

UWaterloo Community 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
• Include pronouns in your email signature			✓			✓	✓		
• Respect pronouns and self-identified names of students			✓			✓	✓		
• Share your pronouns orally during your first meeting with a student			✓			✓	✓		
• 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 email signature 	✓		✓			✓	✓		
<ul style="list-style-type: none"> At the start of important meetings or gatherings customize your land or territorial acknowledgement as it relates to your work toward reconciliation 	✓		✓			✓	✓		✓

Decolonize Practices: 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 university 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)				✓	✓			✓	✓
• Identify opportunities to engage Indigenous communities in the development and/or delivery of content and events	✓		✓			✓		✓	✓
• Employ educational materials that build critical thinking skills related to identity, justice, and power (e.g., Office of EDI-R Educational Catalogue)	✓	✓	✓	✓	✓	✓	✓		

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 in group events		✓			✓	✓	✓	✓	✓
• 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); if you make an error, briefly and immediately apologize, correct, and move on		✓		✓	✓	✓	✓		
• Review shared materials for the inclusion of diverse perspectives	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Respect students' privacy and confidentiality regarding disabilities and health information		✓	✓		✓	✓	✓		
• 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, listening device, cane), unless they make a request or grant permission		✓	✓		✓	✓			
• Consider that missing class/meetings may be a function of a disability and remaining quiet during 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 a student (acknowledge incident and harm, connect student to support services, reiterate your support)		✓			✓	✓			

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
• Create a positive environment that respects diversity (e.g., use inclusive language, model respect, strive to learn student names)		✓	✓		✓	✓	✓	✓	✓
• 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)			✓		✓	✓	✓		✓
• Foster a growth mindset (e.g., share own academic and personal challenges while a student, communicate that ability can be improved and developed, provide constructive feedback when appropriate on how students can improve)		✓	✓		✓	✓			
• Learn how to respond to students in distress and how to interact with disabled students' assistive devices (e.g., wheelchair, guide, listening aid)		✓	✓		✓	✓			
• Employ trauma-informed 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 ○ Empower students by educating them about their options and giving them voice and choice, when possible ○ Be open and transparent about your role and actions ○ Promote safety by fostering healthy relationships with students 		✓	✓	✓	✓	✓			
• Counter common barriers to student success (e.g., fear of failure, Imposter Syndrome) with early outreach, using strengths-based and psychologically attuned communication		✓	✓	✓	✓	✓	✓		
• 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		✓			✓	✓	✓		
• Consider in your interactions with others that the way your nervous system responds to sensory stimuli (e.g., fluorescent lights, perfumes/colognes) may not represent everyone		✓			✓	✓	✓		
• Adopt strategies that support Black, Indigenous, racialized, 2SLGBTQ+, disabled, and other historically underrepresented students	✓	✓	✓	✓	✓	✓	✓		✓
• Employ educational materials that build critical thinking skills related to identity, justice, and power (e.g., Office of EDI-R Podcasts)	✓	✓	✓	✓	✓	✓	✓		
• Encourage students to determine how they should mediate their UWaterloo experience and support their well-being via organized activities (e.g., sports), unstructured activities (e.g., crafts), and/or university services and supports	✓		✓	✓	✓	✓	✓	✓	✓

Receive and Provide Feedback Effectively: 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"> • If providing feedback to students: <ul style="list-style-type: none"> ○ Use an accessible format, ○ Be clear and focussed, ○ Indicate what was good, what could be improved, and how to improve, ○ Use an example to illustrate, ○ Be realistic by restricting feedback to what the student can control, ○ Be timely to maximize learning impact and, if applicable, allow student agency regarding course enrolment, ○ Create opportunities for reflection by the student 	✓	✓	✓	✓	✓	✓	✓		✓
<ul style="list-style-type: none"> • If receiving feedback from students: <ul style="list-style-type: none"> ○ Listen to feedback without interruption ○ Be attentive, open, and avoid conveying disinterest or defensiveness via body language and tone of voice ○ Ensure you understand the feedback to minimize misunderstandings (ask clarifying questions, as needed) ○ Reflect on what to do ○ Follow up (e.g., implement suggestion, discuss further) 	✓	✓	✓	✓	✓	✓	✓		✓

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 student interactions, encourage students to reflect on the relevance of their courses 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 Increase student awareness about Centre for Career Development workshops and appointments that can help them explore holistic career goals and identify relevant experiences 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 links to applicable student supports, resources, and tools in your materials 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 <ul style="list-style-type: none"> Self-Care Activities Current Students (Explore your Waterloo 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)</p> <ul style="list-style-type: none"> WUSA's GLOW or RAISE 	✓	✓	✓	✓	✓	✓			

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
• Employ short <u>ice breaker</u> activities in student meetings		✓			✓	✓	✓	✓	✓
• Create a positive environment that respects diversity (e.g., use inclusive language, model respect, strive to learn student names)		✓	✓		✓	✓	✓	✓	✓
• 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)			✓		✓	✓	✓		✓
• 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)		✓	✓		✓	✓	✓		✓
• Encourage students to determine how they should mediate their Waterloo experience and support their well-being via organized activities (e.g., sports), unstructured activities (e.g., crafts), and/or university services and supports	✓	✓	✓	✓	✓	✓	✓	✓	✓