



New Faculty Onboarding

August 17, 2022

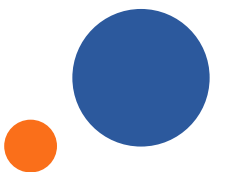
9:00 – 12:30

SSB N105

*Schulich Centre for Teaching Excellence
Thomas Medcof, Director
Teresa Back, Program Assistant*

AGENDA

- 9:00 Welcome | Introductions
- 9:10 About Schulich and Schulich Students
- 9:20 Teaching at Schulich in Fall 2022
- 9:50 --- B R E A K ---
- 10:00 Teaching Performance & Continuous Improvement
Course Outlines & Grading
- 10:50 --- B R E A K ---
- 11:00 Classroom Technology – Hands-On Training
- 12:00-12:30 Feedback, Wrap-up, Q&A



Our objectives today

Share **common practices** to enhance onboarding for successful teaching at Schulich.

Build on information covered in Onboard@Schulich online modules.

Generate ideas to develop optimal teaching techniques and address related issues, questions and practical challenges.



Office of Curriculum Innovation and Teaching Excellence (CITE)

The Office of Curriculum Innovation and Teaching Excellence (CITE) was created in response to the growing need for more high-quality teaching and learning support and development.

The office brings together the resources and expertise related to teaching, learning and program quality that were previously housed across three departments within the School, the:

Office of the Associate Dean Academic ADAO

Schulich Centre for Teaching Excellence SCTE

Schulich Information Services & Technology IS&T

- We support teaching and learning needs, both within and beyond the classroom.
- We offer course design and delivery consultation services.
- Workshops geared towards faculty development and best teaching practices.
- Showcase the best of teaching and learning at Schulich on our T&L website.



The Schulich Centre for Teaching Excellence

A resource that fosters
**teaching innovation and learning
excellence**

by providing teaching process development
and support for full-time and
part-time faculty at Schulich.



Academic Offerings

BBA/iBBA Program

10

Specializations



Masters Programs

MBA

MBA/JD
(Joint)

MBA/MFA/MA
(Joint)

One-Year 8 Programs

18 Masters Specializations

PhD
in Administration

Graduate

4

Diplomas

MBA
India Campus



Kellogg Schulich
Executive MBA

Global Reach



Innovative Programs



Diverse Perspectives

Schulich MBA/IMBA Program

Student Profile Class of 2020-21



AVERAGE YEARS OF
WORK EXPERIENCE

5

AVERAGE GMAT

670

AVERAGE GPA

6.44

GMAT RANGE

550-770

AVERAGE AGE

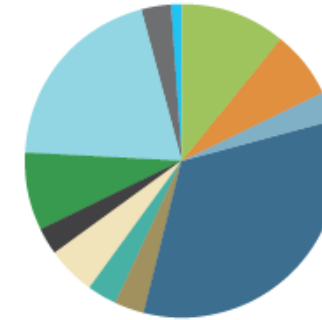
32

GRADUATING CLASS SIZE

402



EMPLOYMENT BY INDUSTRY



Consulting (11%)	Technology (20%)
Consumer Packaged Goods (7%)	Transportation & Logistics (3%)
Energy (3%)	Other (1%)
Financial Services (33%)	
Government / Non Profit (3%)	
Healthcare (3%)	
Manufacturing (5%)	
Real Estate (3%)	
Retail (8%)	

What our MBA/IMBA Students are studying

Accounting

Arts, Media & Entertainment Mgmt

Business Consulting

Business & Sustainability

Entrepreneurial Studies

Digital Transformation

Finance

Financial Engineering

Financial Services

Global Mining Management

Global Retail Management

Health Industry Management

International Business

Real Estate & Infrastructure

Social Sector Management

Strategic Management

Marketing

Operations Management & Information

Systems

Organization Studies



Schulich BBA/iBBA Program

AVERAGE GPA

7.06



GRADUATING
CLASS SIZE
(for Oct., Feb., & June)

339



Student Profile
Class of 2020-21



63

Exchange partners
across 30 countries

What our BBA/iBBA Students are studying

Accounting
Economics
Entrepreneurship

Finance
International Business
Marketing

Organization Studie
Responsible Business
Strategic Management



AGENDA

9:00

Welcome | Introductions

9:10

About Schulich and Schulich Students

9:20

Teaching at Schulich in Fall 2022

9:50

--- B R E A K ---

10:00

Teaching Performance & Continuous Improvement
Course Outlines & Grading

10:50

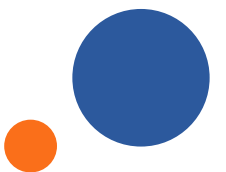
--- B R E A K ---

11:00

Classroom Technology – Hands-On Training

12:00-12:30

Feedback, Wrap-up, Q&A



Teaching at Schulich in Fall 2022

York University has paused mask and vaccine mandates. Public health guidelines continue to be monitored and, if necessary, these mandatory protocols will be reinstated on short notice. Please take the time to make yourself familiar with the requirements, especially if they change, so that you are not caught off-guard.

In line with University policy, it is now optional for anyone planning to attend campus to complete YU Screen tool prior to coming in.

If you are feeling unwell, don't come to campus, test for COVID-19 and update your status on the YU Screen tool to receive guidance from the University.

Please refer to the York Better Together website for up-to-date information regarding University COVID protocols.

Additional Resources for Instructors: [Guide for Instructors on COVID Case Management in Teaching and Learning Spaces](#)



Teaching at Schulich in Fall 2022

In-person as Delivery Standard:

- All Fall 2022 courses coded LECT or SEMR will be delivered in-person, including midterms and final exams.
- All courses will remain the standard duration of 3 hours per week of synchronous class time.
- The delivery format of each class session and exam/assessment must be clearly communicated in the course outline.
- Even minor changes to delivery formats cannot be made once the term is underway, unless the entire class is in agreement and no students are negatively impacted.
- Please state in advance in the syllabus if alternate assessment tools, such as Canvas Quizzes are to be used, and share any student technology requirements in advance in the syllabus.



Teaching at Schulich in Fall 2022

15% Remote Delivery Option:

- The option of running up to two discretionary online class sessions for an in-person course remains in place.
- Instructors should use their judgment and discretion in deciding if or when to exercise this option. The purpose of these sessions is to help mitigate the impact of the unpredictable circumstances which may arise during the term (instructor and student illness, guest speakers not able to attend in person, etc.).
- If due to unforeseen circumstances you encounter a need to exceed the discretionary two online sessions limit, please contact_ada@schulich.yorku.ca **for approval.**
 - For a 12-wk 3-credit course, this translates to a maximum of 2 class sessions (or 6 hrs of class time).
 - For a 6-wk 1.5-credit course, this translates to 1 class session (or 3 hrs of class time).



Teaching at Schulich in Fall 2022

Final Exams will be held in the format in which the course was delivered.

- Exam information will be collected by the ADA's Office as usual from your area admin support staff at the start of the term for scheduling purposes.
- Final Exams are scheduled by the University's Registrar's Office and the Schulich community will be notified accordingly.
- Please continue using time windows for take-home exams.



Teaching at Schulich in Fall 2022

Remote Access to Course Materials:

It is recommended that instructors continue to make course materials for in-person courses accessible online. You may use one of the following methods for sharing your lecture content whenever possible:

- **Lecture Capture** (live-streaming/recording class sessions):

Each classroom is set up with a webcam and tripod to facilitate live-streaming of the instructor.

For detailed instructions review [the Live Streaming and Recording In-Person Classes guide](#).

**** *Note that for privacy reasons recordings may only capture the instructor and not students.***

- **Pre-Recording Lectures:**

Creating asynchronous lectures can be done quite simply via Zoom, PowerPoint or Echo360. Review [the Designing Asynchronous Lectures](#) guide for a list of how-to videos.



Teaching at Schulich in Fall 2022

Class Participation and Attendance:

However you choose to assess participation and attendance this term, please adopt a generous and multi-faceted approach to assessment that is defined clearly in advance whenever possible.

The [Canvas Discussions](#) tool is a simple and effective means to allow students who are unable to be present in class the opportunity to contribute their thoughts on course content.

Office Hours:

Office hours may be held in person or remotely, depending on the needs of the students and instructor.



Teaching at Schulich in Fall 2022

COVID-19 Policies and Instructor Illness:

If you become ill or are unable to clear the screening, do not come to campus.

Viable options for dealing with illness continue to be:

- using the buddy system with another qualified instructor, deliver the class online using one of the two online meets covered by in-person delivery, or
- cancel the class and schedule a make-up session.
- ****If scheduling a make-up session, ensure you leave yourself enough time to contact your area admin support staff who will coordinate the rescheduling with the ADAO.**
- **Do not attempt to reschedule yourself.**

The best source of up-to-date information regarding the University's COVID protocols continues to be the [Better Together](#) website.



Teaching at Schulich in Fall 2022

COVID-19 Policies and Student Illness:

Please remind students that if they become sick or fail their screening, they should also not be coming onto campus.

- Please familiarize yourself with [the University's guide for instructors on Covid case management](#) which is designed to offer information on COVID-19 case management in the classroom.
- As a reminder, the University's existing policies regarding absence from class remain in place. Students are required to stay home when they are ill, and they should not be penalized for being absent.
- A doctor's note is not required to confirm the reason for absence.



Teaching at Schulich in Fall 2022

Room Capacities and Physical Distancing:

While the University has removed capacity limits and physical distancing for all instructional and non-instructional spaces, you are encouraged to give each other as much space as is available whenever possible.

Guest Speakers:

Please keep in mind that, just like all community members, visitors coming on to York campuses must follow the health and safety protocols in place while on our campuses.

Review the [Live Streaming and Recording In-Person Classes guide](#) on how to have a guest speaker attend your class online.



Teaching at Schulich in Fall 2022

Classroom A/V Equipment IT Support

- IT Support will conduct rounds at 7:30am each day to turn on the classroom A/V equipment and ensure it is operational.
- For assistance with the A/V equipment contact the Schulich Help Desk at (416) 736-2100 ext. 66356, or drop by the desk on the 3rd floor of the Schulich building (8am-9pm weekdays).

Microphones and Personal Windscreens:

- Each classroom is equipped with a lapel microphone. Instructors may obtain their own personal windscreen (cover) for the lapel mic, for hygiene purposes, by visiting the concierge, if you do not have one already.
- Covers are assigned one per instructor, so please continue to bring it with you in future weeks.



Teaching at Schulich in Fall 2022

Questions:

Instructors teaching in one-year masters programs should direct their questions first to their **program directors**. Program directors will be in touch with instructors if they haven't already to set up a time to discuss program-specific plans. Instructors teaching in other programs may direct their questions to the relevant **area coordinators**.

Additional Questions:

Associate Dean Academic Office (ADAO)

Academic, policy or course scheduling questions - ada@schulich.yorku.ca

Student Services Office (SSIR)

Student related queries - studentservices@schulich.yorku.ca

Curriculum Innovation & Teaching Excellence Office (CITE)

Teaching and learning related inquiries - cite@schulich.yorku.ca



Teaching at Schulich in Fall 2022

Additional Questions:

- Technical admin support:
 - General IT ticket (Passport York, Email, 0365 etc.): askit@yorku.ca
 - Phone Help Desk: (416) 736 2100 ext. 66356
 - Learning tools: Canvas, Zoom, Echo360 only:
 - submit a ticket or **chat (recommended)** - <https://itmedic.schulich.yorku.ca/>



Important Dates

Familiarize yourself with the structure of the academic year, including important dates for **Undergraduate*** and **Graduate**** courses, such as exam periods and reading weeks.

At Schulich all **Undergraduate courses follow the schedules set by the University.

*Schulich **Graduate** courses follow a schedule set by the Schulich School of Business.

This means that while both programs adhere to the required 12-week schedule, they may not always start and end on the same date and final exam periods will be different.

[Refer to Important Dates for relevant academic calendars](#)



Required Training For New Schulich Instructors

Please note:

You will be required to have EMPLOYEE Passport York credentials and a Canvas account in order to access the training below.

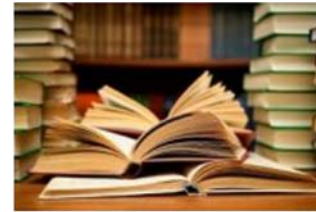
If you do not yet have the Passport York credentials required, please contact your Area Admin Support Staff for assistance.



Academic & Administrative
Policies



Using Classroom A/V Technology



Canvas Learning Management
System



Copyright and Fair Dealing



Schulich Grading Guidelines &
Policies



Final Exam Procedures

Refer to list at end of slide deck for comprehensive list of training opportunities and resources.



Academic & Administrative Policies

**Following your recent completion of this module
are there any questions on any of the topics covered?**

The First Two Weeks
– Admitting Students

Academic Accommodations

Rescheduling A Class

Academic Honesty

Class Length & Course Duration

Course Evaluations

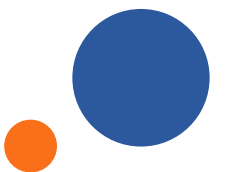
Grading Policies at Schulich
- will be covered in detail later in this session

Exam Policies



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Teaching Performance | Continuous Improvement



Both Schulich and York University value teaching excellence.

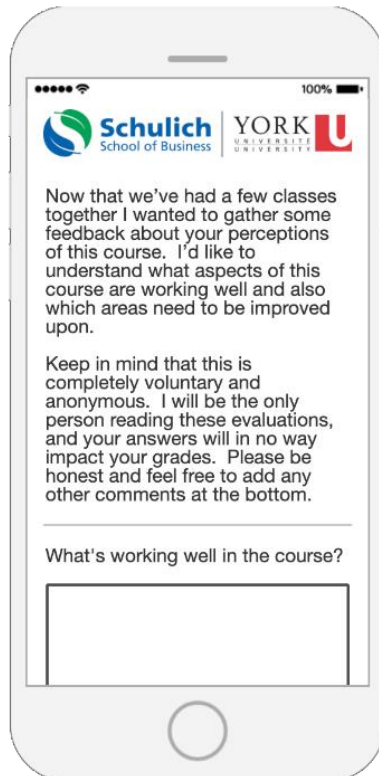
Schulich's policy mandates that instructors are to provide class time for students to complete **end-of-term Online Course Evaluations (ONCE)**.

The **primary purpose of measuring teaching performance** is to provide instructors with a feedback mechanism that allows them to further improve the effectiveness of their teaching.

A **secondary purpose** is to provide a partial assessment for the teaching category in the tenure and promotions or the hiring process.

Teaching Performance | Continuous Improvement

Interim Student Feedback



At Schulich, we strongly encourage all faculty to collect **anonymous** interim feedback on their courses in order to learn what is working well, and to gain insights and ideas about possible improvements or innovations.

The opportunity to provide feedback is also **expected** by Schulich students.

Collecting Anonymous Interim Feedback with the Qualtrics Survey Platform within Canvas



All Schulich instructors have access to Qualtrics, a powerful surveying platform. **Instructions regarding set-up, use and sharing of Qualtrics data with your students can be found on Schulich's Teaching & Learning website.**

We've added a simple three question survey to the Schulich library that asks students what's working well, what could be improved and whether they have any recommendations to improve the course. Instructors are able to use this survey, build on this survey with their own questions or design their own.

Data from this survey will be accessible only to instructors, but we encourage you to share any relevant findings with the Teaching & Learning team in our CITE office.

[LEARN MORE](#)



Teaching Performance | Continuous Improvement



Online Course Evaluations

(ONCE)



Course Evaluations

End-of term feedback is mandatory and provides you with information that helps to develop the course and your skills over time.

- The process is administered via the York University Online Course Evaluation (ONCE) system, as follows:
 - Graduate and Undergraduate Courses: in the last two weeks of the course.
 - Both you and your students will receive an email notification from the ADA office with instructions and links.
- Results are available through the ONCE system starting three weeks after exams.

[LEARN MORE](#)



Schulich Teaching Excellence Awards

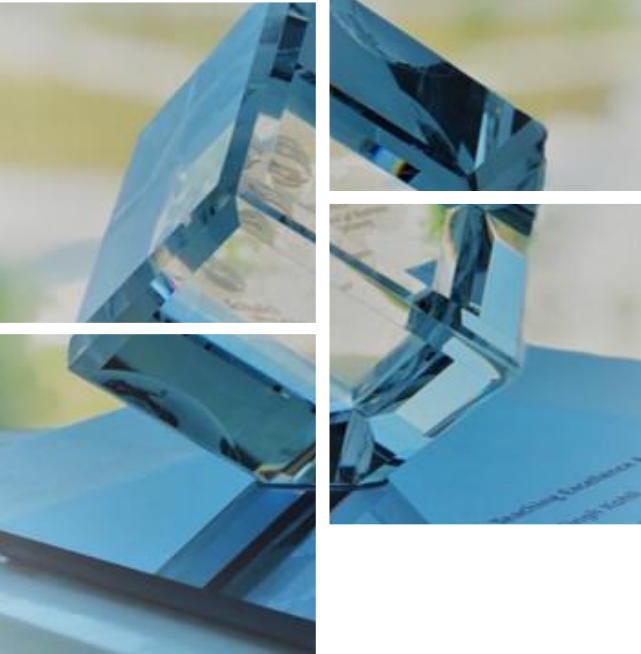
In recognition of outstanding teaching and student learning.

The top-ten rated instructors in each of the Undergraduate and Graduate programs are recognized by their students for their contributions to outstanding teaching and student-learning based on Seymour Schulich's vision for these awards, where the winners demonstrate excellence in:

KNOWLEDGE OF, AND ENTHUSIASM FOR, THE SUBJECT MATTER
EXCEPTIONAL TEACHING STRATEGIES AND COMMUNICATION SKILLS
POSITIVE STUDENT LEARNING EXPERIENCES
TEACHING INNOVATION
RESPONSIVENESS TO STUDENT NEEDS AND CONCERNS

The **Top Ten** rated instructors will be recognized, with the **top two** being the **Schulich TEA Winners for the year in each program** respectively.

The top two TEA winners will be **awarded \$15,000 and \$10,000 respectively**, generously donated by Mr. Schulich, while also being showcased on **Seymour Schulich Teaching Excellence Awards *Wall of Fame*** in the north lobby of the Schulich building.



[LEARN MORE](#)



Grading at Schulich

Policies • Procedures • Guidelines



Grades provide students with important feedback on their understanding of the course material and mastery of learning outcomes, and where they need to improve, as well as providing instructors with feedback that can be used to make subsequent decisions about teaching, either within the semester, or for following iterations of the course.

Consider grading as part of the larger process of learning and assessment, rather than as a matter of determining a student's standing in class.



Grading is a natural source of stress for both students and instructors.

The policies and guidelines that follow are in place to help ensure that the grading practices at Schulich are

ACCURATE and TRANSPARENT

and that student performance is fairly assessed regardless of the course, section or instructor.

They are also designed on the premise that effective grading functions as a tool for learning and encourages a focus on the learning process rather than on getting the right grade, **thus reducing the likelihood of student complaints.**



Course Outline Requirements

All courses at Schulich are to be offered on the **Canvas LMS**.

- All components of the Schulich course outline template provided in Canvas **must be completed and included in all course outlines**.
- In addition to the items included in the template, **course outlines should include** the following information:
 - a **description of the components** (attendance, quality and quantity of contributions, etc.) upon which the **participation mark** will be based and how these components will be weighted
 - **a grading scale** - if using percentage scores, the grading scale must include a translation of the percentage score to a letter grade or index value (examples follow)
 - a statement as to whether grades will be **curved and/or rounded** in some way

Course Outline Requirements



- The course outline should be made available (published) to students **one month prior to the start of the term.**
- Instructors **must adhere to the policies communicated** in their course outline and at the **start** of their course.
- **No significant changes to the course outline (assessment type, dates, grade policies) are permitted after publication to the students.**

Calculation of Course Grades

- The option to round grades is at the discretion of the instructor.
If final grades are to be rounded, this must be stated in the course outline.
- A **consistent rounding policy** must be applied to all students in a class.
- For core courses with multiple sections, grades must **be calculated in the same manner across sections.**
- **If curving is needed**, it should take place **at the time each component is graded**, not at the time final grades are calculated.
 - *Build your rounding policy into your grading scheme.*



Calculation of Course Grades

The way in which course grades will be calculated should be clear to students from the **start of the term**:

- Schulich does not use a standardized percentage grading scale, therefore, percentage grades have no automatic letter grade equivalent.
- If percentage marks are being used, instructors must use **fixed translations** (percentages to letter grades) and **specifically convey translation metrics at start of term**.
 - *Use one grading scheme for all assignments and the final score.*



Calculation of Course Grades

- Students should be able, after each graded component is marked, to know their **aggregate grade for the course** at that time.
 - *When entering grades into the Canvas gradebook, enter grades as percentages, rather than letter grades, to ensure precision.*
 - *Students are able to see the percentage as well as the letter grade in Canvas.*



Calculation of Course Grades

- With the exception of courses explicitly required for certification by a professional body, or other exceptions agreed to by Senate,
students pass or fail a course on the basis of their final course average
without the additional requirement of having to obtain a passing grade on a final examination.
- **No examinations or tests** (in-class or take-home) collectively worth more than 20% of the course grade **are permitted during the final 14 calendar days of classes** in any Schulich course.
- An assignment is **not considered a take-home examination** if students have at least two weeks to complete it.

[Learn more about how Grading works in Canvas](#)



Calculation of Course Grades

- **For core courses with multiple sections**, grades should be calculated in the same manner across all sections.

**Expected mean grades for
Undergraduate Courses:**

Between 5.50 and 7.00 GPA

**Expected mean grades for
Masters-Level courses:**

Core: between 4.70 and 6.10 GPA

Electives: between 5.20 and 6.20 GPA

- Grade distributions that do not meet this policy **must be reviewed** by the Area Coordinator or appropriate Program/Specialization Director prior to submission.
- The Instructor and the approver should be **prepared to explain the basis for the grade distributions** that do not meet this policy to the ADA.



Grading Scales

Sample **Numerical Score to Letter Grade Conversions** for Possible Inclusion in Course Outlines:

Undergraduate Courses:

The undergraduate grading scale is the common undergraduate grading system mandated by the University. Undergraduate students must maintain a 5.0 average (C+) to remain in good standing.

Grade	Grade Point/ Index Value	Percent Range (Schulich guideline only)
A+	9	90-100
A	8	80-89
B+	7	75-79
B	6	70-74
C+	5	65-69
C	4	60-64
D+	3	55-59
D	2	50-54
E	1	Below 50%
F	0	

Graduate Courses:

The masters-level grading system uses the following 9-point system, which contains no “D” grades. Students must maintain a GPA of 4.2 throughout the program and have at least a 4.4 to graduate.

The Dean’s List requirement is 6.95 or higher.

Grade	Grade Point/ Index Value	Percentage Points (Schulich guideline only)
A+	9	90-100
A	8	85-89
A-	7	80-84
B+	6	75-79
B	5	70-74
B-	4	65-69
C+	3	60-64
C	2	55-59
C-	1	50-54
F	0	0-49%



[Learn more
about how
Grading works
in Canvas](#)



Grading Participation



- Participation marks should **not account for more than 20%** of the final grade.
- **Be transparent** about how participation marks will be determined.
 - **Participation marks are a common cause of grade appeals.**
- **Include mark descriptors** that indicate what students need to do to earn a particular participation mark and clearly convey your expectations right from the start of the course.
- Alternatively, consider using a **rubric**.
- **Provide students with ongoing feedback regarding their participation.**
 - Mid-term check-ins will ensure students are not surprised by their result at the end of the course.
- Instructors must keep **class-by-class records** of students' contributions towards their participation mark that can be audited if needed.
- **Retain all class records**, including records of class participation, for a period of **twelve months** and destroyed thereafter.

Grading Guidelines



- When presenting an assignment and returning marked work of qualitative nature, provide a **copy of the grading standards** or **marking rubric** to avoid the perception of unfair grading practices and ensure transparency with regards to how marks are assigned.
- Provide **regular opportunities for formative feedback** throughout the course.
- Due dates for assignments should **not fall within the set final examination period**.
- **No tests worth more than 20% of a final course grade** are permitted during the last two weeks of class.

Grading Guidelines



- Letter grades are to be provided to students for **each course component at time of grading.**
- Students should know their **aggregate course grade at any given time** throughout term.
- If percentage marks are being used, instructors must use **fixed translation** (percentages to letter grades) and **specifically convey translation metrics** at start of term.
- Instructors must be available to **discuss student concerns** about final grades **shortly after final exam.**
- **Submit final grades to Student Services via the Canvas Gradebook by the deadline provided.**

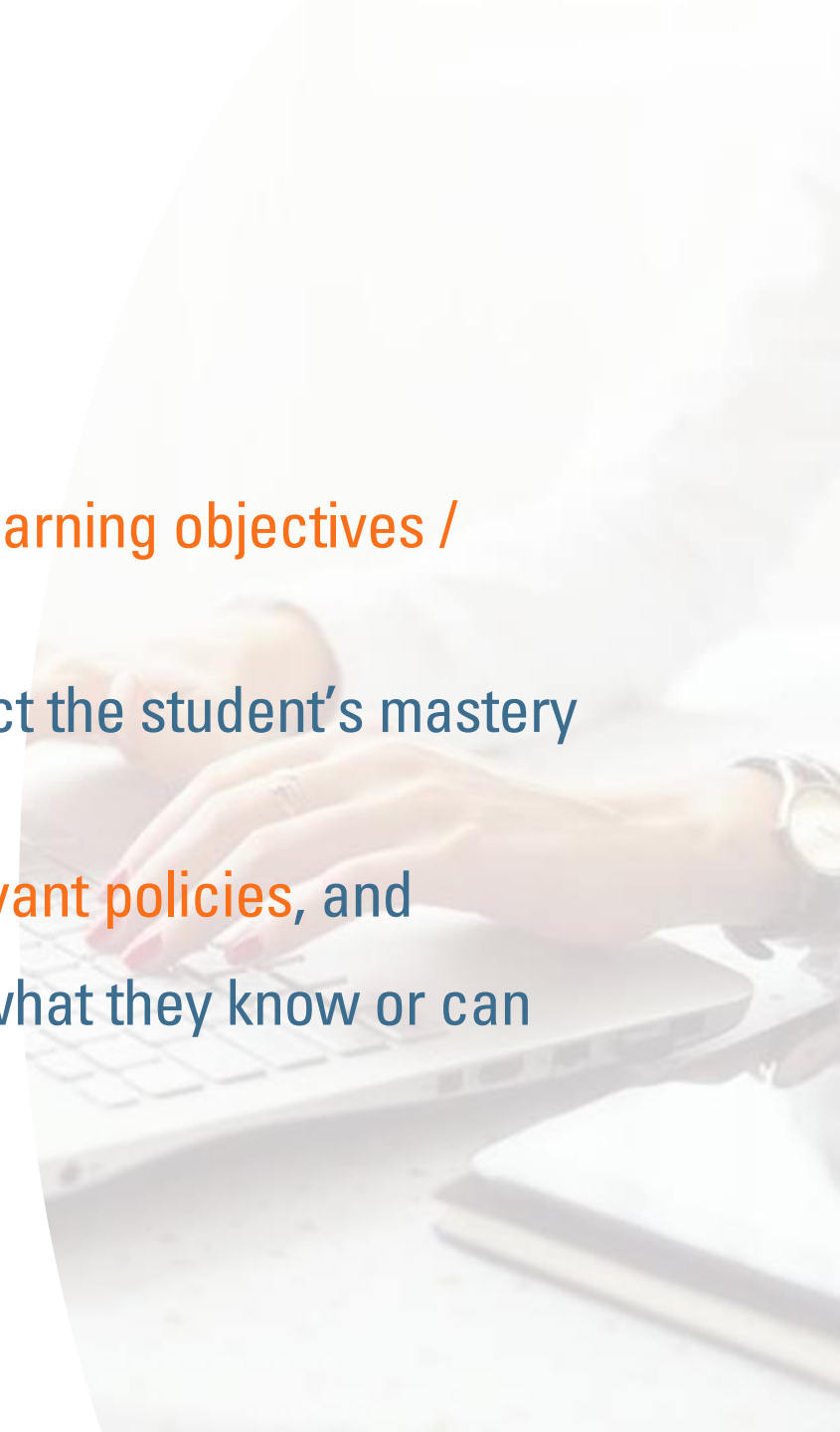
Providing Effective & Efficient Grading Feedback



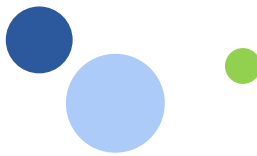
Effective Grading

Effective grading involves a sequence of activities, including:

- establishing **clear expectations** through grading policies
- designing assessments that measure the **achievement of learning objectives / outcomes**
- **establishing benchmarks and criteria for marking** that reflect the student's mastery of the learning outcomes
- calibrating for **consistency, fairness and adherence to relevant policies**, and
- **providing useful feedback** that helps students understand what they know or can do, and how they can improve



Tips for Providing Effective & Efficient Feedback



Effective feedback is **applicable to all future situations.**

Less is More

Be selective and consistent about what you respond to in order to increase the likelihood that students retain your feedback.

Be transparent

Provide marking criteria well in advance of assignment due dates so that students know how their work will be evaluated. Consider providing a model or example.

Return work with copy of the criteria

Students can see how they performed against expectations.

Prepare to grade

Allot sufficient time in your schedule and obtain a preliminary impression of class performance.

Tips for Providing Effective & Efficient Feedback



Continuous process

Feedback should not be a one-time event.
Encourage teacher and peer dialogue around learning.

Balance feedback

Highlight both strengths and areas for improvement.
Bolsters confidence and keeps weak areas in perspective.

Be specific

Avoid general comments that may be of limited use to the student. Include examples to illustrate your statements.

Be timely

Feedback loses its impact if delayed too long.

Tips for Providing Effective & Efficient Feedback



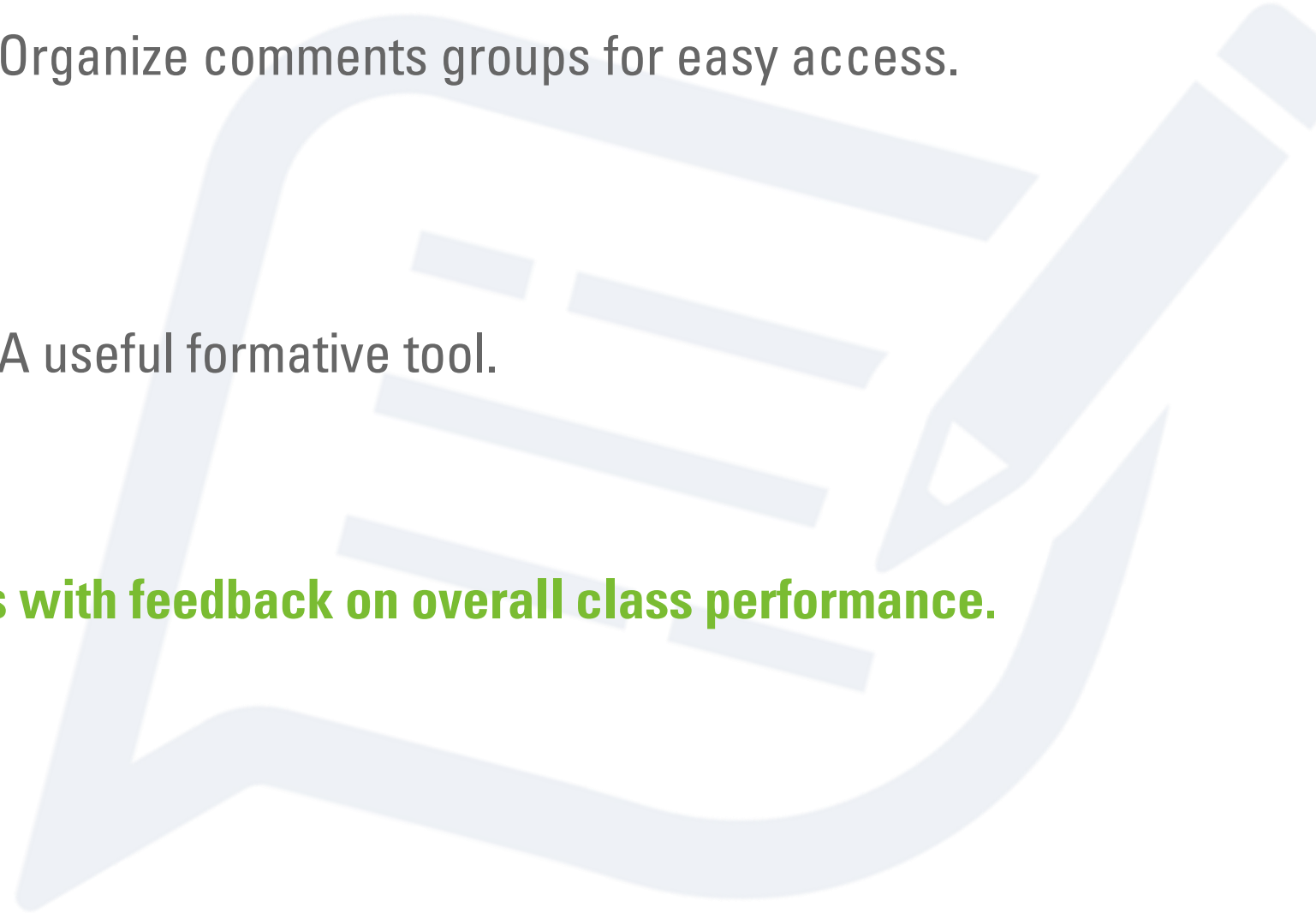
**Keep bank of comments
about frequent errors**

Organize comments groups for easy access.

Self and Peer Assessment

A useful formative tool.

Always provide students with feedback on overall class performance.



Preventing & Handling Difficult Grading Situations



Know your **program and area norms** and process for grading.

Clearly communicate your grading policies and practices in the course outline and on the first day of class. Stick to these policies throughout the course.

Explain **how you will handle** grading concerns.

Keep students informed about how they are doing in the course to avoid surprises at the end of the term.

Maintain **accurate and up-to-date records**.

Diffuse any tense situations with a **'cool-off' period**.

Try to keep the **focus on the learning** rather than on the grade.

If you are unable to come to consensus, refer students to the **grade appeal process**.



Any questions about grading?



Program Director/Area Coordinator



Schulich Centre for Teaching Excellence



Office of the Associate Dean Academic

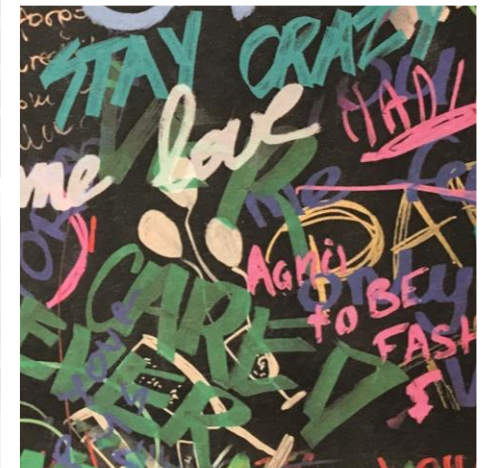
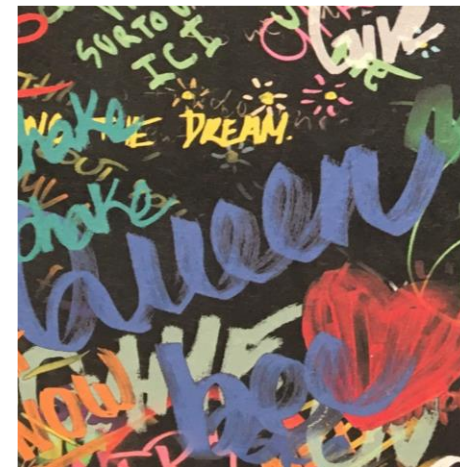
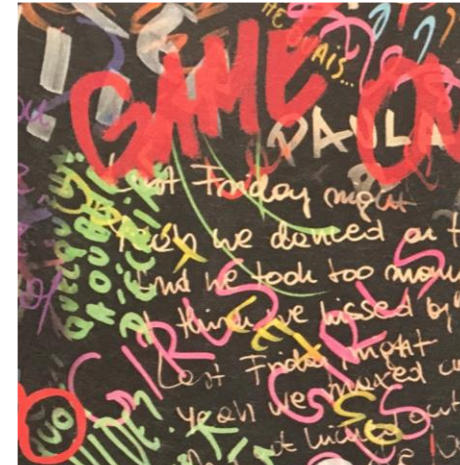


For the complete official version of Schulich grading policies, procedures and guidelines, please visit the [Schulich Teaching & Learning Website](#)



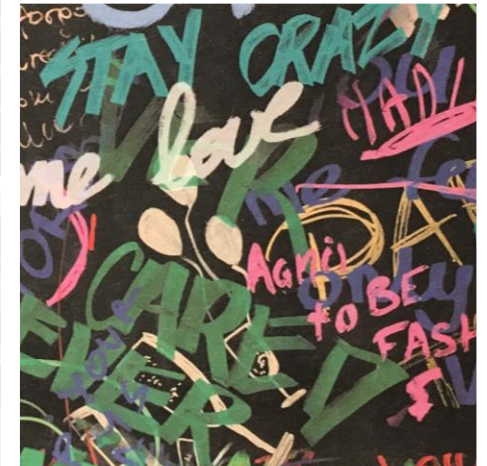
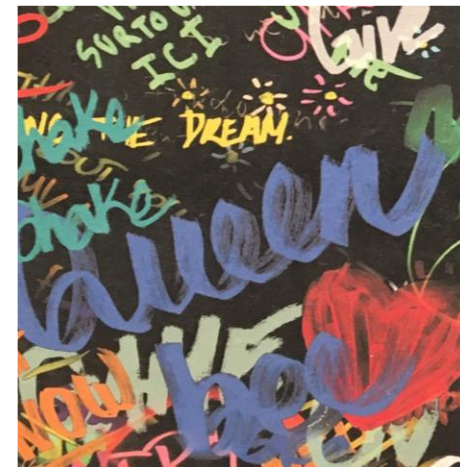
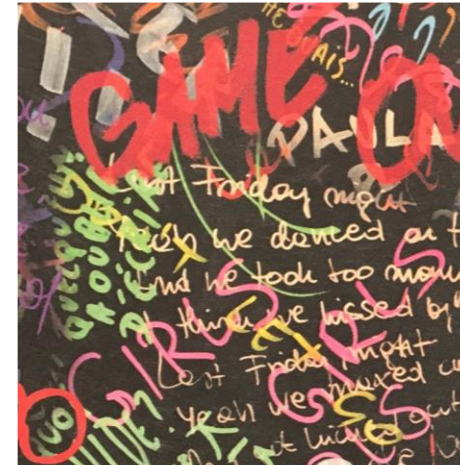
A final thought ... the power of language

As educators, we are all aware of the power of words to convey complex and subtle concepts and attitudes. In class, we use language to communicate ideas, but we also need to be aware of the potential for communicating negative or stereotypical attitudes, intentionally and unintentionally.



A final thought ... the power of language

This is as true of subtle race and gender distinctions as it is of explicit prejudice. Please be careful that in the speech that occurs in your classes and in your written material that you (as well as your students) use language which is free of gender, racial, sexual or other bias.



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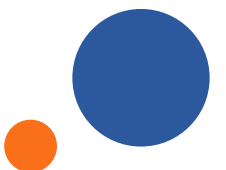
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Canvas Support Team

<https://itmedic.schulich.yorku.ca>

The recommended route for emergency help is the chat feature at itmedic.schulich.yorku.ca.
You can also reach the Helpdesk at (416) 736-5824.



Can't find what you need or have suggestions for other resources?



Here is a list of contacts to help:

- Resource Questions or Suggestions: ada@schulich.yorku.ca
- Schulich IS&T Help Desk: askit@yorku.ca or 416 736 5824
- Learning Tools Questions & Support (Canvas, Zoom, Echo360, etc.): itmedic.schulich.yorku.ca
- The recommended route for emergency Canvas help is the CHAT feature at itmedic.schulich.yorku.ca
- Teaching and Learning Related Questions: cite@schulich.yorku.ca

Training, Materials, Resources



The Basics:

[Teaching@Schulich – How to Use Canvas](#) – Live Online Schedules & Recorded Self-Paced Training Sessions

[Teaching@Schulich - Q&A Drop-in Sessions](#) - twice-weekly

[Learning Tools Support](#) – Guides & Training

[Academic & Administrative Policies Modules](#)

[Classroom A/V Technology Training](#)



[Schulich Teaching & Learning website:](#)

This site offers a wide range of valuable information vital to your teaching success at Schulich:

- [Administrative & Academic Policies, Procedures, Guidelines](#)
- [Portfolio of online teaching platforms and tools](#)
- Showcase of [innovative courses and instructors](#)
- [Innovative applications of technology by our instructors](#)
- [Bronfman Library – putting material on Canvas](#)

HAVE FUN!!

**Enthusiasm
breeds
enthusiasm!**

