Carlo, Residence Advisor
Professional Development Pillar
MBA Student

GRADUATE HOUSE
Residence Curriculum

2019 | 2020

UNIVERSITY OF
TORONTO

INTRODUCTION

Preamble for the Curriculum

As the largest graduate student residence on campus, Graduate House is committed to providing high-quality living experiences to the graduate students at the University of Toronto. As such, a curriculum has been created to support development in all areas of the student experience and to foster the growth of well-rounded graduate students while residing at Graduate House. Implementing a curriculum that incorporates all-encompassing learning goals will support the busy graduate student lifestyle by offering a variety of convenient, relevant and supportive programs as well as contribute to filling any gaps in the student experience.

Gaps have been identified in the Graduate House student experience by the seasoned staff members of Grad House. These gaps were identified in conjunction with relevant stakeholders in the summer of 2019, such as the Assistant Dean of Residence Life & Communication (ADRLC), current Resident Advisors (RAs), relevant University of Toronto faculty members, the School of Graduate studies (including accessibility services and the dean's office) and Student Life at the University of Toronto. These gaps are community engagement (including inclusivity & mental health), transitions & career concerns, relationship management and lifestyle skills like cooking and finances. The curriculum will address these gaps by focusing on seven (7) areas of development or learning goals related to these identified gaps (See figure 1). In other words, the gaps can be mapped on to the pillars in a few ways. Inclusivity is a part of equity & inclusion or international & global perspectives or Toronto community, mental health and relationship management are addressed by health & wellness or Graduate House community, transitions and careers concerns are addressed by professional development and academics and soft skills can be addressed by Graduate House community or health and wellness. The pillars represent these gaps in student experiences but will also go further and strengthen gaps with additional programming or support students in other areas related to these pillars. Ultimately, each pillar will have their own respective learning outcomes and will be both a guide and the objectives of the Graduate House curriculum.

1. **Professional Development**: Residents will be able to convey workplace readiness and purposeful leadership.
2. **Equity & Inclusion**: Build inclusive community where all Gradhouse residents can feel represented and a sense of belonging.
3. **Toronto Community**: Have Gradhouse residents develop civic responsibility to become or increase caring citizenship in Toronto.
4. **International & Global Perspectives**: Encouraging multicultural competence in residents to create educated global citizens.
5. **Health & Wellness**: Encourage residents to develop a culture of personal wellness that supports their needs in a healthy, sustainable way.
6. **Academics**: Supporting residents in their academic excellence & scholarship
7. **Grad House Community**: Increase individual connections between residents contribute to graduate community engagement and sense of belonging/community.

- Foundational Tenet: Combatting Loneliness -

Figure 1. Grad House Curriculum Learning Areas

As well, the curriculum was developed with reference to Bloom's Taxonomy (See Figure 2), a hierarchical model that outlines the stages of learning and commonly supports curriculum development. Blooms taxonomy was incorporated in this curriculum to help articulate the outcomes in a tangible way, in addition to the organization of the learning outcomes to be achieve in the academic year.

The learning outcomes will be achieved through RAs. They will specialize in and be responsible for one of the seven learning goals and relevant programming once a month designed to meet the learning outcomes. These specific learning outcomes represent more tangible, concrete skills and experiences that students can gain and benefit from by participating in programming. Specializing in one pillar of the curriculum will be in addition to the other RA responsibilities of their assigned primary community, such as office hours, one-on-ones, etc.
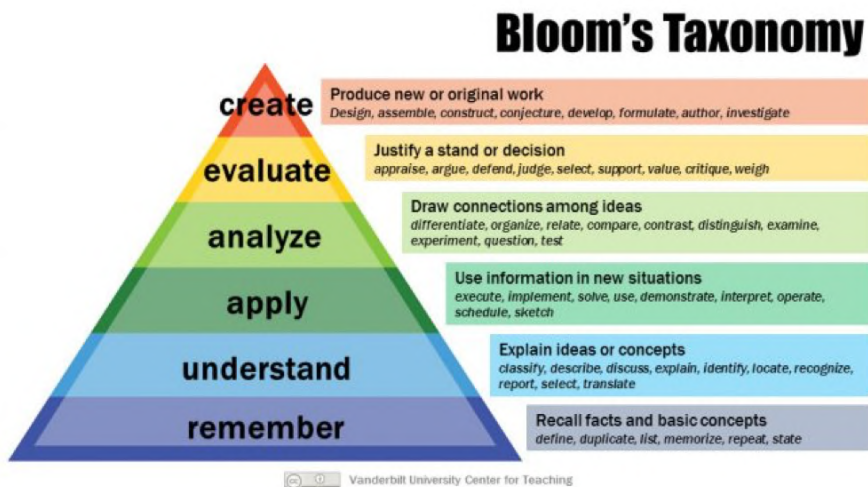

Figure 2. Blooms Taxonomy.

INTRODUCTION

Combatting Loneliness

In addition to the seven pillars and their learning outcomes, this curriculum also features a unique foundational tenet of combatting loneliness. Loneliness is an issue has been identified as particularly problematic at Grad House by previous residents and staff in several ways, such as during exit interviews with the ADLRC, one-on-ones with the RAs and the annual exit survey. Moreover, loneliness is a well-documented, common issue among graduate students, with up to 67% of students at the University of Toronto reporting extreme feelings of loneliness during the year. Given the pervasiveness and severity of this problem, combatting loneliness in Grad House needs to be addressed formally by the curriculum. However, it will be treated as a foundational tenet by the curriculum and there will be no specialized programming created for combatting loneliness.

This is because the solution to this problem is effectively overlapped by the inherently social nature of the programming of the primary seven pillars. As such, RAs should plan their programs with the professionally developed, specialized learning outcomes in mind but will also incidentally address combatting loneliness with their programs. Furthermore, any traditional program that would be conducted to combat loneliness as the only intention are unlikely to be successful due to the message that participation conveys (i.e. potential for embarrassment). Lastly, Grad House has limited resources and investing in high quality programs for the seven primary pillars is likely to be more effective in combatting loneliness than having unique programs that directly addresses the problem. In other words, loneliness will be reduced by increasing participation in other programs and fostering community via this participation. Therefore, combatting loneliness has been defined as a foundational tenet, which will act as more of an outcome rather than a goal of the primary learning goals or pillars.

To give a more thorough explanation of the use of the foundational tenet, an example would be an RA who specializes in professional development and is planning programming for their pillar. They would plan an event like networking night, with the primary intention of achieving one or more of the learning outcomes of profession development (e.g. workplace readiness). In facilitating this programming, the RA will focus on achieving their learning outcomes, but might also notice opportunities to combat loneliness as a secondary outcome for their programming. The RA will be focused on supporting residents who are creating professional networks but will also be mindful of the way they interact with residents who might be experiencing loneliness at the event. Thus, a program like networking night could be executed to bolster the professional development of Grad House residents but also combat loneliness by offering an opportunity to socialize with other students, faculty and colleagues.

Ultimately, interactions that facilitate the connections that are built in these programs are going to be executed more thoughtfully to help combat loneliness.

In addition to acting as the foundational tenet for the programming, combatting loneliness will also act as the focus of general interactions in Grad House. Examples of this would be

essentially be interactions that any RA or Grad House staff member have with Grad House residents, such as front-desk attendants (FDAs), office hours, one-on-ones, etc. By using this foundational tenet to guide interactions in non-traditional programs, loneliness expressed by previous Grad House residents is likely to be incrementally reduced over time.

Resident Outcomes

It is expected that Grad House residents are unique and will bring pre-existing strengths or knowledge related to the pillars prior to residing in Grad House. However, Grad House still encourages rich learning experiences through residential programming to support gaps in the student experience and to refine pre-existing knowledge in the residents. Students who already have strong foundations in learning outcomes will still be encouraged to participate in programs to polish their skills but also support their fellow residents and grow in other areas, especially considering that a program may

involve more than one learning outcome. For example, someone who has strong professional, workplace skills may still benefit from attending a resume clinic in order to edit their work and contribute ideas to the group but also may enhance other areas of development, such as Combatting Loneliness. Students may not leave their time at Grad House with high levels of achievement in all learning goals but should have felt that they have the opportunity to construct a foundation from which they can draw experiences/build upon.

INTRODUCTION

Grad House Community Participant Status

Previously, residents who wished to reside in Grad House for longer than their first year have been given priority in re-entry through simply re-applying. Current residents who wish to remain in Grad House will still have an opportunity to gain priority in re-entry, but they will now have to earn this priority through achieving the Grad House Community Participant Status (GCPS). Current residents who do not achieve this status but wish to reside in Grad House for subsequent academic years will have to re-apply through the general applicant pool.

The addition of this GCPS to the curriculum is to foster a culture of participation, inclusion and community that residents have expressed needing more of in Grad House (see Combatting Loneliness for importance of this issue). This status will foster this culture by encouraging communication among residents through the suitemate agreement and the one-on-one, which may bolster individual connections that constitute a larger community of people.

Additionally, the requirement of participation in programs will encourage residents to engage in community through both modelling an example of community and by giving them a platform in which they can forge their own community. In other words, this status may be a way for students to perhaps justify their participation in programming when they might have not otherwise participated and will hopefully be the initial opportunity needed to make connections with other residents.

The promotion of a participatory, warm culture may support over-arching issues with Grad House, such as combatting loneliness and ensuing mental health concerns, through these increases in individual connections and subsequent community. This status will help shape the reputation of Grad House as a warm, welcoming environment and communicate to the University of Toronto and general public that residents can expect to have a strong sense of community while residing at Grad House.

Requirements:
Grad House Community Participant Status will be achieved by:

1. **Completion of the suitemate agreement upon moving into Grad House.**
   a. Only one form per suite is required – one suitemate will be responsible for submitting the form on behalf of everyone in the suite.
   b. For suites that have a resident(s) who moved in later in the academic year (e.g. December), the resident who most recently moved in will be responsible for submitting the most up-to-date suitemate agreement on behalf of everyone in order to achieve their GCPS.
   c. This agreement should take no longer than one month subsequent to moving in to complete.

2. **Participation in a one-on-one meeting with one's assigned RA.**
   a. This meeting should also take place ASAP (no more than approximately two months after moving in) and will be organized at a mutually convenient time for the resident and RA.

3. **Attending a minimum of four (4) pillar programs over the academic year (September-April).**
   a. Attendance will be spread out so that residents must attend two (2) pillar programs a semester (two in the fall and two in the winter).
   b. Only pillar-related programming will count towards this status (i.e. building-wide events like snowball are not included programs – speak to your RA or the front desk for more information).

4. **Ensuring that they meet the requirements of that program, such as:**
   a. Signing up for the program in advance (on Microsoft forms).
   b. Filling out any additional follow-up materials necessary (i.e. participation micro-survey, which is a double check for the attendance and will give brief feedback on learning outcomes).

INTRODUCTION

All of the elements that constitute the GCPS were thoughtfully chosen to be easily achievable for the average Grad House resident. The first element, the suitemate agreement, is part of this GCPS because it typically supports positive resident relationships with suitemates by reducing ambiguity around acceptable behaviours. In other words, the suitemate agreement promotes community through building strong connections between suitemates by encouraging clear, open communication and ensuring accountability of residents.

The one-on-ones were also included in the GCPS because of the important opportunity to meet with one's RA and further engage in building community connection, as well as to voice any concerns or questions about life in Grad House from the person whose job it is to support residents. For example, a resident who expresses wanting to work on meeting new friends outside of their program/suitemates might have their RA introduce them to other residents with common interests, suggest popular programs to attend, etc.

Lastly, participating in programs across the academic year will promote the inclusive, participatory culture that Grad House wishes to convey and cultivate. With 7 programs a month and over 28 programs a semester to select from, choosing 4 out of 56 pillar-related programs a year is a low proportion of the number of programs offered by Grad House and should be achievable for most residents. Finding a program that caters to interests and availability of each unique resident from each semester should not be a concern. There are no limitations in regard to attending programs from different pillars.

Any resident who does not meet the participation criteria for the GCPS may appeal their status to the ADRLC. Residents cannot appeal their status if they have not completed their suitemate agreement or one-on-one. The appropriate procedures a resident must follow to appeal their status can be found in the resident handbook and more thorough procedures for staff procedures and decision-making can be sourced on SharePoint.

At the end of the academic year, residents will be invited to attend a celebratory event to acknowledge their achievement and further foster the social, inclusive community Grad House wishes to attain. This event will be decided on and be planned by the Head RA & the ADRLC. The GCPS will also be added to resident's co-curricular record (CCR).

Further Notes

1. Grad House acknowledges the land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit River. Today this place is still home to many indigenous people from across Turtle Island and we are grateful to have the opportunity to study, work and live here.

2. Grad House staff and residents will be committed to creating inclusive, respectful spaces for all of the individuals that exist in the greater University of Toronto community.

3. The curriculum will have additional pieces of supporting legislation (branding, appeals procedure, etc.) that can be sourced through SharePoint or through the ADRLC. These documents should be consulted when applicable or if something is unclear. Any questions that are not addressed by these documents can be directed to the ADLRC.

4. The curriculum was created in the summer of 2019 but should be assessed annually to address any gaps identified through implementing/ assessing the programming or to alter the curriculum as needed.

5. In the context of Grad House, the academic year is considered to be September-April.

6. Items marked by (a) or (i) are compulsory, (•) are encouraged suggestions.

7. The examples listed in the curriculum are not exhaustive – use creativity and individuality.

8. The following terms are interchangeable: students/residents, areas of learning/learning goals/pillars.

CURRICULUM

Foundational Tenet

Combatting Loneliness: *Develop* social connections that constitute the supportive, inclusive community crucial to enjoying graduate life and the creation of well-rounded, successful graduate students.

    a. Loneliness is reduced by increasing a sense of belonging, either through:

        i. The development of positive social connections that support a sense of belonging to a group.

        ii. The creation of positive memories and experiences that contribute a sense of belonging to a place.

    b. The intention of fostering these social connections and subsequent sense of community is to provide higher quality residence experiences and also support students in their careers at the University of Toronto.

        i. This is especially important since it has been reported that many residents chose Grad House because they have little prior connection to the University of Toronto or the city in general.

        ii. Students with a strong sense of community and belonging are more likely to have fulfilling, successful careers but also have fewer problems that might require support and resources from Grad House.

        iii. A strong sense of community will also shift the culture at Grad House to the warm, inclusive environment that is desired, and this might be conveyed to the rest of the University of Toronto community and prospective residents.

    c. Grad House will promote these social connections through:

        i. Providing programming and/or spaces where residents can create individual connections with other residents and/or positive memories of living in Grad House.

        ii. Having all staff model and interact with students in a warm, inclusive way.

        iii. Being committed to combatting loneliness and taking addition measures to work on this goal when possible.

d. Combatting loneliness will be a universal objective for all staff members at Grad House, including RAs, FDAs, the office and maintenance staff, etc.

    i. Interactions with Grad House residents will be enacted with the combatting loneliness in mind, such as bumping in to someone in the hall way, one-on-ones, office hours, front desk, etc. (i.e. say hello, being friendly).

    ii. These interactions can be performed in a way that is natural to the staff member and/or the situation (i.e. smiling or making eye contact).

e. In pillar programming or otherwise, combatting loneliness will be a secondary intention to the learning outcomes because any programming inherently tackles the issue of loneliness through its social nature.

    i. Combatting loneliness is still a priority of Grad House, but it will act as the Foundational Tenet to:

- Address residents in the most respectful way (i.e. implicitly vs. explicitly).

- Use resources to create fewer, more impactful programs rather than creating more highly specialized but lower quality programs.

CURRICULUM

Learning Goals & Outcomes

1) **Professional Development:** Residents will be able to convey workplace readiness and purposeful leaderships.

   a) Grad House residents will <u>express workplace readiness,</u> especially if their career path is not immediately dictated by their degree, through:

      i) *<u>The identification (Knowledge) of</u> <u>direction for their career</u>* by:

   - Developing a five-year career plan.
   - Selecting 2-3 options of career paths to pursue after graduation.

      ii) *<u>Distinguishing (Understanding)</u> <u>personal and professional workplace identities</u> and choose (Application) <u>elements of oneself for each identity</u>*, which includes:

   - Selecting what elements of a personal life are appropriate to share in the workplace with colleagues.
   - Presenting a polished, professional image of oneself through means such as a Linkedin profile, resume or professional headshot, etc.

      iii) *<u>Describing (Understanding)</u> and <u>practicing (Application)</u> <u>interpretations of workplace norms and office culture</u>* in Canada, including:

   - How to greet colleagues, supervisors or interviewers formally or informally.
   - Email etiquette, like determining appropriate response times and the language used, etc.

      iv) *<u>Analysis (Analysis) of</u> what fundamental, relevant skill development is needed and implement* the activities that will support development and prepare residents for their respective fields of study/work, which may include improving:

   - Interpersonal skills (e.g. practicing networking).
   - Writing skills (e.g. cover letters).
   - Computer coding, etc.

b) Grad House residents will be able to <u>demonstrate purposeful leadership</u> by:

i) *Identification (Knowledge) of* <u>opportunities in which leadership is needed and *appraise (analyze)* how the role should be performed</u>, including:

- Brainstorming leadership qualities & recognizing what qualities might be best for the situation.

- Practicing when to be assertive with leadership styles or when a less proactive role should be taken.

ii) <u>Have residents *illustrate (apply)* initiative to make themselves relevant leaders</u> in his or her own respective fields by providing opportunities to:

- Experiment/synthesize with leadership style through both internal/external opportunities.

- Provide resources for residents to critically reflect on leadership styles through conversation, writing, etc.

iii) Using leadership opportunities to *experiment (Analysis)* and *create (Synthesis)* <u>personal leadership style</u> for the workplace, including:

- Create/execute activities that might help residents self-analyze leadership qualities.

- Practicing how one might describe their leadership style in 5 words or less, etc.

Professional Development Notes:

- Program ideas should pertain to the creation and/or maintenance of resident's professional identities, habits and roles, including but not limited to:

- Information sessions/workshops on career options that might help residents shape their careers, such as knowing what's in demand, what to do with their degree, etc.

- Networking events/opportunities to foster connections that might benefit students professionally.

- Workshops/courses/seminars on relevant skill development, such as coding clinics, writing seminars, etc.

CURRICULUM

Learning Goals & Outcomes

2) **Equity & Inclusion**: Build inclusive community where all Grad House residents can feel represented and a sense of belonging.

a) Residents will _recognize (Knowledge)_ and learn about groups of marginalized persons, the effects of this status and why encouraging their individual practices and identities is significant.

   i) Residents should be able to _identify (Knowledge)_ at least one group and the oppressive forces that they experience.

   • Residents will learn about indigenous people through attending art exhibits, speaking with elders, etc.

b) Residents will _discover (Apply) and demonstrate (Apply)_ inclusive practices, such as the knowledge that they gleamed from learning about groups, including:

   i) _Recognition (Comprehension) of_ their own intersectional identities and their privileges in a North American society through self-reflection and related activities.

   • E.g. unpacking your backpack of privilege exercise (McIntosh, 1988).

   ii) _Infer (Comprehension) the importance_ of inclusive dialogues & equitable representation.

   • Examine mass media for representative programming, watch programming that equitably represents groups of people (i.e. _Bonding_ or _Paris is Burning_ on Netflix).

   iii) _Interpreting (Application)_ the impact of language, by:

   • Listening to people's experience with language (i.e. being called names).

   • Examining the intention of the language in context.

c) Residents will _formulate (Synthesis)_ awareness and accountability for these inclusive practices by:

   i) _Question (Analysis) everyday practices_, including work or school, and incorporate new practices when appropriate/relevant, including but not limited to:

   • The incorporation of equitable representation and inclusivity into academic spaces and research.

- Gaining more information/attending events about equity and inclusion on one's own terms.

ii) Assist the inclusive Grad House community by _pointing out (Analysis)_ or encouraging residents to use these inclusive practices in their lives as well.

- Residents should be practice expressing when they are uncomfortable with someone's language use.

- Residents should encourage other residents by modelling inclusive behaviour themselves.

Equity & Inclusion Notes:

- The purpose of this learning area is to include everyone in the identity of Grad House by ensuring that each resident has the opportunity to share their experiences but also learn about other residents and their experiences.

- This learning should reflect the many different identities (i.e. ethnicity, gender, etc.) that exist within Grad House, the university community and the city of Toronto.

- RAs and Grad House staff will be open to feedback from residents about the programming that is being implemented (e.g. if they want more representation, specific content, etc.).

- Programming for residents should pertain to the creation of inclusive spaces, mindful language and equitable representation that would include but is not limited to:

  o Visiting sites to examine important cultural works, such as museums, churches, community centres, parades, etc.

  o Guest speakers or workshops on pertinent topics.

  o Relevant cultural celebrations/activities (i.e. holiday decorating, food, etc.).

  o Volunteering in relevant spaces and programs.

    - The creation of a volunteer information bulletin that residents may use on an individual basis.

    - Opportunities to volunteer to help with relevant programming within Grad House.

CURRICULUM

Learning Goals & Outcomes

3) **Toronto Community:** Have Grad House residents develop civic responsibility to become or increase caring citizenship in Toronto.

   a) Welcome both domestic and international students to the vast yet vibrant city of Toronto by _naming (Knowledge) important cultural norms_ that are unique to Toronto (e.g. TTC etiquette, sports, etc.).

   - Residents should feel comfortable in navigating the city on their own.

   b) Have residents _express (Comprehension) civic identity and responsibility_ in regard to the city, which could look like:

   i) _A knowledge (Knowledge) of the city_, such as different neighbourhoods, events, etc.

   - Residents should have a general idea of different neighbourhoods that constitute the city and a concept of just how big Toronto is.

   ii) _Indication (Comprehension) of connection_ or sense of belonging to the city, through favourite places, people, events, etc. that represent the diverse makeup of Toronto.

   - Residents should have opportunities to explore and create this sense of belonging through spending time in places but also develop fondness by creating memories in these spaces.

   - I.e. if residents should be able to describe a 'favourite memory' from somewhere other than UofT campus.

   c) Residents will _practice (Application) civic responsibility by_ conveying fondness about the fate of the city, beyond the University of Toronto, through action.

   - Residents should have opportunities to demonstrate fondness through activities like watching Toronto sports or observing different cultural displays (e.g. Toronto pride), voting in Toronto elections, volunteering in grassroots organizations, etc.

Toronto Community Notes:

- Programming conducted to develop civic responsibility includes but is not limited to:

o Visiting locally important landmarks/neighbourhoods.

o Participating in significant events.

o Participating in activities that are unique, typical and/or popular in the city of Toronto.

o Participating in activities that effectively demonstrates the diverse makeup of the citizens of Toronto, such as:

  • Volunteering in relevant spaces and programs.

  • Participation in seasonal activities, such as holiday markets.

  • Programming directly related to important cultural backgrounds of the citizens of Toronto (e.g. Caribana, film festivals, food tours, etc.)

CURRICULUM

Learning Goals & Outcomes

4) **International & Global Perspectives:** Encouraging multicultural competence in residents to create educated global citizens.

    a) Grad House residents should <u>be able to *describe (Knowledge/Comprehension)* and/or *relate* (*Application*) to new cultures, people and international perspectives</u> through:

        i) <u>*Recognition (Comprehension)* of experiences from other residents</u>, especially those who are from a different background than themselves.

- Residents should have the opportunity to display their own cultural background and hear others.

        ii) <u>*Inference (Comprehension)* of information on international perspectives through secondary source materials</u>, including:

- Media like movies or documentaries.
- Visiting informative sites.

        iii) <u>An *application (Application)* of information on international perspectives into everyday life</u> when applicable, such as:

- In academic research or professional practice.
- Knowledge of Toronto and its' diverse makeup.

        iv) <u>Residents *choice (Application)* to demonstrate respect for other's customs.</u>

- Residents may demonstrate this through respecting rules around clothing in a place of worship or respecting customs around personal space or eye contact.

    b) Residents will have the opportunity to <u>increase their *knowledge* (*Knowledge)* on universal issues that create/maintain educated global citizenship</u> through:

        i) <u>*Inference* (*Comprehension)* of information through secondary source materials</u>, including:

- Media like movies or documentaries.

- Visiting informative sites.

ii) An *application (Application)* of global citizenship into everyday life when applicable, such as:

- Raising awareness on issues like global hunger.

- Practicing sustainability like having zero or low-waste parties or competitions around sustainability.

iii) *Practice (Application)* awareness through the spread of information or by supporting others learning about educated global citizenship (e.g. attending relevant programming).

- Residents should feel that they have an understanding of at least one globally-relevant issue.

International & Global Perspectives Notes:

- Grad House residents come from diverse backgrounds and should have the opportunities to share their experiences, through contributing in programs or volunteering to help run programs, but only if they wish to do so.

- Relevant programming will include but is not limited t

  o Cultural practices (i.e. food, dance).

  o Field trips to informative, relevant sites or events.

  o Guest speakers or workshops that pertain to globally relevant issues, such as education, substance abuse, etc.

  o Volunteering in relevant spaces and programs that support learning about international perspectives or global citizenship.

  o Other Informative activities such documentary screenings.

CURRICULUM

Learning Goals & Outcomes

5) Health & Wellness: Encourage residents to develop a culture of personal wellness that supports their needs in a healthy, sustainable way.

a) _Define (Knowledge)_ and _extend (Comprehension)_ an understanding of health and wellness in an accessible, sustainable way that reflects the lifestyle of graduate students, which will:

   i) _Give_ information and _examples (Comprehension)_ regarding personal wellness, through both passive and active programming, such as:

- Anecdotal ideas or brainstorming sessions about personal wellness and what it means to an individual resident.

- Create a bulletin board after active program that where individuals can leave additional post-its of ideas about personal wellness.

   ii) _Indicate (Comprehension)_ importance of personal time or breaks in work, especially during busy, stressful periods during the academic year.

- Use of literature/research studies that suggest taking care of oneself supports productive lifestyles.

   iii) Allow residents opportunities to _apply (Application)_ and _appraise (Analysis)_ the many benefits of the break (e.g. changing scenery to refocus brain), such as:

- A mindfulness class with a reflection period afterwards on what practicing mindfulness did for an individual.

   iv) Support resident to _develop (Synthesis)_ sustainable, long-term lifestyle changes or self-care, which will be achieved through:

- Offering programming that supports their needs and schedule - programming does can be simple and not too time consuming to support residents in exploring what self-care practices work for them.

- Residents should be able to list 3 different self-care practices that support their wellness (e.g. stretching/yoga, cooking, calling a friend, etc.)

b) _Generalize (Comprehension)_ norms around maladaptive lifestyle habits or norms that might obstruct personal wellness and break these norms or enhance resident wellness by:

  i) _Contrast and compare (Analyze)_ around healthy and unhealthy habits in a non-judgmental way, which may encourage residents to modify or adopt healthier habits.

  • Especially pertaining to culture of productivity and achievement that exists on the University of Toronto's campus.

  • Can be through active programming (e.g. chatting with residents during High Park Walk) or passive programming (e.g. starting a hobby/self-care accountability group like exercise).

  ii) Encourage sustainable participation in personal wellness and deconstructing productivity norms by _composing (Synthesis)_ personal wellness plans, which will emphasize benefits that enhance wellness and break norms around maladaptive lifestyle habits.

  • This will be more detailed than listing 3 self-care practices, including the scheduling of these practices (e.g. making time for exercise), heightening commitment to plan (e.g. purchasing exercise clothes or making a work out date with a friend), etc.

Health & Wellness Notes:

- Examples of this accessible, sustainable programming may include but is not limited to:

  o Physical wellness related activities (i.e. exercise, healthy eating/nutrition or cooking classes, etc.).

  o Mental wellness related activities (i.e. workshops on coping skills, managing stress, yoga/mindfulness classes, etc.).

  o Emotional and interpersonal wellness related activities (i.e. assertiveness training, healthy relationships, conflict management workshops, etc.)

- Grad House acknowledges that individual resident's wellness will be unique for each resident and that no one form of wellness is one-size fits all.

- Passive information should be available after programs to support student's needs and any sort of feelings that get stirred up from participating in sessions.

- Grad House staff will support residents that ask for help to the best of their ability, whether it be related to mental health or physical health concerns.

CURRICULUM

Learning Goals & Outcomes

6) **Academics:** Supporting residents in their academic excellence & scholarship.

   a) Grad House residents are likely to be excellent scholars given their admittance to pursue studies at the University of Toronto, so Grad House will *arrange (Knowledge)* resident resources to refine, maintain and support the academic skills that procured the resident's acceptance, including:

   - Spaces like study lounges to have a relaxed, productive study session.

   - Information or workshops on academic awards or scholarships.

   b) *Outline (Analysis)* practices that enhance academic success, such as physical and mental wellness.

   - Promote leisure or relaxation through programs like book club – expand knowledge but also read something that might not be school related.

   - Promote healthy lifestyle through activities like meal planning, exercise, etc.

   - These activities are meant to promote wellness and enhance academic efforts.

   c) Residents should *develop (Synthesis)* knowledge on campus resources that will support their academic endeavors, including:

   - Clear communication with supervisors or colleagues through the graduate conflict resolution centre (GCRC).

   - Opportunities to explore campus and what it can offer (e.g. library contest).

   d) Residents will *develop or revise (Synthesis)* an understanding of what it means to be academically excellent (both within and across subject areas) at the University of Toronto and beyond, including:

   - Information or workshops on academic awards or scholarships.

   - Discovering career goals or professional development (see professional development pillar).

Academics Notes:

- Relevant programming could include but is not limited to:

  o Academically-oriented programming and workshops (e.g. coding clinics, writing workshops, etc.), to be conducted by external experts OR proficient residents in Grad House

  o Professional development opportunities that enhance academic scholarship (e.g. conference presentation skills, networking, etc.).

  o Programs that promote healthy academic practices, such as study halls.

- Programming should consider both research and professional streams and their specific needs in the plans.

CURRICULUM

Learning Goals & Outcomes

7) **Grad House Community:** Increase/enhance individual connections between residents to contribute to graduate community engagement and sense of belonging/community.

   a) _A choice (Application) to build community and create (Synthesis) joy for residents_ through participation in an appealing, fun community atmosphere, which may:

      i) Decrease anxiety over meeting new people and reduce pressure in conversation by providing an activity to participate in or a topic to discuss.

         • E.g. at trivia night, residents can talk about the questions instead of worrying about conversation topics!

      ii) Support other residents in their careers and time at the University of Toronto.

         • A resident may attend a program with a fellow resident or to support a community initiative.

   b) _The discovery (Application) and fostering of individual connections_ with other residents, RAs and staff members, which will individually contribute to the greater sense of the community.

      i) Residents should have the opportunity to converse with people one-on-one as well as in large or sub-groups in programs.

         • Residents should know an RA and feel that they have a connection with them.

         • Residents should feel that they had opportunities to make individual connections with someone in Grad House (can be staff, RA, residents, etc.).

      ii) Residents should be able to meet and name at least two acquaintances from Grad House who are not in their program of study.

   c) _Create (Synthesis) connection_ to Grad House through the introduction of new friends, interests, etc.

         • Residents should be able to say that they tried one new thing or met one new friend in Grad House.

Grad House Community Notes:

- Programs at Grad House should cater to a wide variety of resident's interests, which may include but is not limited to:

    o   More proactive programs for extroverts:

    - Group games (e.g. bingo, board games, trivia nights, etc.).

    - Socializing/experiential opportunities (e.g. escape room, movie night).

    - Classes or workshops that enhance community functioning (i.e. cooking classes).

    o   More passive programs for introverts:

    - Relevant workshops or classes (e.g. paint night).

    - Social media competitions or campaigns.

    - Online video game club where residents can play together, talk about game.

    - Online book club where residents can trade book suggestions, discuss favourites, etc.

- Social programming will demonstrate the culture at Grad House and perpetuate an environment in which residents can meet others and continue their growth in a safe, respectful and inclusive way.