

Instructor and Graduate Student Supervisor Toolbox

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Adopt Pronouns & Self-Identified Names: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> • Include pronouns in your email signature and course outlines 			✓			✓	✓		
<ul style="list-style-type: none"> • Respect pronouns and self-identified names of students 			✓			✓	✓		
<ul style="list-style-type: none"> • Share your pronouns orally during your first meeting with a student 			✓			✓	✓		
<ul style="list-style-type: none"> • If you make an error, briefly and immediately apologize, correct, and move on 			✓			✓	✓		

Provide a Territorial Acknowledgement: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> Include a land or territorial acknowledgement in your first class, email signature, and course outlines 	✓		✓			✓	✓		
<ul style="list-style-type: none"> At the start of your first class customize your land or territorial acknowledgement as it relates to the course content or your work toward reconciliation 	✓		✓			✓	✓		✓

Facilitate Course Alignment: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> • Articulate and align course learning objectives with course activities and assessments 	✓		✓	✓		✓	✓		
<ul style="list-style-type: none"> • When relevant, align and articulate course-level with program-level learning objectives and specify what learning objectives come before and after the course 	✓		✓	✓	✓				
<ul style="list-style-type: none"> • Empathize with the learner journey when designing the course 	✓		✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> • Facilitate learning alignment: <ul style="list-style-type: none"> ○ Enable alignment of academic learning with experiential learning within, across, and outside of courses ○ Encourage students to bridge experiences across contexts by raising awareness of the connections between theory and practice ○ Support using ePortfolios and reflections to make sense of the continuum of learning occurring in courses, the workplace, and daily life ○ Urge students to seek evidence 	✓	✓	✓	✓	✓				

Utilize Active Learning Strategies: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> Incorporate a variety of active learning strategies that are accessible (e.g., allowing for flexibility regarding the level of social interaction required) 	✓		✓		✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Incorporate one or more learning activities that support individual and collaborative learning, for example: <ul style="list-style-type: none"> Think-pair-share Muddiest point/1-min reflection Clickers Opinion line-up Sticky-note clustering Fishbowl Circle of voices Quescussion, or Structured debates 	✓		✓		✓		✓	✓	✓
<ul style="list-style-type: none"> Integrate inclusive engagement activities that promote different ways of participating in class (these activities are adaptable for small, large, and online classes), for example: <ul style="list-style-type: none"> Gallery walks Peer evaluation Discussion roles Case studies Jigsaw Debates Concept map Individual problem solving Inkshedding Online discussion boards Online polling and games Affinity cluster 	✓		✓		✓		✓	✓	✓
<ul style="list-style-type: none"> Point students to learning skills resources or incorporate learning skills into your course (e.g., note taking, time-management) 		✓	✓	✓	✓				
<ul style="list-style-type: none"> Employ educational materials that build critical thinking skills related to identity, justice, and power (e.g., Office of EDI-R Educational Catalogue and Infographics) 	✓	✓	✓	✓	✓	✓	✓		

Decolonize Teaching & Learning: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
• Acknowledge your positionality (e.g., race, settler/Indigenous, gender) and consider its relationship to your work	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Consider your responsibility to creating a just and equitable learning environment	✓			✓	✓	✓	✓	✓	✓
• Understand learning is a life-long journey and embrace humility in that process			✓	✓	✓	✓	✓	✓	✓
• Identify opportunities to use the privilege within your positionality (e.g., amplify oppressed voices and knowledges)				✓	✓			✓	✓
• Empower student agency (e.g., allow for different forms of knowledge dissemination or assessment, or allow students to investigate new knowledge forms to share with class)	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Employ collaborative activities within course time to support critical reflective learning		✓	✓	✓	✓	✓	✓	✓	✓
• Provide avenues for anonymous student experience feedback throughout the course			✓	✓	✓	✓	✓	✓	✓
• Identify opportunities to engage Indigenous communities in the development and/or delivery of course content	✓		✓			✓		✓	✓
• Identify opportunities for inquiry-based instruction where students engage knowledge with communities to address social and environmental issues	✓	✓	✓	✓		✓	✓	✓	✓
• Employ educational materials that build critical thinking skills related to identity, justice, and power (e.g., Office of EDI-R Educational Catalogue)	✓	✓	✓	✓	✓	✓	✓		
• Provide alternative methods for lecture or seminar participation and allow time for students to reflect upon and demonstrate knowledge		✓	✓		✓	✓	✓		
• Use multiple, low-stakes assessments to provide formative feedback to students				✓	✓		✓		

Employ Critical Reflection Activities: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> • Incorporate one or more learning activities that require critical reflection. Model the reflective process used in your discipline, encourage multiple perspectives, and assess it using provided clear criteria. Use a rubric, for: <ul style="list-style-type: none"> ○ Writing/rewriting exercises ○ Problem solving activities ○ Discussions ○ Role playing/simulations, or ○ Group work 	✓	✓	✓		✓			✓	✓
<ul style="list-style-type: none"> • Focus on developing critical thinking as a skill: <ul style="list-style-type: none"> ○ Employ a robust reflective practice that generates data for analysis at each step ○ Build awareness raising skills, sense-making capabilities, reasoning prowess (inductive and deductive), critical analysis, and appreciative inquiry thinking ○ Promote the use of evidence to demonstrate achievements and pinpoint challenges 	✓	✓	✓	✓	✓				
<ul style="list-style-type: none"> • Employ educational materials that build critical thinking skills related to identity, justice, and power (e.g., Office of EDI-R Podcasts, Videos, Educational Catalogue, and Infographics) 	✓	✓	✓	✓	✓	✓	✓		

Promote Sustainability: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> Include a learning activity that builds <u>awareness</u> of the United Nations (UN) Sustainable Development Goals, SDGs (e.g., students review the SDGs and then reflect on the ones that are most important to them) 	✓		✓		✓		✓		
<ul style="list-style-type: none"> Incorporate a learning activity that increases <u>literacy</u> of the UN SDGs (e.g., students take and discuss the Sulitest Awareness Test) 	✓	✓	✓		✓		✓	✓	
<ul style="list-style-type: none"> Include a learning activity that supports <u>engagement</u> with at least one of the UN SDGs (e.g., students evaluate an organization’s business model, culture, goals, and/or governance using at least one of the UN SDGs) 	✓	✓	✓				✓		
<ul style="list-style-type: none"> Integrate a learning activity that demonstrates the <u>impact</u> of at least one of the UN SDGs (e.g., students propose a group plan for improving at least one of the UN SDGs) 	✓	✓	✓				✓	✓	
<ul style="list-style-type: none"> Consult the Framework & Toolbox of Sustainability in Curriculum to help: <ul style="list-style-type: none"> Understand what sustainability means Connect sustainability to your discipline Integrate sustainability into your course (and programs) 	✓	✓	✓		✓		✓		

Foster an Inclusive Community: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
• Employ short <u>ice breaker</u> activities			✓			✓	✓	✓	✓
• Co-create student engagement expectations in and out of class			✓	✓			✓		✓
• Discuss respective roles, scope of topics, intended learning path, and planned assessments			✓	✓			✓		
• Seek volunteers (no cold calling)			✓				✓		
• Highlight student supports (e.g., AAS , SSO , Campus Wellness , WCC , LIB , CCD , Academic Advising)			✓	✓		✓	✓		
• Locate yourself and the limits of your knowledge			✓			✓	✓		
• Use inclusive language to avoid excluding certain groups of people or perpetuating stereotypes (e.g., based on gender, race, religion, ability)			✓		✓	✓	✓		
• Provide materials from diverse perspectives	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Allow flexible participation			✓	✓		✓	✓		
• Respect students' privacy and confidentiality regarding disabilities and health information			✓	✓		✓	✓		
• Embed community-building activities into your course	✓		✓	✓	✓		✓	✓	
• Recognize that an academic accommodation is a legal responsibility, not a favour; it removes barriers that exclude students, and it does not reduce rigour or academic integrity			✓	✓		✓	✓		
• Leave someone's assistive devices in place (e.g., wheelchair, walker, cane, listening device), unless they make a request or grant permission			✓	✓		✓	✓		
• When grading student engagement, consider that missing class may be a function of a disability and remaining quiet during class discussions may be a function of a disability or other factors (e.g., cultural norms)			✓	✓		✓	✓		
• Prepare to address an identity threat, discrimination, or violence impacting your students (acknowledge incident and harm, connect students to support services, reiterate your support)			✓			✓	✓		

Incorporate Inclusive Pedagogies: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> • Articulate the digital technology, learning components, and course format needed to meet the academic and engagement expectations and essential requirements of the course 			✓	✓		✓	✓		
<ul style="list-style-type: none"> • Provide details of assessments at the beginning of the course and identify how they connect to essential course requirements 			✓	✓		✓	✓		
<ul style="list-style-type: none"> • Incorporate a variety of flexible ways within a term for students to participate, interact with course material, and demonstrate knowledge 			✓	✓		✓	✓		
<ul style="list-style-type: none"> • Give all students time to learn and practice digital technologies before they must use them in learning 			✓	✓		✓	✓		
<ul style="list-style-type: none"> • Identify opportunities for curriculum co-creation (e.g. provide students opportunities to discuss and refine the content of course activities, assignments and/or grading rubrics) 	✓		✓	✓		✓		✓	
<ul style="list-style-type: none"> • Employ trauma-informed pedagogical strategies, such as: <ul style="list-style-type: none"> ○ Understand that students notably vary in their life experiences and that trauma (one-time, ongoing, or generational) impacts their learning and behaviour ○ Provide a transparent course outline regarding instructional decision-making ○ Promote safety by fostering healthy relationships with students and among students ○ Ensure students know what to expect regarding upcoming difficult content and provide on- and off-ramps to potentially disturbing material (e.g., give students voice and choice where possible regarding participation and assessment) ○ Discuss how language in historical documents, media, and materials may not reflect how we view and describe ideas now 	✓	✓	✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> • Reflect in course design and practices that an academic accommodation is a legal responsibility, not a favour, it removes barriers that exclude students, and it does not reduce rigour or academic integrity 			✓	✓		✓	✓		
<ul style="list-style-type: none"> • Use the Postsecondary Course Accessibility Guide to review and improve accessibility in your course pertaining to: <ul style="list-style-type: none"> ○ Course outline: instruction and assessment formats, processes and policies, and essential requirements ○ Course organization and navigation: LEARN setup of modules and assessments ○ Course materials: instructor-created course content (e.g., lecture slides) and other source content (e.g., textbooks), assessments and learning activities, and educational technologies ○ Communication barriers ○ Physical learning space barriers 			✓			✓	✓		

Support Student Well-being: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> Adopt course processes that positively impact the well-being of students and the teaching team (e.g., course policies, expectations, workload) 	✓		✓			✓	✓		
<ul style="list-style-type: none"> Promote equity in students' experiences and outcomes by incorporating growth mindset and sense of belonging strategies into your course outline's messages, policies and practices 			✓	✓		✓	✓		
<ul style="list-style-type: none"> Apply inclusive pedagogical principles (e.g., slip days, smaller lower stakes assessments, drop lowest score, ≤35% test weights, accessible teaching strategies and materials, timing coordination with core courses) 			✓	✓		✓	✓		
<ul style="list-style-type: none"> Provide clear written course and assessment expectations 			✓	✓		✓	✓		
<ul style="list-style-type: none"> Create a positive environment that respects diversity (e.g., use inclusive language, model respect, strive to learn student names) 			✓	✓		✓	✓	✓	✓
<ul style="list-style-type: none"> Foster a sense of belonging (e.g., normalize but don't minimize academic stress or lived experience, learn how to respond to students in distress, refer students to supports and services) 				✓		✓	✓		✓
<ul style="list-style-type: none"> Foster a growth mindset (e.g., share own academic and personal challenges while a student, communicate ability can be improved and developed, provide constructive feedback on how students can improve, give low stakes chances for students to 'fail' and learn from it) 			✓	✓		✓	✓		
<ul style="list-style-type: none"> Embed community-building activities into your course 	✓		✓	✓	✓		✓	✓	
<ul style="list-style-type: none"> Integrate movement breaks into class to increase performance and well-being, considering student ability, for example: <ul style="list-style-type: none"> Stretching Interactive peer exercise (placing sticky-notes on boards) Permission to stand or get out of the chair during class, if able 			✓			✓	✓	✓	
<ul style="list-style-type: none"> Learn how to respond to students in distress and how to interact with disabled students' assistive devices (e.g., wheelchair, guide, listening aid) 			✓	✓		✓	✓		
<ul style="list-style-type: none"> Reflect in course design and practices that an academic accommodation is a legal responsibility, not a favour; it removes barriers that exclude students, and it does not reduce rigour or academic integrity 			✓			✓	✓		
<ul style="list-style-type: none"> Consider in your course practices that the way your nervous system processes sensory stimuli (e.g., light, sound, perfumes/colognes) may not represent all students 			✓			✓	✓		

<ul style="list-style-type: none"> Counter common barriers to student success (e.g., fear of failure, Imposter Syndrome) with early outreach, using strengths-based and psychologically attuned communication 			✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> Employ trauma-informed pedagogical strategies, such as: <ul style="list-style-type: none"> Understand that students notably vary in their life experiences and that trauma (one-time, ongoing, or generational) impacts their learning and behaviour Provide a transparent course outline regarding instructional decision-making Promote safety by fostering healthy relationships with students and among students Ensure students know what to expect regarding upcoming difficult content and provide on- and off-ramps to potentially disturbing material (e.g., give students voice and choice where possible regarding participation and assessment) Discuss how language in historical documents, media, and materials may not reflect how we view and describe ideas now 	✓	✓	✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> Adopt strategies that support Black, Indigenous, racialized, 2SLGBTQ+, disabled, and other historically underrepresented students 	✓		✓		✓	✓	✓		✓
<ul style="list-style-type: none"> Employ educational materials that build critical thinking skills related to identity, justice, and power (e.g., Office of EDI-R podcasts) 	✓	✓	✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> Encourage students to determine how they mediate their UWaterloo experience and support their well-being via organized activities (e.g., sports, clubs), unstructured activities (e.g., crafts, walks), and/or university services and supports 	✓		✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use the Postsecondary Course Accessibility Guide to review and improve accessibility in your course pertaining to: <ul style="list-style-type: none"> Course outline: instruction and assessment formats, processes and policies, and essential requirements Course organization and navigation: LEARN setup of modules and assessments Course materials: instructor-created course content (e.g., lecture slides) and other source content (e.g., textbooks), assessments and learning activities, and educational technologies Communication barriers Physical learning space barriers 			✓			✓	✓		

Provide Effective Feedback: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> Provide clear and focused feedback in an accessible format on how students can improve their work including what was good, what could be improved, and how to improve 	✓	✓	✓	✓	✓				✓
<ul style="list-style-type: none"> Be specific with an example to illustrate 	✓	✓	✓	✓	✓				
<ul style="list-style-type: none"> Be realistic by restricting feedback to what the student can control 	✓	✓	✓	✓	✓				
<ul style="list-style-type: none"> Be timely to maximize learning impact and allow student agency regarding course enrolment 	✓	✓	✓	✓	✓				
<ul style="list-style-type: none"> Offer continued support 					✓	✓			✓
<ul style="list-style-type: none"> Create regular opportunities for reflection by students 	✓	✓	✓		✓				
<ul style="list-style-type: none"> Invite students to request the kinds of feedback they would like when they hand in work 	✓	✓	✓	✓	✓	✓	✓	✓	
<ul style="list-style-type: none"> Provide students with opportunities to evaluate and provide feedback on each other's work; these opportunities build transferable skills when students turn to producing and regulating their own work 	✓	✓	✓		✓	✓		✓	✓
<ul style="list-style-type: none"> Develop feedback literacy: <ul style="list-style-type: none"> Provide feedback recognition training Guide sense-making of feedback Support action on feedback Emphasize reflection as a form of feedback 	✓	✓	✓	✓	✓				

Incorporate SLICCs into Courses: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> Incorporate a student-directed reflective and experiential learning framework—often called a SLICC—into a course. A SLICC positions students as co-creators of their learning journey and can be integrated into a range of course sizes and disciplines. Things to Consider helps assess if the SLICC framework is the right fit for a course. <p>SLICCs have 5 key components:</p> <ol style="list-style-type: none"> Learning outcomes Proposal Weekly reflections Interim report Final report 	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Provide 2 or 3 learning outcomes and ask students to provide the rest or ask students to define all their learning outcomes 	✓	✓	✓	✓	✓	✓	✓	✓	
<ul style="list-style-type: none"> Check that students are participating in a weekly reflective journal (entries can be ungraded) 	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Provide comprehensive feedback on the proposal and interim report 	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Promote skill development through a focus on the learning process, not the product (i.e., let students know a SLICC project can still be successful if skills are acquired, even if original goals are unmet) 	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Provide a safe space to engage with the Volatility, Uncertainty, Complexity and Ambiguity (VUCA) characteristics encountered in the workplace 	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Support students as they take ownership of their learning process and navigate a new learning experience (e.g., clearly define the SLICC process at the beginning of the course, encourage students to come to office hours, provide opportunities to discuss feedback) 	✓	✓	✓	✓	✓	✓	✓		

Focus on Student Purpose: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<p>A sense of meaning/purpose can provide stability in a rapidly changing world.</p> <ul style="list-style-type: none"> • Through course activities and student interactions, encourage students to reflect on the relevance of course elements to the types of work that they might find meaningful and that align with their: <ul style="list-style-type: none"> ○ Values and needs ○ Talents and skills ○ Ways of engaging with the world of work ○ Wishes to make impact 		✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> • Increase student awareness about Centre for Career Development workshops and/or appointments that can help them explore holistic career goals and identify relevant experiences 	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> • Suggest students talk to people they know (friends, family, instructors, TAs, etc.) to learn more about the types of problems being addressed in different fields and careers, drawing connections to their own self-understanding 		✓	✓		✓	✓		✓	✓

Promote Student Supports: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> • Include applicable student supports, resources, and tools in your course outline, LEARN course, or internal email signature, for example: <p>Accommodations AAS Student Services</p> <p>Academic SSO Learning Support Library UG Supports or Grad Supports WCC UG Services or Grad Services CCD Career & Professional School Preparation Academic Integrity for Students English for Multilingual Speakers Graduate Courses</p> <p>Connection & Well-being Athletics & Recreation Campus Life Multi-Faith & Spirituality Resource Team Counselling Services o Self-Care Activities Current Students (Explore your UWaterloo life) EDI-R Resources, Tools & Supports Graduate Student Association Graduate Studies and Postdoctoral Affairs Health Services Indigenous Relations Office International Experience Centre Sexual Violence Prevention & Response Office Waterloo Indigenous Student Centre SSO Connection Collective (for equity-deserving students) WUSA's GLOW or RAISE</p>	✓	✓	✓	✓		✓	✓		

Foster Belonging through Connections: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> Allow brief student announcements at the start of class 				✓		✓	✓		
<ul style="list-style-type: none"> Employ short <u>ice breaker</u> activities 			✓			✓	✓	✓	✓
<ul style="list-style-type: none"> Invite students to share their experiences in the course (work, extracurricular, or life experiences) to promote community connections (class, global) 		✓	✓	✓	✓	✓	✓		✓
<ul style="list-style-type: none"> Incorporate one or more high impact practices (e.g. learning communities, writing-intensive assignments, undergraduate research, collaborative assignments, ePortfolios) in support of deep learning and cognitive connections 	✓	✓	✓	✓	✓	✓			✓
<ul style="list-style-type: none"> Support cognitive connections through: <ul style="list-style-type: none"> Learning outcomes Reflective prompts, and Concept maps 	✓	✓	✓	✓	✓	✓			
<ul style="list-style-type: none"> Create a positive environment that respects diversity (e.g., use inclusive language, model respect, strive to learn student names) 			✓	✓		✓	✓	✓	✓
<ul style="list-style-type: none"> Foster a sense of belonging (e.g., normalize but don't minimize academic stress or lived experience, learn how to respond to students in distress, refer students to supports and services) 				✓		✓	✓		✓
<ul style="list-style-type: none"> Foster a growth mindset (e.g., share own academic and personal challenges while a student, communicate ability can be improved and developed, provide constructive feedback on how students can improve, give low stakes chances for students to 'fail' and learn from it) 			✓	✓		✓	✓		✓
<ul style="list-style-type: none"> Offer flexible community-building activities in your course 	✓		✓	✓	✓		✓	✓	
<ul style="list-style-type: none"> Encourage students to determine how they mediate their UWaterloo experience and support their well-being via organized activities (e.g., sports, clubs), unstructured activities (e.g., crafts, walks), and/or university services and supports 	✓		✓	✓	✓	✓	✓	✓	✓

Provide Guidance to Graduate Students: How these actions align with WatSEE

Actions	Context-specific skills	Critical thinking	Engaged learning	Growth mindset	Self-reflection	Personal validation	Well-being	Collaboration	Relational effectiveness
<ul style="list-style-type: none"> Demonstrate interest in the project (e.g., regular check-ins, academic goal setting, skill sharing, encouragement) 	✓	✓	✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> Demonstrate interest in the student (e.g., regular check-ins, personal and professional goal setting, skill sharing, encouragement) 	✓	✓	✓	✓	✓	✓	✓		✓
<ul style="list-style-type: none"> Offer project and program guidance 			✓	✓		✓			
<ul style="list-style-type: none"> Establish clear and mutually agreed upon expectations (e.g., meetings, roles, project) 			✓	✓			✓		
<ul style="list-style-type: none"> Provide timely, constructive feedback 	✓	✓	✓	✓	✓	✓	✓		✓
<ul style="list-style-type: none"> Support work-life balance and UW community engagement (e.g., GSPA, WUSA/GSA, Athletics & Recreation, IRO, SSO, Campus Housing events and workshops) 				✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Promote well-being, while recognizing the diversity of what contributes to an individual's well-being (e.g., organized activities [e.g., sports, clubs], unstructured activities [e.g., walks, listening to music], university services and supports [e.g., Athletics & Recreation, Campus Wellness, EDI-R, International Experience Centre, GSA, GSPA, IR, SVPRO]) 					✓	✓	✓	✓	
<ul style="list-style-type: none"> Encourage career development (e.g., CCD, CTE, EDI-R, GSA, GSPA, SSO, WCC, Velocity, Greenhouse, Office of Research training and supports) 	✓		✓	✓	✓	✓	✓	✓	