, when the requirements for my degree program changed, they did not let me transfer certain courses to the new requirements even though they did for the same courses with other students, resulting in me unnecessarily having to take extra courses (a big waste of time and money). 

- They were not really giving me an idea about what should I do in my course planning. When I have trouble taking some classes, they didn't try to help me to find a right course to replace it.

- Took more lower division courses that I did not need within one more semester as the components for declaring a major changed already. Not given a clear plan for which courses to take.

- Unless you have a specific faculty (i.e. already have chosen you major/minor), (general) academic advising department does not help students at all. Many times I visited them during my first year (when I was unsure of my academic direction and very confused on what classes to choose). At each visit, they essentially told me the choice was mine and to do this on my own. They did not help me navigate the maze of prerequisites, and refused to help me choose which “starter” classes would be most useful in helping me choose an academic concentration. This is not the helpful attitude that SFU advertises about their academic advising. As a result, I was delayed by 1.5 years in choosing my major and minor, and left feeling that SFU did not care about my academic well-being.

- Upon transferring to SFU I was not aware of the system for learning what courses I still needed vs. the courses I already had and what they counted for. I talked to multiple people in academic advising on both phone and email and it took way to long to determine what I was still in need of for graduating. I still am having this difficulty!

- When I send emails to undergrad advisers asking to be engaged in planning my degree, or with questions about said degree I get short one liners that make me feel like doing anything creative or interesting is not possible.
When I set up an appointment to talk to an academic adviser about course options and career paths for my department, I walked away with a better understanding of how to read course descriptions online but still unanswered questions that the adviser didn't seem to understand were the question, as he kept circling back to how to use the online service. I felt very "this how you do it, go figure it out for yourself. NEXT!" Not really helpful at all.

With all my experience they have simply gone over the course requirements that are posted on the faculty website. They have not offered any industry or job market related advice on which courses/stream I should be focussing on.

Where to Find Advisors

- I was only given many generic comments meant to encourage further enrollment, but which did not help me find direction. I was also enrolled in "explorations" as a first year program as I had been assured it would help me choose a pathway. This resulted in first year courses that really did not help me find any major. Upon explaining this at the end of first year no real guidance was given, and into my second year having left Surrey campus for Burnaby, it is extremely unclear where I should head for further advice on campus.
- hard to find hard to contact and was relatively unhelpful when i did meet with them
- Hard to meet with, unclear about who exactly I should be meeting with for what reasons
- The available dates are not very accommodating and the service isn't well communicated to students.
- Difficult in knowing who to talk about degree with
- I dont know where to go and what to do.
- I have no idea who to talk to in what situations and what to talk about to a certain people
- I still don't know where to find an advisor
- I was confused about who to speak with after transferring
- I was not fully aware of these services until my second year.
- I was supposed to have an academic advisor (specific to my entrance scholarship) and I was never told how to contact them. Also, I received no help in registering for my first semester, even though I attended blueprints and orientation.
- It is hard to know who to contact and where to find their contact information. Once contacted, it takes a long time to receive a reply
- Nobody was able to tell me anything about who to talk to and when I called to set up an appointment they gave me a time after the advising centre was closed.
- Not knowing that they're available. Most students do not know where they can get academic advising at SFU
- Services are very useful but not very well advertised. It is not obvious to a first year student the diversity of solutions that academic advertising offers, or how to use there services properly.
- The advisor always changes so that you may not be able to talk to the one who advised you last semester. And there are so many advisor for different departments and service that you could felt lost at first time.

Student Goals

- I find there is not much more Advisors can tell me than what I already know, can find on the SFU web site, or the sheets of paper out side their office. I wish advisors could help students more with planning our full education and knowing all the different places we can go in our education such as suggesting programs, certificates, and other opportunities I have missed out on such as semester in dialogue because I never heard about it until it was too late. In addition, I wish they had better knowledge of other disciplines for students who want to do minors and majors etc in one degree. Finally, I wish they could help us better understand what the outside world needs and how best to make a pathway in my education that will help me get there and prepare me better.
• Advisers don't really help you pick what courses you need to take, just give you list of options. Also, were unable to answer my questions I had about degree I am going for and possible occupations or further education associated with it.

• It seemed like advisers were scripted and used the same information for every student and relayed the same information every time I went and spoke with them. They were insufficient in helping advise me with course work and direct me to where it could lead me and help me starting up my future.

• With all my experience they have simply gone over the course requirements that are posted on the faculty website. They have not offered any industry or job market related advice on which courses/stream I should be focusing on.

• I wanted to discuss general strategies to achieve the goals that I have set for myself, but the advisers couldn't really offer any advice, and it was difficult to see them in the first place.

• My advisor shows extreme apathy in her advising capabilities. I have spoken with her several times seeking guidance in my academic career, and have found her to be uninspiring and less than helpful. I would prefer an alternative advisor.

• Useless, judges students ability or intelligence by GPA, does not help student reach their own goals.

• Because, although they were able to answer the questions that I had, they did not point me in the right direction. I was not asked if I was hoping to attend graduate school, and therefore, I did not know that I had to take the GRE, look for professors to study under, try to apply for funding, that I need references, etc. I learned these things by talking to other students who were also interested in graduate school. I know the information is there, however, it's a matter of extracting it. How hard would it had been to ask someone if they plan on going to graduate school; it could have really helped a lot. Furthermore, when I did mention that I wanted to apply to graduate school none of these things came to my attention. I was very disappointed.

• Did not solve the problems related to choosing career (which field is in more demand and what kinds of jobs are available in that field)

• for most of them they just print a piece of paper that I could have found just doing basic research into my question. seemed to lack specific knowledge for questions regarding increasing my chances of getting into med school, and what major would best prepare me for the rigorous academics involved with medicine.

• I haven't been able to find knowledgeable help to just talk about my academic future with. The one time I went in and really needed counselling I got a guy raving to me about co-op for a half hour when that was completely unrelated to my concerns.

• My advisor didn't really help much with trajectory of where I could go. However, my career counsellor was extremely helpful.

• The [****] Department advisor is not helpful or supportive in communicating with student what the student's goals are and how one gets there.

• too general, need more info on "jobs" in specific field

• When needing help about med school the [****] departmental advisors weren't very helpful.

**Personalized Help**

• It seemed like advisers were scripted and used the same information for every student and relayed the same information every time I went and spoke with them. They were insufficient in helping advise me with course work and direct me to where it could lead me and help me starting up my future.

• Advisors not being knowledgeable about the specific requirements. Lack of guidance/information on effective course planning. No/minimal communication between advisors in different departments. No/little acknowledgment of individual circumstances that may validate exceptions to set guidelines. No/little flexibility/accommodation. No power or interest to change problematic aspects of degree requirements/course offerings. General "it's your problem, not mine" outlook to course planning difficulties, even if due to unclear requirements or availability issues. Not proactive in helping students.
• Hard to get specific help and answers they send you to many different people when they don't know should be better trained
• My experience with the academic advisors [in a particular faculty] was disappointing. I was turned away from talking with an advisor a couple of times by the receptionist, who wasn't friendly. I tried contacting them via the advising general email, but received no response. When I did finally get to speak to someone, I was referred to another department to speak to someone else. I also felt that they did not take the time to really invest in my situation and point out important details (such as me missing a course). They just simply answered the questions I had and that's it.
• The academic advisor for my faculty was not very approachable, or interested in helping students on an individual personal basis. Each student seemed to be no more than a number, who had to take x amount of courses to graduate. The advising went no further than which courses had to be taken.
• Cannot connect with students and understand what they are going through. Advice is given, but it's usually straight-forward.
• advisor just tells me something that is already listed on the website. She or he does not really step into my shoes and give me helpful advice, too official.
• do not give advice that is student specific- i have high grades so i don't need them to tell me the same stuff they tell students with better grades. they can better assist me if they take the time to listen to my goals and how i want my process to go instead of giving me the same advice they give to everyone
• Felt like they were just reading off of a script.
• I made an appointment to visit drop-in academic advising, and the man I spoke with was not helpful at all. I was trying to find a course to transfer into, and he was only interested in outlining my general WQB requirements with no input specific to me as a person or student. I would appreciate a bit more individual attention or even thought put into the whole system.
• repeating general concepts instead of sharing actual experiences
• The advisors are not fast enough at responding to emails because they have to much work for one person in September. They are also not helpful because they don't make the effort to understand your specific situation. A more case specific approach is necessary.
• The one time I used academic advising I did not have a good experience. I felt like I was not given good personalized advice.
• They are to general with their advice. They do not really engage in what I personally want.
• They don't take time to understand the individual student, each student will be different, one answer isn't the best solution for everyone.

Enrollment Help

• I was supposed to have an academic advisor (specific to my entrance scholarship) and I was never told how to contact them. Also, I received no help in registering for my first semester, even though I attended blueprints and orientation.
• They need to have better guides available for students for course planning. In my area, [****], courses in many different faculties/departments have to be taken, and it is very difficult to gather the information for all of these courses on when they are offered (frequency) and which ones tend to conflict. The advisers themselves are friendly but not altogether that helpful, I found. Also, when the requirements for my degree program changed, they did not let me transfer certain courses to the new requirements even though they did for the same courses with other students, resulting in me unnecessarily having to take extra courses (a big waste of time and money). T
• I'm one of many students in my major program [****] who have found our advisor relatively useless in times of crisis (such as needing to get into an already full class in order to graduate on time), as well as her being unavailable, unapproachable, and overall just unhelpful.
• Why have advisors when all they can tell you is that there's nothing they can do when your course registration has been totally unsuccessful? The advisors have been rude and unhelpful and always seem to be very dismissive with an "on to the next one" attitude.
- They can't help students getting in the courses they need. They were not allowed to help students. That's something bad.
- Because some advisors do not pay enough attention to new student enrollment even if they have already done the courses they won't let them know that they do not need theses courses again which results in the repetition of same course
- Didn't let me enroll in class I wanted
- Had ridiculous issues with course scheduling, two courses which were part of my program had an error due to the fact that they were prerequisites for each other. Also had an issue with getting into a math course with my IB grade. When I contacted for help with these issues, the help was useless and it took forever to make any progress. I only made it into all the courses after courses had begun that semester.
- I was dismissed on several occasions, and was given bad advise that got me kicked out of school because I couldn't register for classes my first semester (not even a 100 level course) and the advisor said "I don't have time for this, please come back after registration". I was concerned that I would be kicked out because I wasn't registered and I was kicked out and had to reapply and repay the application fees, just because an advisor didn't want to give me a little time. I'm still having trouble registering for courses (even 100 level course) but don't know who to talk to any more because the advisor's in the [****] faculty which I'm in don't have time for me or won't help me through these difficulties. I was told to take electives before I could move to upper division course, but I can't cause I don't have access to lower division classes.
- It took a very long time to be registered in the courses I wanted, so that I was wait-listed for one that I very much wanted to get into. It was clear that the person hadn't read my email, nor even tried to get me in that class even though I had specifically asked for it. When I reminded them a week later the class was full. And this was all because I couldn't register for any of the courses online myself as a second degree student. I eventually got in by going to the class anyways.
- Their advice is limited. You end up mostly doing the research yourself. The advisers usually only give vague answers. They are also little help in helping you enroll in classes you could not get into because their system may have messed up, and it wasn't your fault. Overall, I would probably get things done quicker if I just relied on myself.
- They often tell me that go ask other departments if I want the course besides major requirement. And no help at all when I wanted them to check my enrollment.

Broader Opportunities at SFU

- I find there is not much more Advisors can tell me than what I already know, can find on the SFU web site, or the sheets of paper out side their office. I wish advisors could help students more with planning our full education and knowing all the different places we can go in our education such as suggesting programs, certificates, and other opportunities I have missed out on such as semester in dialogue because I never heard about it until it was too late. In addition, I wish they had better knowledge of other disciplines for students who want to do minors and majors etc in one degree. Finally, I wish they could help us better understand what the outside world needs and how best to make a pathway in my education that will help me get there and prepare me better.
- See previous text box... advisors are students for the most part and I wasn't able to get specific advice about course selection or what extracurricular/ work experience options I should be looking into for my goals in further education and career.
- I think that the advisors are not active enough in their advises. They only would answer the questions provided and not beyond. They could bring up questions or opportunities that are available that the students are not familiar of, but this doesn't happen. In their offices, you need to state your wants and then get answered, that's about it. I wish that the advisors show more genuine intentions to helping a student.
- More approach and exposure would have been useful, and little advice and direction as to where we can find opportunities.
I have spoken with the advising staff on a couple of occasions and it seems as though their goal was to get you out of their office as quickly as they can. It is nice to be efficient but I felt as though they weren't offering me anything beyond my direct asking. As a student I don't know all the opportunities that SFU has to offer and would have appreciated a little more effort from them to inform me.

Other

- See previous text box... advisors are students for the most part and I wasn't able to get specific advice about course selection or what extracurricular/ work experience options I should be looking into for my goals in further education and career.
- More approach and exposure would have been useful, and little advice and direction as to where we can find opportunities
- Advisors not being knowledgeable about the specific requirements. Lack of guidance/information on effective course planning. No/minimal communication between advisors in different departments. No/little acknowledgment of individual circumstances that may validate exceptions to set guidelines. No/little flexibility/accommodation. No power or interest to change problematic aspects of degree requirements/course offerings. General "it's your problem, not mine" outlook to course planning difficulties, even if due to unclear requirements or availability issues. Not proactive in helping students.
- [****], the New [department] advisor is not very helpful. The previous two, [****] and [****], were much more helpful and knowledgable. I have spoken to [the new advisor] several times, and each time she is unsure of what help is available, and is rigid when it comes to finding ways to complete a degree. For instance course conflicting with other required courses- spoke to [previous advisor], had it worked out and was told it wouldn't be a problem for the next semester. Then when I met with [the new advisor], I was told the exact opposite and was informed I would have to extend my degree longer in order to take a single required course. This was very frustrating, and after several weeks of trying to figure it out, was eventually solved. When I course enrolment came around and I contacted her to get the special permission to be enrolled in a course (as had been previously agreed upon) she had no idea what I was talking about. Again, this was fixed but it shouldn't have been an issue the second time. The efficiency, attention to detail, and understanding of both [the previous advisors] is sorely missed.
- They're not very helpful with preparing you to chose your classes like which classes would be the best to talk or help you prepare for your future. They also don't give you the best options
- [****] advisor is incredibly difficult to communicate with, poor availability, lacks answers to questions
- I have found the course planning aids to be highly ineffective, many advisers to be severely under qualified, and there to be a general feeling of apathy towards helping students who are facing harsh personal/familial realities that may affect their school life.
- The [****] program no longer has any dedicated advisers, and the current advisers are not educated in the [****] program.
- They don't seem to know much and can never give their real opinion on what to do.
- The staff was pretty ill informed when it came time to answering my questions about transferring credits from different institutions. Furthermore, I find that the Academic Advisers tend to set students up to under achieve, and do not even attempt to a push students potential. For instance, my academic adviser can see the courses I have taken right in front of them, and yet the adviser told me to retake a course that I already took at another institution but did not receive credit for at sfu. This way the course could act as a gpa boost. How about advising me to learn more and further my education, instead of paying hundreds of dollars to take a course again (that I excelled in) that doesn't even go towards by major?
- lots of advisors don't know their stuff and make mistakes in advising course planning, etc and subsequently delay student's graduation; they also favor/put more effort in helping you only if you have a high cGPA in their department
- availability is scarce and advisers seem to have a disconnection with students.
I have been trying for at least 6 months to get an overseas course transferred to SFU, and since the advisors have gotten my transcript the process of having the course transferred has been ongoing for 3 months, and they have not responded to my emails. Also, I wanted to talk to the advisor I was emailing with in person and it was virtually impossible to get a hold of her, I am still awaiting her reply, despite having listed the email as ‘priority’. The advisors also do not seem coordinated with each other, and in dealing with my issue I had to talk to 5 different people and my problem is still not resolved.

It has been generally unhelpful because of the large volume of students which need the assistance of only one advisor. This is especially the case in the first few weeks of each term. Also, they can be unhelpful when corresponding via email, so I think they should be available via through multiple avenues.

The initial academic advisor that I had, [****], he was brutal, didn't declare my major for me, would tell me everything is found online, told me I'm doing very poorly in x, and x class. was not encouraging. To be honest he's caused me havoc for finishing my degree in time. however I recently ran into the 'original' [department] advisor and he's wonderful!!!!! !!!! He helped me with absolutely everything and more. He's helped me answer questions that I've been pondering since I've been a student here. He's great. But I answered "not at all satisfied" because the previous advisor sucked so bad it outweighed the 'original' advisor. sorry guys.

Some were unapproachable and didn't tell me I had retakes left and didn't tell me I had to retake one course. It's a good thing I went in for advising in the summer saying " I don't want any more nasty surprises" because I wouldn't have graduated due to one retake. so my graduation would be yet again delayed.

Disengaged and difficult to requirements and standards for transfer students

First, I find the academic advising hours very difficult to find on the SFU website. Second, academic advisors I have contacted (except [****], who is a great advisor) are often cold, and unhelpful. For example, I contacted the [****] academic advisor requesting her academic advising hours (stating I couldn't find them on the website), and instead of writing down the hours in her email she directed me back to the website! Third, every time I go see an advisor (again, [****] aside) I feel unwelcomed and like I'm wasting both their time and my time.

The [department advisor, [****], is the worst advisor I have ever been to. He doesn't listen to questions, he only tries to tell me to take less classes (even though my GPA is great and I always take five). He is unapproachable and it always seems like he is too busy and eager to get you out of there. Every other advisor I have talked to has been great but since [****] is the head advisor and is often the only one I can talk to about some things, it doesn't really matter how good the other ones are. Everyone I have talked to in [the department] agrees that he is not a good advisor. However, [****], the new drop in advisor is amazing. Please promote him!

I feel as though they aren't understand enough and i feel as if they don't care

Certain advisers are difficult to approach and seem bothered that you want to talk to them. I have hesitated several times about going to an adviser because they required that I had the Degree Progress report before approaching them, which is not always practical. Other times, some advisers have been very friendly.

Students with academic difficulty, who are in the 2.0-2.5 ranges, should have the option of having bi-weekly academic advising appointments to assess their study habits, improve time management, et cetera - similar to BOT. I have taken BOT but it is not too helpful when you do not get individual help and assessment/criticism alongside your studies - while it gives you the tools to improve yourself, it does not enforce discipline, which is what individual meetings could help accomplish. I did have an advisor for one to one meetings during BOT, but I feel like I needed someone more enthusiastic and motivating. Picking the right staff to do the job also matters greatly, and I think SFU does not have the right people, for the most part.

Academic advising help resources are rarely available

academic advisor told me I should be at the beach in the summer and not taking a 4-credit course

Academic advisors cater to people who do poorly in school, whereas I am a straight A student. Most of the stuff I am told by advisors are obvious, can be found online, or they ask "what do you think?" instead of giving a professional opinion. Even worse, when I asked which major I should
pursue, she said "follow your heart", as if my "heart" will get me a job after graduation. Totally useless.

- Communication between faculties is often poor. Too much bureaucracy.
- Communication between faculties is somewhat lacking. If two faculties offer a course that is equivalent, it is hard to get clear answers about if one can take it or not. I got the run around between [****] and [****] telling me to go see the other faculty's advisor.
- Academic adviser was not clear in explaining, and did not have an enthusiastic persona.
- do no really give the better way to solve missing credits for transfer students
- doesn't feel easy to go
- Hard to talk openly with advisor on questions about academics
- Have only had one encounter with advisor, her communication was poor and seemed very disorganized.
- I am satisfied with Advisors but how they work seem unproductive to my perspective. Every time I print out the advising transcript to see how many courses I can get checked to graduate, they have to go one by one. It would be good if it automatically shows the progress of it (the one in GoSFU isn't good to look what I have done)
- I called to arrange for pre-law advising. I was given an appointment with the wrong advisor (a peer advisor rather than the pre-law advisor) - most likely because that advisor had the same first name as a pre-law advisor that previously worked there. I had to make a new appointment to see the correct advisor. While the advice I received was useful, it was all on a paper I received at the end of the appointment, which could just as easily have been presented on the webpage as a PDF.
- I ended up with more questions than answers.
- I feel as though it is very hard to get the right answer to the questions I ask and that once the advisor has answered once they do not want to answer again or do not have input on any further questions I have and leave it up to me to figure out what to do.
- I had a withdrawal from a course that I took close to a decade ago and it was a ridiculous process for me to go through. Sometimes a one size fits all process does not not work and is really not applicable. There needs to be some way the people can use their own critical thinking skills to solve a problem that doesn't fit into normal guidelines and not just stick to what administration has told them they have to do.
- I seem to have been forgotten about in terms of declaring my major, and no one has contacted me. Its been almost two weeks and I have not been contacted by anyone, and I don't know why.
- The departments are very independent. If you wish to join a class that conflicts you must find 2 academic advisors and teachers to sight off. This can be a lot of work for an SIS mistake.
- In particular [****] department. Should provide information first to students as requested rather then what is right without proper needs assessment
- I am speaking specifically about student advisers, not sure if this is the right section. But my experience with student advisers is that while they explain process well--the ones I have been to don't seem to have any life experience. That is a sweeping statement but it is how I feel.
- Advisors do not spend enough time and energy during appointments
- conflicting advice and not feeling like there is any interest in helping me finish my degree.
- As stated previously, the quality of advising has been inconsistent, and unfortunately for me the advisor I’m supposed to refer to is the worst I've had to deal with. As a mature student I do not appreciate being treated as an immature fresh-out-of-highschool kid and being railroaded into having to waste my time and hard earned money taking courses I neither want nor need. I have reached a level of frustration with the bureaucracy of this school that has me looking for an alternate place to complete my degree or going directly into the workforce since it is becoming increasingly obvious that even a degree in [****] from SFU will do nothing to improve my chances at getting a job.
- Sometimes leaving you with a negative feeling about the fact that there are no options for you.
- The advisor doesn't like to meet with you. They will tell you to send them an e-mail if you need help with courses or if you want to know what you should take to complete your requirements. I suspect this is likely because of funding issues, but it isn't really fair since the [****] faculty is so
cushy compared to most other faculties (advisors will actually meet with you to discuss strategies for taking what combo of classes...etc).

- The mentality of SFU is to take your time getting your degree and take fewer courses per semester. I think that the advisors should keep in mind that not all students have that mentality.
- The only way I can get help is through email. any time I have gone in I am ignored.
- The regulations and policies are obstacles to the pursuits of individual interests in learning.
- There's not much they can do with my program. Classes aren't offered frequent enough, and sizes aren't big enough for everyone who needs it. Plus they ask you to come in prepared, not just asking them to solve your problems, so I'll just do it myself then. I can double check with them, but even then, they have no perspective of how important it is to take a class a certain time.
- They are not legit advisors, they are 3rd or 4th year students
- They are waiting for student to approach them for help, not very proactive. Maybe I am a little bit invert.
- they didn't tell me that if i drop the course there is no refund
- They don't show you alternatives to a certain situations
- Told me not to take economics in my first year because my quantitative skills are weak. Encourage students to take an unnecessarily light course load.
- Unable to help students with their problems associated with work (writing letters)
- Was unable to get general advise, felt I had to ask specific questions and get specific advise.
- First of all, they do not give very good advice - the advice received from the [****] academic advisors are clearly riddled with self-interest for the faculty. For example, I claimed my [****] major in Fall 2009 because I decided that I wanted to study [****] and there were no penalties if I changed my mind. The advisor attempted to delay my decision but I was persistent. Not very long afterwards, new requirements for a [****] major were established and the new requirements would be far more challenging and arduous than the old requirements. I later found that many of my friends in [****] were persuaded to fall under the new requirements, which delayed the completion of their degree by several semesters. When asked for [****]-career related advice, they would only recommend a Masters degree or more education even though I know many Masters graduates and over-qualified students that cannot find a job. Second of all, the advisors are not very accessible. Walk-in appointments are a terrible waste of time, emails are not answered for several days, and the amount of help received from the advisors is incredibly limited. For example, I went through a couple of years where I took more electives than required [****] courses no matter how hard I tried because my enrollment date was very late, class sizes were far too small, and the scheduled class times would conflict with each other. The advisors did not have any advice and simply told me there was nothing they could do. Finally, the [****] advisors do not seem capable of prioritizing tasks and completing necessary tasks on time. We receive WAY TOO MANY EMAILS, many of which are completely irrelevant (eg, graduate student-only opportunities emailed to undergraduate students). Advisors should at least read emails before spamming our email inboxes. Also, there was once a situation where I had proper documentation for course pre-requisite waivers completed and handed in to the advisors more than a week before my enrollment date. I even came in a few days later to double-check that they had received them because I was aware of their reputation. When the day of my enrollment came along, I could not enroll in those courses so I had to rush to the advising office to see what happened. I was told to wait because the advisor was forwarding yet another email, and when I finally told her what happened, she noticed that my waiver forms were at the top of her pile of paperwork. She was dismissive and unapologetic. I believe that advisors should be accountable, responsible, and conscious of their role and of their behavior as academic advisors.
- When disputing the need to do a certain amount of upper division credits with the academic advisor - the reason given to me for these credits was that "everyone has to do them" - thus I should complete them as well. If a student has a clear idea of what they want to do with their degree and honestly has no desire/inclination for any reason to take extra courses just to fulfill credits (even when they're over the required minimum for graduation), then taking unnecessary classes should not be required!
Nothing Specified

- The options assigned for students always seem to be far out of reach.
- I have explained about advising at SFU in the second question, which is actualy the most important resin I decided to do this survey.
- See above. The only really effective advising that I have experienced is from the [****] Department. My other two departments are [****] and [****].
- The [department] undergraduate advisor (not [****] but the woman before) should have never been in that position. So many people including myself had issues with her. I'm so glad she is no longer my advisor.
- We have two advisors for [department]. One of them is a lady. She is the worst advisor I have ever met in my life. And a lot of students have had some bad experiences with her. We always go to see the male advisor.
- [advisor name] in the [****] department

Not Applicable

- $100 drop penalty for courses are too much for students.
- Every time I ask the advisors for help that I cannot enroll one course. They said "sorry, it is full, you can enroll it in the next semester. And in the next semester the same thing will happen again.
- Frustrated with pre reqs and transferred courses- have had to retake identical courses taken at another university.
- I decided my major when I was 3rd year, but one course I took during the time, and I realized I should go different major..so SFU should explain more about major and academic things more actively..
- I found an empty seat for one of my Tut classes but the adviser for that field didn't accept my request to swap tut times, without an explanation.
- I have had a fairly uncommon experience, as I am doing the second-degree program. Thus, I was enrolled with no transfer credits but with the expectation that I would be taking 300-level courses. Administrative difficulties with this procedure led to the school not initially confirming my status as a student to the National Student Loan Services Centre (which resulted in my making an unnecessary payment).
- It may not be the advisers themselves, but when I'm unable to get into courses I NEED, I am often times unable to.
- People in the office were extremely rude, almost as if they were annoyed to help me. Not the actual academic advisers but the office workers.
- The primary difficulty that I face is not being able to register in mandatory courses that I need to graduate from [faculty]. The advice that I have received time and time again is to take random courses that do not help me advance in my major, minor, or WQB requirements. The sole purpose of taking these courses would be to build up credits. I do not have infinite time or money to pay for courses that I do not need for my degree. I still face this problem in fourth year and I am beyond frustrated that I did not get into a single mandatory course I need to graduate again this semester. The advice to take random courses is of no help and a waste of my money.
- Withdrawal process is unnecessarily long and difficult.
- Not helpful in realizing how an extended co-op will effect course planning in my program. Co-op counsellor is contradicting them self with their expectations for applications, and not helpful regarding self-directed co-op options.
- The SFU's Enrollment system can be improved. There are just many design flaws. Users cannot freely navigate back and forth by clicking the back/next button. I cannot preview my schedule. It does not notify me about any possible conflicts until the very end.
- Too broad, I was once talked with a Career Advisor, she literally gave a 15 minutes "lecture" about "do what you like, like what you do, and you will be success." Be honest, I have heard
these kind of talks when I was in elementary school, “choose activities you like, pick you favorite colour” (from one of my elementary school teacher). I was disappointed about that meeting, and I never go back again.

- career advising was useless, too touchy feely... not applicable in today's job market where students are not necessarily doing their dream jobs when they graduate.