



Promoting Health Equity and Inclusivity in Wellbeing at UBC

Research and engagement with equity-deserving groups

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August 2022

Disclaimer

This report was produced as part of the UBC Sustainability Scholars Program, a partnership between the University of British Columbia and various local governments and organisations in support of providing graduate students with opportunities to do applied research on projects that advance sustainability across the region.

This project was conducted under the mentorship of UBC Student Health and Wellbeing and HR Wellbeing and Benefits. The opinions and recommendations in this report and any errors are those of the author and do not necessarily reflect the views of the University of British Columbia.

Land Acknowledgement

As the author of this guide, I position myself as a racialized settler born on Turtle Island on Treaty 13 lands, the traditional territories of the Mississaugas of the Credit First Nation, Huron-Wendat, Anishinaabe, and Haundeonsaunee. My work for this project also took place on the unceded ancestral lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səlílwətaʔ/Selilwitulh (Tseil- Waututh) Nations. My presence, work, and flourishing on this land has been only made possible due to ongoing colonial violence and dispossession, which continues to be intertwined with processes of mental health and resilience. Working towards decolonial futures means supporting the return of stolen land, abolition, restitution, reparations and justice for past and ongoing colonial subjugation.

The author would like to thank the Levonne Abshire and Crystal Hutchinson for their contribution, feedback, and support throughout this project.

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Content Note

This report involves some discussion of psychiatric violence, racism, colonialism, mental illness and ableism.

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Executive Summary

This report is the result of an environmental scan on mental health supports provided for IBPOC students, faculty, and staff on campuses, conducted as part of the University of British Columbia (UBC) Wellbeing's Strategic Framework. Specifically, it works towards making recommendations for an engagement strategy to collaborate with IBPOC affinity groups on mental health literacy training, programs, and campaigns. It draws from critical literature on intersectionality and mental wellbeing as well as approaches to wellbeing at University of Toronto, University of Southern California, and McGill University.

A key takeaway of from this research is that an effective engagement strategy with IBPOC affinity groups needs to be accompanied by broader changes that integrate anti-racism and anti-colonialism into how wellness operates at UBC more generally. Recognizing the extra labour and risk that is asked of IBPOC folks collaborating on these projects, at the very least it is important that the very clear recommendations outlined in previous university consultations get implemented. Those looking to engage with affinity groups need to be conscious of the historical and contemporary ways that the University co-opts racialized laborers to improve the image of diversity without implementing meaningful change. In addition to collaborating with affinity groups, it is necessary that everyone who works at the university pushes for the development of infrastructures that support wellbeing.

Research from the University of Toronto, the University of Southern California, and McGill University provide insights into other initiatives that could be implemented at UBC.

Overall, the environmental scan of literature and other university approaches led to the following recommendations:

- Complete pre-work, education, and listening around community needs before and during engagement
- Support a definition of “wellbeing” that integrates anti-racist, anti-colonial, and intersectional lenses
- Coordinate with different units working on wellbeing to implement taskforce recommendations
- Develop more permanent supports for IBPOC wellbeing at the university
- Create a directory that better organizes resources for IBPOC mental health
- Increase the number of IBPOC counsellors and the capacity to provide care informed by anti-racist, anti-colonial, and intersectional lenses
- Increase institutional recognition and support for IBPOC affinity spaces

Introduction

This project was developed to respond to UBC Wellbeing’s Mental Health and Resilience Committee’s Milestone 2 that calls for the development and implementation of an engagement strategy to collaborate with affinity groups on mental health literacy training, programs and campaigns. It summarizes literature on anti-colonial and anti-racist approaches to mental health and wellbeing and then highlights training programs, initiatives, and campaigns that support Indigenous, Black, and People of Colour (IBPOC)¹ faculty, staff, and students at UBC and three other institutions (University of Toronto, University of Southern California, and McGill University).

Since Milestone 2 and the Wellbeing Strategic Framework (WSF) launched in the fall of 2019, however, there has been a significant amount of work and research that has reckoned with racial inequities on campuses spurred by the global social uprisings of 2020. Notably, the Indigenous Strategic Plan (ISP), Anti-Racism and Inclusive Excellence Report (ARIE), and National Forum on Anti-Asian Racism set out a clear series of recommendations for the university-at-large to respond to anti-racism and colonialism. As these reports make clear, despite how attention to anti-racism has only recently become an institutional priority, universities have always been spaces formed in the wake of racism and colonialism. To provide recommendation for an engagement strategy with IBPOC affinity groups, this report is divided into five main sections:

- **Background and Context:** Summary of literature on equity, wellbeing, and affinity groups in the university; taskforce recommendations for UBC
- **UBC Approaches to Mental Health and Resilience:** Current resources available to support mental health; list of affinity spaces on campus
- **Case Study Approaches to Mental Health:** Current programming, services, and training at U of T, USC, and McGill dedicated to IBPOC Mental Health
- **Summary of Recommendations:** Key recommendations for UBC
- **Limitations:** Reflections on the limitations of this report and room for further work

¹ This report draws upon IBPOC as a concept to remain in alignment with how racialization has been described within other institutional frameworks such as ARIE. It is worth recognizing the limitations of this as a term, including Himani Bannerji’s critique that by evoking ideas of “brightness, brilliance or vividness,” the term ‘women of colour’ celebrates diversity without acknowledging social relations of power that construct race (Bannerji, 2000, p. 32). She correctly points out the absurdity of calling white women colourless or invisible. Even as IBPOC can be useful to call attention to the particular experiences of Indigenous and Black racialization, we might also want to challenge how IBPOC has been adopted as the phrase of the moment to describe racialization.

Background and Context

Defining Mental Health and Wellbeing

Research on mental health and wellbeing has pointed out the need to incorporate understandings of intersectionality² and anti-oppression, given how people's experiences of wellbeing are shaped by systemic marginalization (e.g., racism, colonialism, cis-heteropatriarchy, ableism, etc.). Previous scholarship demonstrates that structural inequities and systemic marginalization is both responsible for causing mental health issues and distress as well as shaping how wellbeing and ill-health gets defined (Massie, 2020, p. 5; *Mental Health Issues Facing the Black Community*, 2020; Moyser, 2020; Nelson & Wilson, 2017, p. 94). For racialized individuals, experiences of racism, microaggressions, and discrimination can increase stress, depression, and ill-health (Massie 10).

The historical development of mental health/illness and psychiatry as disciplines further reveals how 'mental wellbeing' as a concept is not neutral, but historically shaped by structures of power. Much of the early history of mental illness diagnosis involved the development of "mental disorders" that specifically pathologized the behaviors of Indigenous, Black, and enslaved peoples. Benjamin Rush, a figure that has been referred to as the "Father of American Psychiatry," diagnosed Black people with *negritude* that he characterized as a mild form of leprosy, of which the only cure was to become white (Jackson, 2002, p. 4). Other diagnoses were developed to explain the experiences of enslaved peoples in ways that upheld white supremacy; *Drapetomia* was a falsified condition that supposedly caused enslaved peoples to run away (Jackson, 2002, p. 4). In the late 1960s, Mark Vernon, William Sweet, and Frank Ervin argued that violence could be attributed to a surgically-treatable "brain dysfunction" and performed surgeries on Black children as young as five (Jackson, 2002, p. 5; Umeh, 2019).

There is also a long history of mental illness/wellness used as a tool for the Canadian nation-state to enact violence against Indigenous peoples. One of the first documents addressing Indigenous people in Canada, The Bagot Report, frequently referenced the childlike nature of Indigenous peoples, characterizing them as mentally inferior and unpredictable (de Leeuw et al., 2010, pp. 286–287). The 1869 *Act for the Gradual Enfranchisement of Indians*, designed to delineate conditions for Indigenous citizenship, described Indigenous peoples as having poor mental health (de Leeuw et al., 2010, p. 287). The 1876 *Indian Act* suggested that the Canadian government needed to micromanage the wellbeing of Indigenous peoples to justify

² Intersectionality is a concept that emerges from a longer tradition of Black feminist organizing and names the interlocking nature of oppression. This means that experiences of race, class, gender, sexuality, ethnicity, nationality, ability, age, and other experiences are not exclusive, separable entities, but interconnected and mutually constructed phenomenon (Collins, 2017, p. 115).

government control over Indigenous reserves, land, money and property (de Leeuw et al., 2010, p. 287).

Until 1973, homosexuality was codified within the Diagnostic and Statistical Manual of Mental Disorders *DSM* (Whitaker et al., 2019). Early American psychiatry was shaped by psychiatrists who decided what was “best” for their patients even if said patients had a different understanding of what was required for their wellbeing. This is the place from which the history of interventions such as tranquilizer chairs, drowning therapies, and forceful injections emerge (Whitaker et al., 2019).

The reason that these historical understandings are important to foreground in contemporary strategy about wellbeing at the university is because developing “mental health and resilience capacity” among IBPOC communities is not neutral when there is a longer history of using mental health as a tool to pathologize the experiences of marginalized communities. Moreover, research on contemporary mental health and wellbeing has demonstrated key connections with colonialism and racism (Thom, 2019; Whitaker et al., 2019).

Policing one common yet detrimental way wellbeing gets continues to get managed temporarily. Over 70% of people killed by police in the last twenty years had mental health or substance issues at the time of their death (Maynard, 2020, p. 8). The deaths of D’Andre Campbell, Regis Korchinski Paquet, Ejhaz Chowderly Abdirahman Abdi, Andrew Loku and many more demonstrate how carceral approaches to mental health put the lives of Black folks at risk (Maynard, 2020, p. 20). In line with this, the Centre for Addiction and Mental Health recently released a statement calling for responses to mental health that move away from policing (CAMH, 2020).

The following passage from Sherene Razack’s book *Dying from Improvement* further summarizes how the idea of being “mentally ill” or “mentally unwell” cannot be divorced from colonialism:

Can we consider alcohol and drug addiction and what is usually termed mental illness but so often resembles trauma, rampant in dispossessed Indigenous peoples on the streets of urban centres, as instances of severing a visual reminder of the wounds of war and occupation? When we see sick Indigenous men and women who live under conditions of considerable violence and ill health on the streets of Vancouver, are we looking at late modern occupation where, for the colonized, to live ‘is to experience a permanent condition of being in pain’? (Razack, 2015, p. 56)

If racism and colonialism are key causes of what gets classified as mental health issues, this means that it is important to grapple with colonialism and racism to affectively address health (de Leeuw et al., 2010, p. 286).

Climate change is another structural factor that impacts mental wellbeing as trauma and distress can emerge from severe weather events; disruptions to physical health, infrastructure, and social capital; and threats to knowledge systems and cultural practices due to disruptions to place (Middleton et al., 2020, p. 1). These challenges are often greater for Indigenous peoples, given the consequences of climate change on mental health are exacerbated for populations that live in environmentally sensitive areas, who rely on the environment for subsistence, and who experience ongoing oppression and colonization (Middleton et al., 2020, p. 2). Often place can play a key role in shaping individual and collective identities, health and well-being, livelihoods, histories and emotional-spiritual connections (Wilcox et al., 2012, p. 545).

Yet even as there are stories of how “mental illness” has served to other marginalized communities, there is also a long and rich genealogy of racialized peoples and psychiatric survivors who have fought to develop other ways of reimagining care (Jackson, 2002, p. 8; Whitaker et al., 2019). For example, Lushiah Teish, an African-American psychiatric survivor, has challenged definitions of sanity that revolve around upper-middle class standards and offers spiritual and political approaches to healing that are often ignored in clinical settings (Jackson, 2002, pp. 8–9)

Kai Cheng Thom’s work challenges the concept of ‘mental health’ as something constructed by mainstream psychiatry, capitalism, and European colonialism (2019, p. 9). She discusses how mental health is “in” as something to celebrate in non-profit and corporate wellness campaigns, but the World Health Organization’s understanding of mental health is tied to the idea of “realizing potential” and “working productively” that are about existing within “conventions of sanity, normalcy, the status quo, capitalism, [and] white heteropatriarchy” (Thom, 2019, pp. 3–7). In turn, this positions mental health as something that can be possessed if only people have access to the right psychotherapist, medicine, yoga class, or mindfulness app (Thom, 2019, p. 7). Where this understanding is flawed is that it means those deemed mentally unhealthy, which can be linked to the experiences of trauma due to oppression, are seen as failures for failing to achieve a standard of mental health (Thom, 2019, pp. 7–9).

As this research project and corresponding initiatives only exist because the university is invested in improving the mental health and resilience of IBPOC students, faculty, staff, it is worth challenging what understandings of mental health are being promoted. Is “mental health and resilience” about creating an environment where IBPOC students, faculty, and staff can be

more productive to improve the prestige of the university or is it about providing opportunities for us to experience genuine flourishing, enjoyment, fulfilment, support, and healing from trauma and oppression? What types of changes would it take to move towards an understanding of wellbeing that addresses the latter?

What these more critical understandings of mental and well-being reveal is the need for efforts seeking to collaborate with IBPOC folks on campus to fundamentally reimagine wellbeing to incorporate anti-racist and anti-colonial lenses. There already exists a plethora of community initiatives that take up the challenge of imagining possibilities for healing that are more expansive. In oral histories conducted with African-American psychiatric survivors, Vanessa Jackson found that spirituality and activism were often cited as important recovery tools (2002, p. 17). L.D. Green describes how even though they have had positive experiences in therapy, the professionalization of these relationships can lead to an unevenness. They encourage peer support and mutual aid as important avenues to pursue alongside professional wellness providers because it involves caring through mutuality (Whitaker et al., 2019). Willox et al. explore how providing opportunities to speak about climatic/environmental changes, on-the-land programming, and peer support can enhance mental health resiliency in the wake of climatic and environmental changes (2012, p. 545). Many Indigenous communities, including the Sylix, have also undertaken work to restore food sovereignty to improve health and wellbeing (Blanchet et al., 2021). These are just some approaches that exist that fundamentally expand how mental and health and resilience can be imagined for IBPOC communities to go beyond typical clinical biomedical approaches.

Collaborating with Equity Groups on Campuses

Although the previous section is by no means a comprehensive summary of the literature on IBPOC experiences of health and wellbeing, the wealth of ways wellbeing remains implicated with power demonstrates the large amount of work that needs to be done to address health inequities. This means there is a lot of pre-work that needs to happen *before* engaging with IBPOC affinity groups to make sure that the collaboration is culturally safe³ and actually works to improve IBPOC wellbeing.

Previous scholarship on equity work within the university has pointed out the high demand for racialized individuals, particularly women of colour, to partake in “diversity work” for little

³ The paradigm of cultural safety assumes culture to be important to addressing health equity, requiring health care providers to reflect on their own cultural context as well as the processes provided (Nelson & Wilson, 2017, pp. 100–101).

reward and recognition. Sara Ahmed describes the work of undertaking diversity as existing in two senses: there is the work trying to change institutions and the work of existing in an institution where you do not inhabit the norm (Ahmed, 2018, p. 331). IBPOC folks often are called to be diversity workers in both senses.

For IBPOC students, faculty, and staff, undertaking equity work can be a personal commitment to racial and gender equality, but is also typically an expectation that is often placed upon them (Ahmed, 2018, pp. 338–339). Racialized students often do a significant amount of work to make campuses more welcoming, comfortable, and functional by participating in recruitment, cultural centers and groups, advocacy, and the building of equity infrastructure despite how their primary role at the university should be to study (Lerma et al., 2020, p. 291). IBPOC faculty members find themselves having to serve on equity, diversity, and inclusion (EDI) committees, informally mentor and provide emotional support to IBPOC students, and do additional community work that is often not recognized by processes of promotion, tenure and reward (Ahmed, 2018, p. 340; Matthew, 2016, p. 2; Mohamed & Beagan, 2019, p. 351). Even for staff members employed to specifically work on issues of equity, they often encounter a lack of direction from the administration and a lack of support, where their employment at the university becomes one way that the university can say they have checked the box to deal with equity (Ahmed, 2012, p. 23). Often IBPOC staff undertake equity work outside of their credentialed experience; one Latinx academic affairs employee described how their racial identity meant they often undertake work that a social worker should (Hamilton et al., 2022, p. 9). Undertaking this additional work comes with personal and mental costs, as IBPOC folks must navigate administration, deal with unsupportive peers, manage the pressures of representing a broader community, and provide emotional support to others (Ahmed, 2012; Lerma et al., 2020, p. 2018). There is often also pressure to “not become a difficult person” and not call attention to the racism and colonialism present within the university (Ahmed, 2018, p. 338). The workload is often accompanied by a lack of institutional support. IBPOC professionals are often concentrated within roles dedicated to multicultural/ethnic services in ways that cordon off equity work to exist on the periphery of student affairs work (Stewart, 2019, p. 21). It is not that positions that advance equity are bad (in fact, they are often necessary), but it is important that equity work is part of the whole system (Ahmed, 2012, p. 29).

Not only do IBPOC folks often undertake more equity work, but the university often resists meaningful change. A lot of literature has explored the differences between diversity/inclusion and transformative equity work. Diversity and inclusion work “becomes about *changing perceptions of whiteness rather than changing the whiteness of organizations*” (Ahmed, 2012, p. 34). It rewards incremental change that is superficial and easy to implement with one-size-fits all solutions such as a multicultural center, diversity training, or new administrative position (Hamilton et al., 2022, p. 5; Matthew, 2016; Stewart, 2019, p. 72).

There is a long history of the university adapting from explicitly racist places to places that endorse minority difference and culture as things that can be useful to uphold existing

structures of whiteness and inequity by quelling conflict and dissent just enough to distract from actual redistribution of social and material relations (Ahmed, 2012, p. 13; Ferguson, 2012, p. 6). Especially recently, individual and institutional commitments to racial equity can lead to social, economic, and reputational benefits, so there is a rise in work that purports to be anti-racist and decolonial without actually bringing changes that dismantle colonialism, anti-Blackness, and white supremacy (Watts, 2022, p. 190). In fact, when Hamilton et al. studied racialized equity labour at the University of California-Merced and the University of California-Riverside, they found that white employees were more likely to be rewarded for the work (2022, p. 10). Because doing “diversity work” has benefits to the reputation of the university and individual (particularly white) employees, collaborations with IBPOC affinity groups must deeply consider who actually benefits socially, monetarily, and politically.

Lerma et al. described a cycle of racialized labour appropriation: 1) racialized people identify problems and work to solve them, 2) leadership blocks efforts and/or denies issues, 3) external and/or internal pressure forces change, and 4) leadership appropriates racialized labour and transforms it into a diluted “diversity initiative” (2020, p. 287). For example, students at Western U (an American public research university) organized a movement for a multicultural space in response to several racist incidents on campus. The administration created impediments. After the student concerns were aired publicly and the university’s image was at risk, the institution supported the opening of “the Centre” which change the name of the space, failed to credit the years of associated student work, and did not provide adequate funding, space, resources, or administrative support staff (Lerma et al., 2020, pp. 292–293). This example demonstrates why there are a lot of reasons that affinity groups might be skeptical of collaborations with the university staff.

For those interested in undertaking equity work that advances social justice beyond superficial commitments to diversity, it is therefore important to ensure that collaborations with affinity groups take seriously the real stakes, labour, and risks involved while also realizing any institutional project risks co-opting the language of equity and making things worse. While research points to all these challenges to undertaking collaborations with affinity groups, ensuring there is appropriate equity infrastructure can be useful in aiding the work of IBPOC folks on campus because it means there are designated supports for this labor (Hamilton et al., 2022, p. 12). Given this finding, when collaborating with affinity groups, it is worth asking what level of support, resources, and infrastructure the groups currently have and work towards building additional equity infrastructure if it does not yet exist.

One useful consideration when engaging with affinity groups is that not all engagement with partners looks the same or requires the same level of participation. Collective Impact’s Community Engagement Spectrum is one way to visualize the range of possibilities for engaging with partners on work, where collaborators can have a range of influence on decision-making and implementation (see Figure 1). Collaborators and stakeholders can have a range of

influence on decision-making that ranges from being informed to having greater input and control over the project. No option is ideal for every scenario, as having full control over decision requires a lot of work from affinity groups. At the same time, if an affinity group is just being consulted for a project without significant follow-up, there is risk if the result misrepresents the group’s input and treats IBPOC collaborators as just checking a box. When working with affinity groups, it is important to seek engagement that is appropriate to the specific project, relationship, and needs without unfairly asking groups to partake in additional labour.

Increasing Impact on Decision-Making and Implementation				
INFORMING	CONSULTING	INVOLVING	COLLABORATING	EMPOWERING
Providing balanced and objective information about new programs or services, and about the reasons for choosing them	Inviting feedback on alternatives, analyses, and decisions related to new programs or services	Working with community members to ensure that their aspirations and concerns are considered at every stage of planning and decision-making. We also engage their assets as partners to implement solutions.	Enabling community members to participate in every aspect of planning and decision-making for new programs or services. Community members actively produce outcomes.	Giving community members sole decision-making authority over new programs or services, and lead work to implement solutions. Professionals only serve in consultative and supportive roles
We will keep you informed	We will keep you informed, listen to your input and feedback, and let you know your ideas and concerns have influenced decisions	We will ensure your input and feedback is directly reflected in alternatives, and let you know how your involvement influenced decisions. We will engage you as partners to implement solutions.	We will co-create and co-produce solutions with you. You will be true partners in making and implementing decisions for the community, your advice and recommendations will be incorporated as much as possible.	We will support your decisions and work to implement solutions.
Fact sheets, newsletters, websites, open houses	Surveys, focus groups, community meetings and forums	Community organizing, leadership development, workshops	Advisory boards, seats on governing boards, engaging and funding as partners	Support full governance, leadership, and partnership

Figure 1. Community Engagement Spectrum from Collective Impact

Given whether a collaboration is appropriate and what said collaboration looks like will likely depend on numerous factors, it does not make sense to provide a concrete list that guides engagement with equity-deserving groups. Instead, the following list of recommendations is informed by on existing literature on engagement (Kezar et al., 2021; Lerma et al., 2020; Patel, 2015; Taylor & Ambriz, 2022; Watts, 2022) to suggest some considerations that are relevant:

- **Shared purpose, transparency, and accountability** – Developing a clear shared purposed and being transparent about what outcomes are and are not possible through the work can help collaborators make informed decision about participating in the work.

Accountability and communication are also important to ensure the agreed upon outcomes are fulfilled to the satisfaction of those involved.

- **Identifying and navigating power differentials** – Reflecting and addressing the differences in authority and power that result from institutional roles (as student, staff, faculty) and social location for all participants can help further align the work with commitments to equity.
- **Building trust and relationships** – Developing trust and relationships over time can allow for more equitable communication, where disagreements can be productively resolved, and the work can be more mutual. Being someone who is engaged in organizing, activism, and social justice work “on the ground” can provide additional insights.
- **Reflecting on the project, your role, and the context** – Personal reflections about what motivates you/your team to do equity work and the context it occurs in can help outline the priorities for the work.
- **Providing meaningful opportunities** – Any type of engagement should be valuable for the affinity group being worked with.
- **Providing supports to make the work accessible** – Ensuring people have institutional supports, mental health resources, financial supports, administrative support, and mentorship opportunities can relieve some of the emotional labour involved.
- **Continuous learning and questioning** – A commitment to doing equity work does not mean the work will be inherently positive. Continuously being critical and reflective of how processes can be improved can help further push towards more equitable futures.
- **Commitments to systems-level change** – Rather than only having small pockets of equity work, encouraging the transformation of units, departments, and the institution can make this work sustainable long-term.
- **Recognizing and rewarding equity work** – Institutionally rewarding meaningful equity work, particularly for equity-denied folks, can address some of the barriers that currently exist.
- **Acknowledging when engagement is not appropriate** – Given a lot of skepticism around how the university co-opts equity work, there are students, faculty, and staff who intentionally resist working with the administration (Lerma et al., 2020, p. 295). Affinity spaces are often some of the few spaces in the academy that provide reprieve from whiteness in the university (Ahmed, 2012, p. 37; Allen & Joseph, 2018, p. 164), so it is important to consider whether the space you currently work in will subject collaborators to further oppression and marginalization.
- **Supporting the development of affinity spaces** – The research on equity, diversity, and inclusion has also demonstrated how superficial diversity work sometimes means

introducing ‘diversity’ in spaces already valued so it will be visible (Ahmed, 2012, p. 30). What the institution often neglects supporting in comparison is the actual affinity group spaces that cultivated this work (Ahmed, 2012, p. 30; Hamilton et al., 2022, p. 18). Part of the responsibility of engaging with affinity groups therefore should involve leveraging institutional power to ensure these affinity spaces have adequate space, staff, and funding.

Taskforce Recommendations

More specific to the experiences of IBPOC students, faculty, and staff at UBC, there have been multiple key reports that have make clear recommendations about the changes that need to be implemented to better address mental health and resilience. In line with the literature on IBPOC mental wellbeing that points to how health is inseparable from structural oppression, the following section conceives of “relevant recommendations” expansively to illustrate the multiple areas where change is necessary. For example, because financial realities and stresses have a bearing on mental wellbeing, a lot of the recommendations around hiring and retention are relevant to improving mental health and resilience outcomes for IBPOC students, faculty, and staff. This section weaves together key recommendations from six key taskforce reports⁴ to summarize the main overlaps into the categories of hiring and retention, communication, education and training, engagement, mental health programs and resources, and campus culture and belonging.

Notably, although this summary is meant to draw together parallels between various reports, a lot of key recommendations from the ARIE taskforce call for the establishment of specific dedicated offices and positions to handle the labour of implementing these changes. So, although there is a lot that all units can learn from this information, it is important to remember that these reports are calling for larger structural and institutional changes that must occur alongside daily operations and changes within existing teams. For example, the ARIE report makes clear the need for a dedicated Anti-Racism and Inclusive Excellence Office separate from the Equity and Inclusion Office that would work to coordinate these initiatives. A more detailed summary of each taskforce recommendation can be found in Appendix 1, although it is necessary that anyone interested in doing work on anti-racism and anti-colonialism at the university also reads these documents in full to understand the context and specificity of the recommendations.

⁴ Specifically, this project draws from *In Plain Sight*, 2020; *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities*, 2021; *The National Forum on Anti-Asian Racism: Final Report*, 2021; *The President’s Task Force on Anti-Racism and Inclusive Excellence Final Report*, 2022; *UBC Indigenous Strategic Plan*, 2020; *Wellbeing Strategic Framework*, 2019

Hiring and Retention

Recommendations demonstrate a need to **re-think the specific criteria for recruitment, hiring, promotion, and performance** to recognize the white, Eurocentric biases that currently exist within the university as a white settler-colonial institution. This includes employing an anti-racist lens in hiring and recruitment of Indigenous, Black, and POC staff, faculty, and students, but also addressing the financial, material, and emotional realities by providing specific supports to make working in the university a better experience.

- Improving processes for interview, selection, hiring, and promotion to address racism (ISP Goal 6, Action 24, 27; ARIE Recommendation 7; ARIE Recommendation 5; ARIE Recommendation 32; In Plain Sight Finding 5; Scarborough Charter 2.1.2)
- Financial aid for tuition (ISP Goal 5, Action 28)
- Childcare support (ISP Goal 5, Action 29)
- Housing support (ISP Goal 5, Action 29)
- Recognition and compensation for workload and emotional labour (ISP Goal 7, Action 35; ARIE Recommendation 15; Scarborough Charter 1.3.2.)
- Accountability mechanisms for race-based discrimination (ARIE Recommendation 15)
- Collection of demographic data (ARIE Recommendation 15; ARIE Recommendation 32; Scarborough Charter 2.1.1)
- Opportunities for networking, mentorship, and apprenticeship (ISP Goal 6, Action 26; ARIE Recommendation 15; ARIE Recommendation 5; ARIE Recommendation 32)

Communication

Currently, there is **no readily accessible training on anti-racism and inclusive communications at UBC**. In addition to having a low number of IBPOC communicators, UBC often places disproportionate emphasis on the final process, leaving out the process of developing communications (ARIE Recommendation 35). The Indigenous Strategic Plan further describes the need to develop a communications strategy that recognizes that UBC is located on unceded lands (ISP Goal 2, Action 7).

Education and training

Recommendations demonstrate the **need to improve education and training for faculty, staff, and students around anti-oppression** to better engage with considerations on topics of race, gender, and colonialism. Specific recommendations include:

- Dedicated annual training so that faculty and staff have critical competencies discussing race, gender, and colonialism to foster safe classrooms and workplaces (ARIE Recommendation 40; ISP Goal 7, Action 33; ARIE Recommendation 17; Scarborough Charter 4.3)

- Making visible the generational connections of Indigenous peoples across UBC campuses and make a training module on Indigenous history and issues (ISP Goal 7, Action 34; ISP Goal 5, Action 22)
- Training for IBPOC regarding their rights and recourse when they experience discrimination (ARIE Recommendation 1)
- Developing Senate-approved UBC Certificate in Anti-Racism for senior administrators and leadership (AIRE Recommendation 24)
- Ensuring health authorities and organizations adopt an accreditation standard for Indigenous cultural safety (In Plain Sight Finding 6, Recommendation 8)
- Developing a research information repositories and communication portals with information, resources, publications, reports, programs, initiatives and courses relevant to Indigenous issues and anti-racism (ARIE 20; ISP Goal 7, Action 31-32)

Engagement

Guidelines around engaging with the Black and Indigenous groups highlight the following:

- Engagement with Musqueam and Okanagan Nation regarding the design and development of UBC faculties (ISP Goal 5, Action 19)
- Developing pathways for Indigenous and Black community members to transition into the university (Scarborough Charter 2.4.1; ISP Goal 8, Action 9)
- Building mechanisms and structures for ongoing outreach and connections with Black and Indigenous communities (ISP Goal 7, Action 36; Scarborough Charter 2.4.2; Scarborough Charter 3.4)
- Ensuring leadership on equity engages faculty, staff, and student associations and works constructively with Black faculty, staff and students (Scarborough Charter 1.1.1.4)
- Ensuring accountability in community engagement by engaging communities in data collection (Scarborough Charter 4.4)

Mental Health Programs & Resources

Recommendations around mental health programs and resources include specific structural and material changes to how mental health services are delivered at UBC:

- Regularly reviewing that campus wellness programs and services meet the needs of Indigenous students, faculty, and staff (ISP Goal 8, Action 42)
- Increasing the number of IBPOC wellness delivery professionals (ARIE Recommendation 11; ARIE Recommendation 44; National Forum on Anti-Asian Racism Key Health Takeaway 1)
- Providing trauma-informed and anti-racist training for current providers to provide culturally competent care (ARIE Recommendation 11; National Forum on Anti-Asian Racism Key Health Takeaway 4; In Plain Sight Takeaway 8)

- Providing resources to support understanding about race and racism (ARIE Recommendation 11; National Forum on Anti-Asian Racism Key Health Takeaway 5; In Plain Sight Finding 1-2)
- Increasing therapy coverage through student insurance (ARIE Recommendation 44)
- Increasing IBPOC mental health and telehealth services (ARIE Recommendation 44)
- Ensuring academic systems have a lower threshold for exemption due to mental health (ARIE Recommendation 45)
- Race-based data collection on healthcare disparities (National Forum on Anti-Asian Racism Key Health Takeaway 2)
- Providing multi-language resources and translation services for healthcare (National Forum on Anti-Asian Racism Key Health Takeaway 3)
- Expanding public discourse around climate change and public health impacts (UBC Climate Engagement)
- Expanding peer support systems to develop communities of care for IBPOC students (ARIE Recommendation 43)

Campus Culture & Belonging

Recommendations highlight the need to **establish a culture of anti-racism and inclusivity on campus by developing spaces, support, and projects** that foster anti-racism and belonging for IBPOC students, staff and faculty at UBC.

- Providing three physical spaces on each campus to act as Black, Indigenous and POC centers (ARIE Recommendation 3; ARIE Recommendation 41; ISP Goal 5, Action 21)
- Implementing a full-time project manager for each campus to coordinate community building and networking (ARIE Recommendation 6)
- Funding arts-based programs and community building activities (ARIE Recommendation 6)
- Providing staff with paid time off to participate in professional associations and unions (ARIE Recommendation 6)
- Providing more sustained funding for professional associations, unions, social identity groups (ARIE Recommendation 6)
- Enhancing the safety of spaces through unconscious bias training and opportunities for conversations about racism and racism (ARIE Recommendation 3; Scarborough Charter 1.3)
- Improving relationships between Indigenous and non-Indigenous faculty, staff, and communities by supporting the development of Indigenous knowledge in support units (ARIE Recommendation 27)

UBC Approaches to Mental Health and Resilience

Current Mental Health Programs, Resources, and Training

This section summarizes many of the resources, initiatives, and training developed at both UBC campuses to support mental health and resilience. While any health resource and initiative can (and arguably should) incorporate lenses of anti-oppression and anti-colonialism, the resources that specifically offer services specific to IBPOC faculty, staff, and students have been marked with a star symbol (★).

Health Services

UBC Student Assistance Plan (UBC-V and UBC-O Students)

Offered by Aspiria, the UBC Student Assistance Program (SAP) is a free 24/7 wellness resource with services including personal counselling, life coaching, and group programming.

- Student Life: academic stress, time management, coping with change, relationships, personal issues, legal issues
- Finances: saving, investing, budgeting, managing debt, home buying or renting
- Health & Wellness: stress and anxiety, depression, addiction, crisis, grief, trauma, fitness, nutrition, and sleep

Student Health Services (UBC-V Students)

Appointments offered to students within British Columbia (BC), primarily by phone and video to connect with doctors, nurse practitioner, nurses, or other medical professionals. In-person appointments available at UBC Hospital Clinic and Orchard Commons clinic.

Student Health Clinic (UBC-O Students)

Treatment and health consultation are provided for students at UBC-O for physical, emotional, or sexual/reproductive health through the Student Wellness Office. Appointments are available with counsellors, nurses, physicians, and nurse practitioners.

Counselling & Mental Health (UBC-O and UBC-V Students)

UBC-V Counselling ★

UBC-V counselling services provides a range of mental health supports including wellness advising, same-day, single-session counselling, group counselling programs, individual counselling, and embedded counselling program.

Indigenous students can self-identify to be matched with an Indigenous counsellor.

UBC-O Counselling

Students can book counsellors to deal with a variety of issues impacting their university experience, although they are encouraged to first seek self-help resources available. UBC-O

uses a stepped care counselling model which is designed for high-volume student care situations.

Step 1: First Counselling visit to determine student needs, priority, and best resources.

Step 2: Equipping students with a range of community, campus, and online resources.

Step 3: Guide students to available support groups and workshops to develop peer support.

Step 4: Provide resources for students needing individual counselling.

Counselling Services (Faculty & Staff)

UBC faculty and staff covered under the Employee and Family Assistance Program (EFAP) have access to [LifeWorks counselling services in six different formats](#) (in-person counselling, telephonic counselling, first chat, e-counselling, video counselling, lifeworks app) supported in English, French, Mandarin, Cantonese, Punjabi, Hindi, Farsi, Spanish, Italian, German, and Russian. Health, Wellbeing and Benefits in central HR has been also actively working with Lifeworks to increase IBPOC representation among their counsellors.

Through benefits, faculty and staff have \$3,000 annually (recently increased from \$2500) with no deductible to use towards counselling/psych services.

Virtual Group Counselling (UBC-V and UBC-O Students)

Group Therapy programs for individuals dealing with stress, anxiety, depression, and relationship concerns. Different online groups and thematically organized (e.g., Mindful stress management, getting through grad school with grace and grit). Select group therapy offerings are only available to UBC Vancouver students.

(Re)Claim and Connect (Anti-Asian Racism Support Group) (UBC-V Students) ★

[\(Re\)Claim and Connect](#) is an online counselling support group initially planned for the summer 2022 for people of Asian heritage in Canada who continue to be psychologically hurt by Anti-Asian racism. The group is guided by an approach known as Life Review that uses guided storytelling and is part of a group and research project developed by Dr. Fred Chou at the University of Victoria. The initial field test had issues with recruitment, which was predicted to be due to the focus on anti-Asian racism. The pilot is currently being redesigned to focus more on racial identity and resilience.

Mental Wellness Pilot Project for Black Students, Faculty, and Staff (UBC-V and UBC-O) ★

Organized through the Equity Inclusion Office and Black Caucus, this pilot project focuses on wellness for Black faculty, staff and students to provide virtual counselling at no-cost of participants on a first-come-first serve basis during the month of March 2021.

AMS/GSS Health Benefits (UBC-V and UBC-O Students)

AMS/GSS Health benefits allow students to access mental health practitioners who are registered psychologists, counselling psychologists, registered clinical counsellors, or who have a Master's degree in Social Work to a maximum of [\\$1,500 for UBC Vancouver students](#) and \$1,000 for [UBC Okanagan students](#).

Sexual Violence Prevention and Response Office (SVPRO) (UBC-V and UBC-O)

The Sexual Violence and Prevention Office ([UBC-O](#) and [UBC-V](#)) is a confidential place for those who have been impacted by any form of sexual or gender-based violence, harassment, or harm, regardless of where or when it took place.

AMS Sexual Assault Support Centre (UBC-V)

The [AMS Sexual Assault Support Centre \(SASC\)](#) supports the education and empowerment of people of all gender identities who have experienced sexualized violence as well as their family and friends.

Spiritual/Multi-Faith Space (UBC-V and UBC-O) ★

At UBC Vancouver, multifaith payer rooms are available in Wesbrook Building, West Mall Swing Space, Marine Drive Residence, and UBC Life Building.

At UBC Okanagan, the spiritual/multi-faith space is located in the University Centre. The space is absent of any particular religious iconography or symbols.

Other Recommended Community Health Resources

Here2Talk

[Here2Talk](#) connects students registered in a B.C. post-secondary institution with access to free, confidential counselling and community referral services available 24/7 via app, phone, and web.

Foundry BC Counselling App

[Foundry BC](#) is an app for people 12-24 and their caregivers to access a range of drop-in or scheduled supports including counselling, peer support, primary care, employment support, groups/workshops, and resources.

Wellness Together Canada

[Wellness Together Canada](#) is a resource hub that was created with the rise in mental health and substance use concerns that accompanied the COVID-19 pandemic.

First Nation and Inuit Hope for Wellness Helpline ★

The [Hope for Wellness](#) helpline offers immediate 24/7 mental health counselling and crisis intervention to all Indigenous peoples across Canada. Phone and chat counselling is available in English and French. Services are available in Cree, Ojibway, and Inuktitut upon request.

Research Initiatives

Campus Health: VOICE Research Project (UBC-O)

Campus Health is a multidisciplinary research and development unit housing VOICE longitudinal research study, which works with students, faculty, and community members to improve campus well-being. In addition to collecting data on topics related to wellbeing, VOICE has action groups centered around environment, food and water, harm reduction, mental wellbeing, physical activity, sexual health, and substance abuse.

VOICE 4 (2016-2018) focused on examining the influence of campus environments (social, physical, financial, organizational, cultural, spiritual, academic, historical, policy) on mental wellbeing of students, staff, and faculty and identify systems-level strategies to enhance wellbeing.

Note: VOICE 4 has no consideration of race, culture and/or ethnicity in the data collection.

What I Learned in Class Today (UBC-V) ★

[What I Learned in Class Today](#) originated as a project in 2007 as interviews with Indigenous and non-Indigenous students and faculty in the First Nations Studies Program (presently First Nations Indigenous Studies). In 2018, the project was rekindled to ask question around Indigenous experiences on campus, with the project team hosting conversation with alumni, staff, administrators, faculty, grad students, and TAs at UBC-V on their experiences of campus and classroom climate on Indigenous engagement and teaching and learning. This led to a two-part film.

Peer & Community Support

IBPOC Wellness Mentors (UBC-V) ★

[The IBPOC Wellness Mentors](#) was a pilot program running from 2021/22 developed as a result of VPS listening sessions on identity and health equity. It offers targeted approach to health equity by providing peer affinity-based support and mentorship as well as wellbeing programming for Indigenous, Black, and Persons of Colour (IBPOC) students. One of the successes of the project was outreach to affinity-based student groups. Some challenges were that there was no Indigenous wellness mentor and the open drop-in sessions did not have that much uptake. As a next step, VPS is planning on engaging with affinity groups to consider what other mentorship programs could look like.

IBPOC Grad Student Wellness Mentoring ★

[IBPOC Grad Student Wellness Mentoring](#) sessions were drop-in and bookable weekly appointment available to graduate student via Zoom from January to April 2022 where Wellness Mentors were available for conversations.

AMS Peer Support (UBC-V)

[AMS Peer Support](#) provides free, confidential, one-on-one peer support for UBC students facing challenges including academic stress, burnout, loneliness, depression, anxiety, substance use, mental health, relationship struggles, sexual violence, LGBTQ2S+ identity, grief, and more.

UBC Student Recovery Community (SRC)

The [UBC Student Recovery Community \(SRC\)](#) is a peer support group for students in recovery or curious to explore their relationship with alcohol, drugs, and/or addictive behaviours.

Programming & Resources

Not Myself Today (Faculty & Staff)

[Not Myself Today](#) is a Canadian Mental Health Association initiative that UBC participates in to help employers support workplace mental health and wellbeing. It includes access to an online platform with guidance, downloadable resources and support.

Workplace Wellbeing Ambassador (Faculty & Staff) ★

Workplace Wellbeing Ambassadors hold the position for a minimum of one year and promote staff and faculty wellbeing events and initiatives in their departments/units. The learning plan for the workplace wellbeing ambassadors is currently being redesigned to incorporate anti-racism and two-eyed seeing.

THRIVE at UBC (Students, Faculty, & Staff)

[Thrive](#) is at a campaign for the UBC community to learn about, talk about, and explore ways to support mental health through the promotion of health literacy, the reduction of stigma, and reflection on diverse perspectives and experiences of mental health.

Mindfulness Meditation Groups (Staff & Faculty)

UBC HR provides [several options to learn mindfulness and practice meditation](#) for faculty and staff, including the MindWell-U webinars as well as other meditation programming provided by members of the UBC community.

Climate Wellbeing Resource Kit ★

The Climate wellbeing resource kit was designed to provide resources connecting climate mental health and wellbeing. There is a page that addresses racism in connection with climate change.

CTLT Indigenous Initiatives Virtual Coffee Drop-in (Faculty) ★

Indigenous Initiatives at CTLT supports initiatives that improve classroom climate and campus environments across the university, addressing gaps in knowledge around Indigenous topics. Programming is open to everyone. CTLT hosts monthly virtual coffee drop-ins about how to integrate Indigenous content and representation into course work.

UBC Learning Circle (Students, Faculty, & Staff) ★

[UBC Learning Circle](#) is an ongoing videoconference and computer webinar initiative run in partnership between the Center for Excellence in Indigenous Health and the First Nations Health Authority that encourages sharing about healing and well-being.

Past events include:

- **Intergenerational friendships: Practicing language and culture in honour of our ancestors, and honouring our Elders wisdom through decades of change** – Presenters share their [supportive cross generational friendship](#)
- **Connecting Indigenous Cultural Safety and Addressing Racism in Health Care System with Harley Eagle** – In this [workshop](#) Harley Eagle makes connections between Indigenous Cultural Safety and addressing systemic racism to identify ways forward
- **Birthing through transformation: A collective vision of growth, connection and inclusion with Kilia Birth Collective Birthing** – This [webinar](#) will detail Indigenous Birth Work and Allyship, how birth work is integrated into family experience, and support and advocacy that can help as a preventative response
- **Relation to Research: Traditional Knowledges in Academic Libraries with Xwi7xwa Library** – [Information session](#) that explores how to access materials for Indigenous knowledges

IBPOC Connections (Faculty & Staff) ★

[IBPOC Connections](#) is an initiative designed for and by Indigenous, Black, and People of Colour at UBC to enhance outcomes of staff and faculty through capacity building, leadership development, recruitment and retention and mentorship. The online hub lists key resources and events for IBPOC groups and the initiative runs events to encourage staff and faculty connections.

Hot Lunch for UBC Staff (Staff) ★

[Hot Lunch](#) is a monthly cross-campus staff networking initiative where staff meet across the institutions over lunch and share thoughts about establishing more meaningful networks across the university. While Hot Lunch is not specifically an IBPOC space, it operates through St. John's College, which focuses on international issues and global change and so tends to attract a broader range of conversation.

Indigenous Students Collegium (Students at UBC-V) ★

For self-identifying Indigenous students at UBC, [UBC Collegia and the Vancouver Indigenous Students' Collegium \(VISC\)](#) is designed to engage peers and upper year students to ask questions, learn about resources, and enjoy social events together.

IBPOC Students' Self Care/Community Care Fridays (Students) ★

UBC Wellbeing ran IBPOC Students' Self Care/Community Care Fridays from January-April 2022 for Indigenous, Black, or Persons of Colour to play games and chat with other IBPOC students about navigating health and wellbeing at UBC. Different weeks had different themes related to navigating student life as IBPOC students.

Indigenous Wellbeing Series ★

The Indigenous Wellbeing Series was a Fall 2022 event series run by UBC Rec and the Wellness Center for students, staff, and faculty to offer holistic and culturally relevant wellness events.

Past events included:

- **Kick-Off Wellbeing Walking Tour** – led by Indigenous student ambassadors
- **All My Relation Meditation** – A mindfulness practice and prayer
- **Flowing with Creation Yoga** – A vinyasa yoga practice and moving meditation

Training Programs

Equity Inclusion Office

The Equity Inclusion office has several training resources for students, faculty, and staff to provide training in areas of teaching and hiring. Although they provide some information on how to combat unconscious biases and create more inclusive classroom learning environments, they are a starting point for thinking through a lot of these conversations rather than an in-depth review.

Inclusive Teaching: Equity, Diversity & Inclusion in Teaching and Learning ★

The [Inclusive Teaching: Equity, Diversity & Inclusion in Teaching and Learning](#) course is designed for instructors in all disciplines interested in developing their capacity to create more inclusive classroom learning environments. The training course has five modules: power privilege, and

bias; conversations on decolonization; introduction to inclusive teaching practice; universal design for learning; and navigating difficult conversations.

Positive Space: Foundations

The [Positive Space: Foundation online course](#) provides access for students, staff, and faculty to learn about sex, sexuality, and gender diversity.

Hiring Equity ★

The [Hiring Equity](#) module is a set of resources to support search committees trying to recruit and hire faculty and staff through a fair and equitable processes, with four modules: background; advertising and recruitment; screening and short-listing; and interview and selection.

Equity Diversity Inclusion for Years—Search & Selection Online Training ★

The Equity Diversity Inclusion for Years module was designed for faculty and senior leadership on search committees to gain understanding about how to conduct fair and thorough searches for new faculty and senior leadership.

Human Resources

As part of a focused action plan, the Workplace Wellbeing Team (Human Resources) in 2021/2022 developed a series of workshops that implement an equity lens in workplace wellbeing learning.

Self and Community Care

This self-guided course on [Self and Community Care](#) focuses on increasing mental health literacy through self-care for individuals. It contains information on self-care and IBPOC experiences, including a word cloud about IBPOC self-care from THRIVE. It also frames self-care as related to the community.

Some of the notions of self-care might be improved by incorporating additional integration of intersectional approaches to self-care beyond the acknowledgement of IBPOC experiences. For example, Audre Lorde is quoted discussing how self-care can be a radical act, but there could be some deeper engagement with how Lorde was writing specifically about her experience of being a Black Lesbian and how the everyday experience of Black women was a fight for survival. While there are good starting points for thinking about more expansive notions of care, a lot of the strategies recommended for 'self-care' during the module do not take up the understanding of activism and radical self-care that are gestured to.

Decolonial and Anti-Racist Approaches to Wellbeing ★

This three-part workshop (2.5 hour synchronous sessions) is about exploring wellbeing with a decolonial and anti-racist lens in which participants work to re-think and re-imagine wellbeing.

The workshops include:

- **Decolonizing Our Relation to Earth and Wellbeing** – introducing concepts of decolonization and Indigenization as it relates to relationships to Earth and wellbeing to reimagine and advance just, sustainable, and ethical futures
- **Building Our Capacity to Leverage and Advance Anti-Racism** – Collectively working towards understanding how systemic barriers are created and maintained. Participants will work to explore what restorative approaches could look like in work and relationships.
- **Applying Our Decolonization and Anti-Racism Learnings at UBC** – The workshop will focus on tangible actions and tools to identify opportunities to advance anti-racism, decolonization, and Indigenization at UBC.

Understanding Mental Health: How to Support Yourself and Others

This 1.5 hour recorded webinar (2 x 45 minute sessions) aims to provide faculty and staff tools to increase mental health literacy. Participants are able to better understand mental health/illness, structural barriers and stigma to seeking help, and how to respond to family members, friends, or colleagues in crisis.

Positive Coping Strategies

These synchronous sessions held during August 2022 aim to help participants learn about concepts like resilience and coping while testing out coping practices and self-care practices aimed to improve mental health and wellbeing.

Preventing Burnout: Managing stress, emotions and our tendency to give

This self-guided training module on burnout, stress, emotions and the tendency to give aims to give faculty and staff tools to prevent or minimize the impact of burnout. It acknowledges some of the external factors that impact mental health (e.g., colonialism, trauma, racism) and identifies how IBPOC, disabled, and LGBTQ2S+ communities are at greater risk for burnout due to chronic stressors. In terms of identifying structural factors that lead to burnout, it uses language like “perceived lack of organizational/institutional support” which avoid naming the actual ways that faculty/staff may experience a lack of support due to racism, ableism, homophobia, transphobia, colonialism, neoliberalism, and capitalism.

Faculty of Medicine: Respectful Environments, Equity, Diversity & Inclusion (REDI)

Learning Environment Modules

The Faculty of Medicine offers [a range of resources](#) for creating a learning and working environment that is respectful, inclusive, and diverse. There are currently three learning modules: Gender Bias in the Learning Environment, Residents & Nurses: Communication and Collaboration, From Learner to Practitioner: Managing the Transition and Thriving in Residency and Beyond.

Inclusivity in the Learning Environment ★

Created by the Office of Faculty Development & Educational Support, the [Inclusivity in the Learning Environment Module](#) provides guidance for faculty and staff for how to address actions not aligned with expectation for an inclusive environment.

Centre for Teaching, Learning and Technology

Inclusive Teaching @ UBC ★

CTLT provides a [list of resources for teaching](#) which includes guidelines and support for responding to power and privilege, student wellbeing, microaggressions and difficult conversations and teaching Indigenous topics.

The inclusive teaching modules specifically cover five topics: power, privilege and bias, conversations on decolonization, introduction to inclusive teaching practice, universal design for learning, and navigating difficult conversations.

Summary: UBC Mental Health Initiatives

Although there are a range of resources that are working to address the mental health needs of IBPOC students, faculty, and staff, listing these out allows for better understanding of how certain taskforce recommendations still need to be addressed. A notable strength of the work that UBC is the emerging workshops and peer support initiatives that explore wellbeing from an anti-colonial and anti-racist lens. Specifically, IBPOC Connections (Faculty & Staff), IBPOC Wellness Mentors (Students), and the Mental Wellness Pilot for Black Students, Faculty, and Staff are emerging initiatives provide additional spaces for addressing IBPOC wellbeing. The workplace wellbeing workshop on decolonial and anti-racist approaches to wellbeing further does interesting work shifting concepts of wellbeing to understand more systemic and structural issues. A lot of these initiatives began as pilots though, so it is important that moving forward there is more sustained investment in building more permanent supports for IBPOC mental wellbeing.

When it comes to health services, a key recommendation was increasing the number of IBPOC wellness delivery professionals and ensuring providers have the capacity to provide trauma-informed and anti-racist care. There are initiatives to expand IBPOC counsellors within HR to advance this work, although more supports need to be added for students as well. Currently, at UBC Vancouver, Indigenous students can request Indigenous counselling and there was the Mental Wellness Pilot for Black Students, Faculty, and Staff, but there lacks opportunity for other racialized individuals to access professionals with shared experiences. There also could be more IBPOC mental and telehealth services provided more broadly; although UBC links to a range of external health resources (e.g., Here2Talk), Foundry BC Counselling App, Wellness Together Canada), other than the First Nation and Inuit Hope for Wellness Helpline, the services available to students do not make clear if or how they are equipped to provide culturally competent care.

The other aspect made clear by comparing the taskforce recommendation with current supports around mental health and resilience is that these tools need to be provided alongside broader changes at the university that improve the experiences of being IBPOC at the university. For example, if IBPOC students, faculty, and staff are provided with more resources to understand their own wellbeing needs but there is a lack of counsellors or peer support groups that address their needs, the changes required are not just about literacy but also training and programs. This means that collaborating with IBPOC affinity groups to improve mental health literacy, training, and programs requires that their labour and efforts lead to tangible changes and are accompanied by fair compensation and recognition within the university.

Affinity Groups

This following list of affinity groups represents a list of some of the formal and informal spaces which IBPOC students, faculty, and staff gather. It is not an exhaustive list, but is meant to indicate some key groups that could be important to support and/or collaborate with as a part of wellbeing strategy.

This list is divided into two parts. One represents the more institutionally-embedded groups at UBC. The other represents the student-run clubs and organizations. This distinction is made because the work of student clubs, primarily under the Student's Union (UBC Okanagan) or Alma Mater Society (UBC Vancouver), is often volunteer-based which makes engagement different from larger units organized by faculty and staff that have more dedicated resources.

Other University Approaches to Mental Health

The following case studies summarize programs and initiatives specifically dedicated to BIPOC wellbeing run by University of Toronto (U of T), University of Southern California (USC), and McGill University to demonstrate other programming and training that could be implemented at UBC. At the end of each case, there will be a summary that highlights some of the key lessons that can be learned from the approaches of these other universities.

University of Toronto

Health Services

Victoria College BIPOC Counsellor (Students)

Starting December 2020, Victoria College partnered with Health & Wellness to provide Black, Indigenous and People of Colour (POC) students at Victoria College [a full-time, BIPOC counsellor](#).

Programming & Resources

Restore

Beginning in 2020, Restore sessions have been run by Anti-Racism and Cultural Diversity Office (ARCDO) to curate spaces of wellness, healing, and critical dialogue through restorative activities.

Some of these events respond to specific tragedies (e.g., Islamophobic attacks in London, ON on June 6, 2021). The audience of the events vary. Some are open to all students, staff, faculty and librarians while others are for specific community members (e.g., Jewish community, Muslim community) or for community members and their allies (e.g., Muslim community and allies).

Current and Past Programming

The following represent select events from the Restore Session at U of T. See [website archive](#) for full list.

- **Healing Through African Drumming** – Facilitated by Master African-Caribbean Drummer, Singer and Performer Negus Medhin, these African drum and drumming circles provide care and honour the strength of the Black Community
- **Purposeful Resilience: Restoration Through Movement and Meditation** – Facilitated by Yoga and Meditation Teacher Amy Chang, this movement and meditation session supported self-care and healing open to faculty, staff, and students who identify as members of the racialized community and allies
- **Healing Through Art** – Facilitated by Certified Art Therapist and Registered Psychotherapist (qualifying) Phuong Nguyen, attendees engaged in virtual art-based activities to reflect on feelings, thoughts, and emotions in challenging times

- **Prioritizing Wellness: Grounding Strategies to Recharge Ourselves** – Facilitated by Allison Hill and Rochelle Miller of Hill Studio, attendees engaged in a facilitated space of dialogue, movement, and meditation
- **We are Here: A Journey of Wellness, Healing, and Hope** – Facilitated by Aina-Nia Ayo'dele Grant, this session encourages a space of dialogue and reflection centering community, healing, and hope
- **The Healing of Rest and Joy: A Shabbat Practice in Song and Silence** – Facilitated by Aviva Chernick, founder of neySHEV, this space was open to members of the Jewish community to discuss tools of Shabbat
- **Stories through Dialogue: Journeys of Wellness and Hope** – Facilitated by Musif Mubarak (Khalil Center), this space was open to students, staff, faculty, and librarians who identify as members of the Muslim community to engage in dialogue and shared reflections informed by the Muslim faith
- **From Pain to Hope: Restoration and Healing for Jewish Community** – Facilitated by Rabbi Ariella Rosen, members of the Jewish community were invited to engage in a space of conversation and restorative practice on navigating Anti-Semitism
- **Community Vigil: Centering Love Through Times of Trauma and Grief** – This space was open to student, faculty, staff and community members who identify as members of the Muslim community or allies who wanted to join in a space of restoration and critical dialogue about the impacts of Islamophobia

Well Being Collective @ Hart House

The Wellbeing Collective is about creating a space of Indigenous, Black and Racialized people to explore wellness from a lens that centers their experiences, voices, and knowledge.

Their programming includes a weekly Pathways to Wellness Group run by BIPOC facilitates that provides BIPOC and QT2SBIPOC students opportunities to join in an inclusive, supportive, and uplifting space to learn strategies for managing well-being. A maximum of 20 participants can join each session.

Kisîwâtisôwin: Self-Compassion Workshop Series

This [four-part series](#), delivered in partnership with the Sexual Violence Prevention and Support Centre and First Nations House delivered Kisîwâtisôwin (kindness in michif) workshops for self-identified Indigiqueers (Indigenous & 2SLGBTQ+ individuals).

Race, Equity & Action Speaker Series

The Anti-Racism & Cultural Diversity Office works to host local and international experts, academics and advocates to increase dialogue and understanding of racial equity, diversity and inclusion in post-secondary environments.

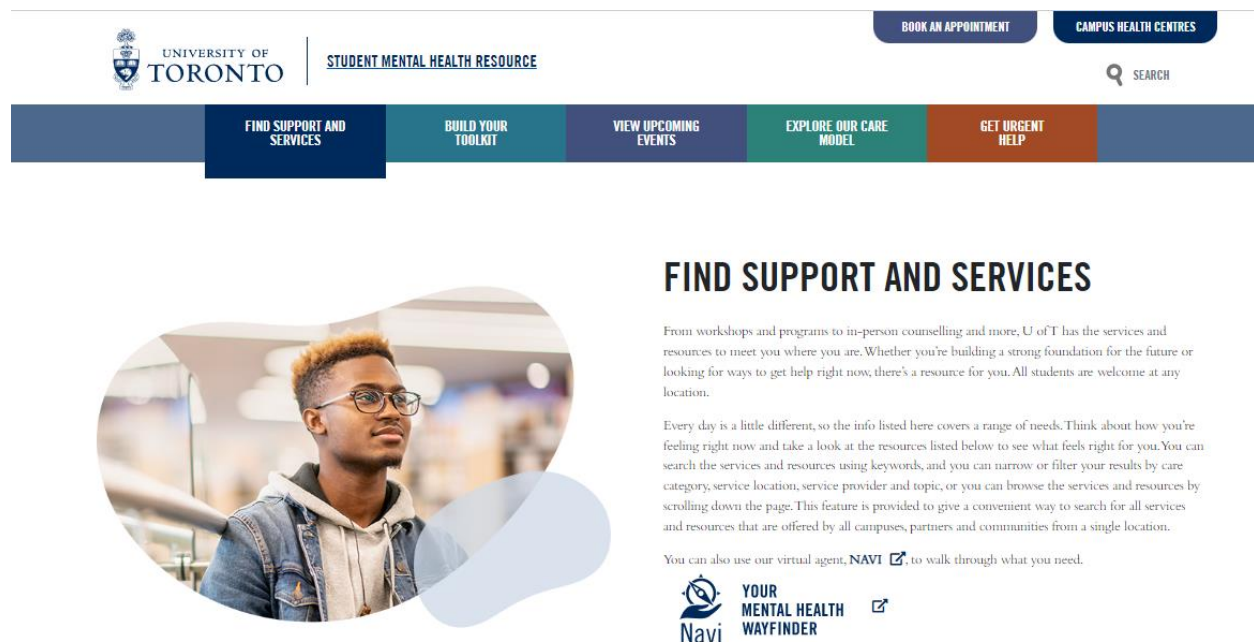
Indigenous Education Week

U of T holds an annual Indigenous education week with a range of events. Some of [the programming in 2021](#) included:

- **Reclaiming: A Landback Installation** – Cultural Structure that encourages reflection about connection to land
- **Indigenous Waves: Let’s Talk Treaties** – radio show about treaties
- **Upholding Excellence: Supporting Indigenous Staff, Faculty, and Students** – Panel discussion event with various Indigenous professionals in post-secondary
- **Indigenous book club** – tri-campus book club
- **Dr. Marguerite (Peggy) Hill Memorial Lecture on Indigenous Health** – Annual lecture that raises awareness on Indigenous health
- **The Gift of Reclaiming Your Family Medicine: A Storytelling Workshop with Richard Van Camp**

Mental Health Toolkit

U of T has a [dedicated website that features information on mental health](#) that links to different resources.



UNIVERSITY OF TORONTO | STUDENT MENTAL HEALTH RESOURCE

BOOK AN APPOINTMENT | CAMPUS HEALTH CENTRES

SEARCH

FIND SUPPORT AND SERVICES | BUILD YOUR TOOLKIT | VIEW UPCOMING EVENTS | EXPLORE OUR CARE MODEL | GET URGENT HELP

FIND SUPPORT AND SERVICES

From workshops and programs to in-person counselling and more, U of T has the services and resources to meet you where you are. Whether you're building a strong foundation for the future or looking for ways to get help right now, there's a resource for you. All students are welcome at any location.

Every day is a little different, so the info listed here covers a range of needs. Think about how you're feeling right now and take a look at the resources listed below to see what feels right for you. You can search the services and resources using keywords, and you can narrow or filter your results by care category, service location, service provider and topic, or you can browse the services and resources by scrolling down the page. This feature is provided to give a convenient way to search for all services and resources that are offered by all campuses, partners and communities from a single location.

You can also use our virtual agent, **NAVI**, to walk through what you need.

Nav YOUR MENTAL HEALTH WAYFINDER

Figure 2. U of T Mental Health Resource Website

The “Build your toolkit” section of the website links to different resources and tools (e.g., apps, articles, books, podcasts, websites, videos) which includes an “Equity/Social Justice” filter.

The “View Upcoming Events” section links to different health-focused events at all three campuses.

Multifaith Centre

The [Multifaith Centre](#) at U of T is a space to engage with community around cultural and spiritual perspectives.

- **Blanket Exercise: Exploring Indigenous Rights and Spirituality** – This [interactive learning experience](#) is open to all graduate and undergraduate students and covers 500 years of history in a one-and-a-half-hour participatory workshop. It is led by three Indigenous facilitators.
- **Challenging Anti-Semitism and Islamophobia** – Collaborating with partners and student groups, the center hosts [annual workshops and events](#) where students can gain better understanding of anti-Semitism, Islamophobia, and how to address and challenge hate.
- **Heart Works Fund** – The [Heart Works Fund](#) offers a maximum of \$350 for success student group initiatives that challenge prejudice and discrimination based on religion, race, and other intersecting identities
- **Interfaith Meditation Series** – The [Interfaith Meditation Series](#) features monthly workshops dedicated to meditation practices from a range of traditions. Past programming has included Vipassana/Insight Meditation, Imaginative Contemplation, Indigenous Meditation, Drum Circle, Labyrinth Walking, Islamic Meditations

UTM Wellness Events

The [University of Toronto Mississauga Campus’ Health & Counselling Centre](#) is the service dedicated to support personal and academic of students. In July 2022, they offered a focus group session facilitated by a BIPOC counsellor and BIPOC work-student students to determine what BIPOC students would like to see in terms of programming for the upcoming year. Previous programming involved certain events that explicitly dealt with intersectional and BIPOC experiences. Notably, a lot of the events are facilitated by the BIPOC counsellor employed with UTM:

- **Celebrating Black Experiences and Black Joy: BIPOC and QTBIPOC Circle** (in collaboration with UTM Equity, Diversity, and Inclusion Office) – Monthly drop-in circle on how the BIPOC community can celebrate and support the experiences of the Black Community
- **Overcoming Imposter Syndrome** – Workshop that explores imposter syndrome from an intersectional lens, considering how race, socio-economic class, gender, sexuality, and citizenship status can amplify imposter syndrome
- **BIPOC and QTBIPOC Circle** – Monthly drop-in session for BIPOC and QTBIPOC students to reflect on intersectional identities and lived experiences

- **Learn to Make Three Sister’s Soup** – Event run in partnership with UTM Indigenous Centre to teach attendees to make “Three Sister’s Soup” with a recipe by Grandmother Bertha Skye
- **Redefining Self-Care: An Intersectional Understanding of Self-Care and How to Care for Ourselves** – Moving beyond stereotypical self-care activities, this event involves using an intersectional lens to determine best self-care practices

Building Community Through Conversations

Run by BIPOC counsellors from Health & Wellness, this group is a space for BIPOC and QT2SBIPOC students from all three campuses to meet monthly and talk about topics that influence their lives.

Sexual Violence Prevention & Support Centre Events

The Sexual Violence Prevention & Support Center runs a range of events including the series “Healing Through the Intersections Series: Race, Black Identity & Sexual Violence.”

Some other past programming includes:

- **Queer As In Healthy with Shanese Anne Indoowaaboo Steele** – A [one hour workshop](#) open to all members of the U of T community with a focus on queer students that affirms, grows, and heals students by challenging colonial and cis-heteronormative understandings of health. Facilitated by Afro-Indigenous consultant.
- **Emotional Liberation Circle: Racialized and Sexualized Trauma with Tenniel Brown** – During this [workshop](#), the facilitator supports participants reflecting on the impact of racialized and sexualized trauma
- **Ancestral Memory of Anti-Black Racism with Melissa Taylor** – Open to members of the U of T community who identify as Black, [this workshop](#) encourages participants to explore collective grief and trauma with tools to re-own bodies, mind, and souls.
- **Radical Self-Care & The Power of Poetry** – Poetry workshop and discussion for how Black survivors can incorporate radical self-care into their everyday lives
- **Gealing Through Impact of Racial & Sexual Violence with Melanie Kataha** – BIPOC peer support group to discuss the impacts of racial and sexual violence
- **Trauma Informed Yoga** – Partnership with UTSC Women and Trans Center for a trauma informed yoga class

Race, Equity & Action Speaker Series

The Anti-Racism & Cultural Diversity Office runs [a series](#) to increase dialogue and understanding of racial equity, diversity and inclusion. Past events include:

- **Intersectionality in Equity, Inclusion and Belonging in the University** – Discussion around the concept of intersectionality and what it means to take action on the concept of intersectionality in Equity, Inclusion and Belonging work
- **The Future of Campus Safety Through an Antiracism Lens** – A space for critical dialogue on the role of community in establishing safety practices and identifying what antiracism in community safety can look like
- **Antisemitism: Here and Now** – Exploration of the overt and subtle manifestations of antisemitism on university campuses
- **Islamophobia and the 9/11 Generation: Lessons for Higher Education** – Exploration of how Canadian Muslim youth navigate Islamophobia in a Post-9/11 world

Peer & Community Support

Connection & Conversations (Staff)

[Connection and Conversations \(C&C\)](#) is an Affinity Group for racialized and Indigenous U of T employees and their supporters. Each campus has its own steering committee and C&C chapters. The aim of these affinity groups is to provide space to share experiences, peer-to-peer connection, and informal mentorship to develop a sense of belonging.

Access and Inclusion Peer Programs

The [access and inclusion peer programs](#) are mentorship programs for Black Caribbean, Latina American, Southeast Asian and First Generation students. Mentor navigators are upper years who are themselves first generation African Black Caribbean, Latin American and Southeast Asian students. Mentors have a range of lived identities including but not limited to being racialized, international, 2SLGBTQIA+, mature, and Transition Year Programme students. Navigators provide connection to academic, career, wellness, engagement, and many other services to foster belonging and community.

Queer & Trans Students of Colour Peer-led Discussion Program

A monthly peer-led discussion program for 2SLGBTQA+ and questioning students of colour where students are given space to talk about how sexuality, gender, culture and race impact their lives and communities.

UTGSU REC Safe Space for Race

The Race and Ethnicity Caucus (REC) (student-run) facilitates a series of events involving peer-facilitated discussion around race and other issues (e.g., [Race and disability](#), [race and mental health](#), [Race and the Workplace](#)).

Training

University of Toronto Scarborough Equity, Diversity, and Inclusion Office

The Equity and Diversity Office at UTSC provides a [range of workshops](#) to advance equity including:

- Practices & Principles in Equity, Diversity, & Inclusion
- Understanding Microaggressions
- LGBTQ+ Inclusion
- Anti-Black Racism at The Intersections
- Equity, Diversity, and Inclusion Module for Staff (Online)
- Equity, Diversity, and Inclusion Module for Managers (Online)

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office offers [professional development courses](#) to increase faculty, staff, and student understandings of their roles/responsibilities and strategies advancing racial equity, diversity, and inclusion at U of T.

Opportunities for faculty/staff include:

- Understanding your responsibility to preventing racial discrimination & harassment in the work environment
- What is Harassment? Tools to identifying and addressing racial and sexual harassment in the work environment
- Addressing Racial Microaggressions: Tools, Strategies and Discussions

There are also three modules part of training on Anti-Black racism, but due to staffing transitions within the office, their delivery was rescheduled.

As part of a pilot, opportunities for students include:

- Understanding your responsibility to preventing racial discrimination & harassment in the work and learning environment(s)
- Addressing Racial Microaggressions: Tools, Strategies and Discussions

Summary: U of T BIPOC Initiatives

What is interesting about U of T as a case study is the wealth of wellness programming that foregrounds BIPOC experiences. Part of this is perhaps due to an organizational difference because U of T has a dedicated office, Anti-Racism and Cultural Diversity Office (ARCDO), that spearheads a lot of these initiatives. This office is separate from and in addition to their Equity and Inclusion Office. Restore, in particular, is a new initiative that could be worth learning from at UBC. By providing consistent wellness programming that is delivered by BIPOC facilitators

and thinks of wellness more broadly, it provides the infrastructure to provide spaces of healing that to specific tragedies instances of racial violence. At UBC, a lot of the work organizing in the wake of incidents more so falls on the shoulders of specific affinity groups who voluntarily take up this work because there lacks a similar dedicated space. Facilitators are also often BIPOC wellness workers within the community who have their own practices providing culturally-appropriate wellness options. UBC should consider partnering with more BIPOC community wellness practitioners for its own programming.

The UTM Wellness Events and Wellbeing Collective @ Hart House is an example of how general programming around wellbeing and wellness can foreground the experiences of Black, Indigenous, and racialized communities. Specifically, having workshops on self-care and imposter syndrome that approach these concepts with considerations of race, socio-economic class, gender, sexuality, and citizenship status encourages a culture of wellbeing that attends to structural issues. Rather than creating BIPOC wellness programming as accessories to 'general wellness initiatives,' this approach takes seriously how everybody's wellness is implicated within structures of power. At UTM, notably, a lot of the events are facilitated by the BIPOC counsellor demonstrated the need for hiring and training to encourage the work of anti-oppression. U of T further has more multifaith related wellness events, which demonstrates some of the ways that UBC could better integrate spirituality into current programming.

One of the other interesting findings from U of T was the Connection & Conversations affinity group for racialized and Indigenous U of T staff. Something that was missing from UBC was more formal spaces for racialized and Indigenous staff specifically to connect and gather. Hot Lunch at St. John's College is one of the more informal spaces where this type of gathering happens, but the development of more formal presence can make it easier for staff specifically looking for community spaces.

U of T's dedicated [website on mental health resources and support](#) is also well-organized and user-friendly. In particular, the Upcoming Events page does a good job of hosting information about initiatives on different campuses and university spaces all in one place. For UBC, often it is more difficult to find information about UBC Okanagan's wellness resources and information mental wellbeing events is hosted in a different online space than the information about health services.

University of Southern California

USC has a [useful directory](#) that maps out different health and wellbeing resources across campus. One of the useful features of this document is that it summarizes resources that support wellness broadly construed, with resources on wellbeing that relates physical,

emotional, social and community wellbeing, purpose and spirituality, the environment and sustainability, occupation and intellectual wellbeing, financial and legal assistance, and safety.

Health Services

BIPOC Mental Health Microsite and Embedded Counselors

USC has a dedicated [BIPOC Mental Health Microsite](#) as a resource guide for students.

There is a section dedicated to connecting students with counsellors who identify as Black Identified and African Descent, API and Desi American, Latinx and/or Chicanx, LGBTQ+, religious, or international students. The website mentions that the platform does not address the full scope of diversity of counsellors as some choose to not share information about their positionality on a public platform.

There is also step-by-step information that breaks down how to make appointments with BIPOC counsellors and some information about key issues that may be of relevance to BIPOC individuals (e.g., imposter syndrome, model minority, trauma, microaggressions).

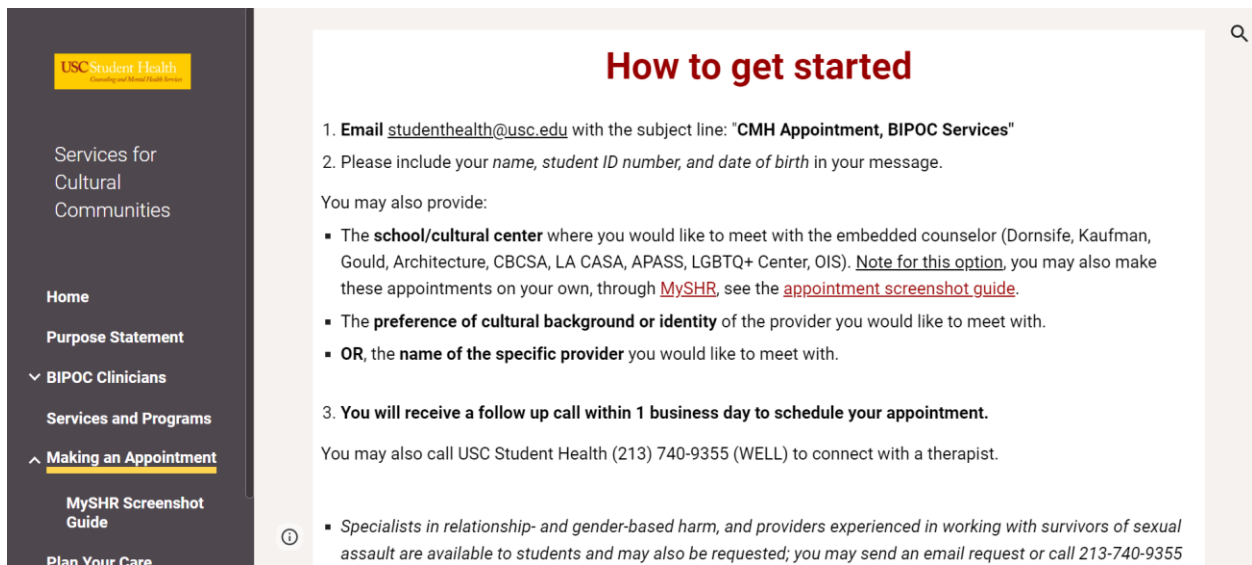


Figure 3. USC BIPOC Mental Health Microsite

Group Therapy

[Group therapy sessions](#) are facilitated by licenced clinicians. Group therapy options differ based on the semester and have included groups specifically for BIPOC students. Past groups have included:

- **AAPI support group** – Identity specific support group for Asian/Asian American and Pacific Islander students to connect with peers and share healthy coping skills

- **The Healing Room: Women of Color Support Group** – A supportive space for self-identified women of colour/BIPOC to discuss complexities of navigating personal and interpersonal spaces. Open to those who identify as women, trans, and non-binary
- **BLaQ Tea** – A support group for Black-identified LGBTQ+ folks to have a safe and non-judgemental space to celebrate their identities and process mental health struggles

There are also [other generalized therapy groups](#) (e.g., Assertiveness skills, Building Social Confidence) and other identity specific groups (queer, international students, adult male survivors of childhood sexual abuse).

Programming & Resources

Race + Equity + Wellbeing Series

Campus Wellbeing and Education and University Human Resources curates a series of webinars and discussion groups around the topics of Race, Equity, and Wellbeing with different themes. The *Connection* discussion series is led by facilitators to allow participants to engage with faculty and staff to come together in solidarity around experiences of race, equity, and wellbeing, connect panel discussions with their experiences, work together to turn the discussions into action, and explore anti-racist resources. Past sessions included:

- Moving the Needle and Seismic Shifts: The Frustrating Pace of Cultural Change
- Psychological Safety as an Issue of Equity
- Feelings... Moving from “Ugh!” to “Oh!”
- Lead From Any Seat
- Layers of Justices: Rights and Recourse as a Member of the Trojan Family
- What is a “Trojan?” Brand Loyalty and The Community
- Why We Fight: Sustaining our Commitment to Racial Equity by Sustaining Ourselves
- How to Build What We Have Not Seen: When Effort May Be More Important than Expertise
- But DEI Is Not in Your Job Description: What It Takes to Get Change Going
- How Do You Show Up? Living a Life True to Your Values Especially When It Is Hard
- Sick and Tired of Being Sick and Tired: When To Stay and Fight for Change, and When To Move On

USC Dornsife Office of Diversity Events (Faculty/Staff)

USC Dornsife (a college within USC) provides resources about equity, diversity, and inclusion at Dornsife.

Past events have included [different wellbeing webinars](#). A webinar held entitled “The Politics of Disengagement: Intentionality of Wellbeing” also explored engagement and disengagement from a diversity lens.

USC Spiritual Care Check In

Run through the Office of Religious and Spiritual Life, the USC Office of Religious Life has connection with almost 50 religious directors representing major world religions to provide pastoral care and spiritual counselling across faiths and denominations. They also work with the Student Counseling Center, the Student Health Center, and the Center for Academic Support to provide holistic approaches to counseling.

The [Spiritual Care Check-in](#) is an opportunity for members to work one-on-one with members of the spiritual care team for someone to listen with compassion about any subject matter.

BIPOC Mindfulness Lab

Run through Mindful USC and Keck Medicine, the [BIPOC Mindfulness Lab](#) explores how to employ mindfulness practices in everyday life.

Seeing Mental Health Through New Eyes

USC Institute for Integrative Health & Wellness organized a series of presentations under [“Seeing Mental Health Through New Eyes: Integrative, Indigenous, & Community Approaches to caring for our emotional and Spiritual Well-Being”](#) that explored ways to conceptualize healthcare through a collaborative, holistic paradigm that incorporates physical, emotional, mental, spiritual, social, cultural, and environmental aspects of life.

Peer & Community Support

PEER – First Year Mentoring

[PEER](#) is a collaborative project between Asian Pacific American Student Services (APASS) and USC Student Counseling services that matches first-year APIDA students with continuing APIDA students in mentoring relationship. Individuals are matches using several criteria, including academic, extracurricular, and personal interests.

Sisters in Solidarity (SIS)

[Sisters in Solidarity](#) is a collective student support group for Black women at USC. Past events have included:

- Icy Exchange: A conversation on Black Women and Black Beauty in society
- S.I.S. Blackness & Womanhood
- S.I.S Relax
- Welcome Back S.I.S

Keck School of Medicine Inclusion Resource Group Program

The [Inclusion Resource Groups \(IRG\) Program](#) is sponsored by the JEDI-WeST (Justice through Equity, Diversity, Inclusion, Well-being and Social Transformation) Committee and the Center for GEMS. There are five IRGs for the following groups:

- Black & African American Community
- LatinX & Hispanic Community
- LGBTQ+ Community
- Women
- Mental Health & Neurodiversity

IRGs are meant to be a space where people can meet and connect with colleagues, be an active voice, learn and grow professionally, share culture, values, and experiences, contribute to a welcoming and respectful learning environment, and give back to the local community. They are meant to be spaces where spaces of belonging to support new community partnerships and innovation.

Asian Pacific Islander Faculty and Staff Association (APIFSA) (Faculty/Staff)

The [Asian Pacific Islander Faculty and Staff Association \(APIFSA\)](#) was formed in April 2021 to create a safe space to advocate for API faculty and staff across USC.

Six goals of APIFSA include advocacy and social change, allyship and coalition building, representation and caucus, support and community, awareness and outreach, and professional development, networking, and mentorship. In addition to holding general meetings, they run different programming and events related to AAPI experiences.

Asian Pacific American Student Services (APASS) (Students)

Asian Pacific American Student Services (APASS) has a mission to facilitate APIDA participation, dialogue, community-building, empowerment while facilitating cross-cultural education for the campus.

APASS is engaged in a range of programs, initiatives, and resources including PEER and Embedded Counselors (described above). Other programs include:

- **Critical Issues in Race, Class, and Leadership Education (CIRCLE)** – A seven-week [educational leadership program](#)
- **Connections! Career Development Program** – Connecting APIDA students with alumni, other professionals, and graduate student [opportunities](#)
- **Together In Empowerment Internship Program** – Provides college students with [educational learning experience](#) within the APIDA community

- **Queer & Trans API (QTAPI) Initiative** – Open to all Asian American, Pacific Islander, and Desi American students who identify as queer and trans, [this space](#) is for regular meetings, groups, hangouts, workshops, and informal gatherings
- **APIDA Residential Floor** – The Asian, Pacific Islander, Desi American (APIDA) Leaders [Community](#) is for first-year students at the Birnkrant Residential College and second-years at the Century Apartments
- **APIDA Women’s Collective** – The [APIDA Women’s collective](#) is a safe and inclusive space for non-binary, genderqueer, transgender, and cisgender folks

Center for Black Cultural and Student Affairs (Students)

The CBCSA strives to create a community of Black excellence through four key areas:

- **Blackademics** – Running a variety of [workshops and seminars](#) on topics such as self-care, financial literacy, spirituality activism, identity, and more
- **For the Culture** – A variety of [events](#) including ArtWalk, Black family weekend, Black history month, Black welcome week, Films Reflecting Ourselves (F.R.O) Fest, and Real Talk (weekly forum for Black students to meet and discuss topics that impact the community)
- **Student Development Programs** – Black students are provided with social and professional [development opportunities](#)
- **Community Building & Engagement** – The [Black community calendar](#) collects all events related to the Black Trojan Community and the MLK Junior Program has a living learning community

Black Staff and Faculty Caucus (Faculty/Staff)

The [Black Staff and Faculty Caucus](#) is about promoting self-sufficiency and support for African Americans at USC. Aims include accomplishing positive working relationships between Black staff, faculty, and students, assuring constructive institutional change, developing expertise for affirmative action relating to hiring, retention, and promotion, and contributing to harmony and good will.

Latino Forum (Faculty/Staff)

Since 1987, the [USC Latino Forum](#) has served as the voice of Latino Faculty and Staff. They gather multiple times a semester for social, academic, and intellectual events about what it means to be Latino at USC. Events include Tamalada in December, Carne Asada in May/June, panel discussions, guest speakers, and off-campus socials.

La CASA (Students)

Established in 1972, [Latinx Chicanx Center for Advocacy and Student Affairs \(La CASA\)](#) aims to educate the campus about Latinx and ethnic diversity represented within the community. La CASA run events including:

- The Student Equity & Inclusion Programs Fall Welcome
- Latinx Floor Special Interest Community

Training

USC Race and Equity Center Institutes

USC Race and Equity Center has a range of institutes that are meant to work towards illuminating, disrupting, and dismantling racism. These trainings are available for leaders, faculty members on universities and colleges, and executive teams. These include:

- **USC Equity-Minded Teaching Institute** – A [6-week program](#) with weekly 3-hour sessions focused on embedding racial equity in teaching practices. A focus on creating classroom cultures inclusive for Black/African American, Latinx, Indigenous, and Asian American students.
- **USC Racial Equity in Faculty Hiring Institute** – A [5-week program](#) with weekly 3-hour session focused on embedding racial equity in the faculty hiring process
- **USC Equity Institutes** – An [8-week learning series](#) for 20 leaders and/or faculty members on a single college or university campus
- **Equity Now!** – A [series](#) of four virtual, 2-hour webinars designed for individual skill and capacity building in higher education
- **Racial Equity Leadership Academies** – In-person professional [learning experiences](#) bringing together higher education leaders and faculty to USC campus
- **California Community College Equity Leadership Alliance** – Unites community colleges across California for high-quality [professional learning](#)
- **The Racial Equity in Mathematics Leadership Institute** – Involving math faculty in California’s community colleges in [leadership and learning opportunities](#) for equity-minded reform of math pedagogy

JEDI Workshops (students)

[Justice, Equity, Diversity & Inclusion \(JEDI\) Workshops](#) are offered to students, student organizations, and departments requesting training for students and groups. JEDI Peer Educators are trained undergraduate and graduates who facilitate sessions.

Training topics include:

- Identity & Intersectionality

- Microaggressions
- Race, Power, and Privilege
- Gender and Sexuality
- Economic In/Justice

Summary: USC BIPOC Initiatives

USC's dedicated [BIPOC Mental Health Microsite](#) is a good model for how to link BIPOC students with information about counselling services. One of the really interesting things from USC's model of counselling is that they have partnerships with the Center for Black Cultural and Student Affairs (CBCSA), Asian Pacific Student Services (APASS), and Latinx American Chincanx American Student Affairs (La CASA) to provide an extensive range of BIPOC counsellors as options for students. Part of their ability to provide this number of counsellors likely is because the counsellors are all clinical faculty of the Department of Psychiatry and the Behavioral Sciences at the Keck School of Medicine USC.

One of the key ways that USC differs from UBC is the way affinity spaces for Black, Asian, and Latinx/Chincanx students and faculty/staff exist much more formally within the institution and therefore drive a lot of the equity work related to wellbeing.

The list of group therapy sessions provided by USC is also an interesting approach to supporting BIPOC wellbeing. Given UBC has group therapy and has recently launched a pilot around Asian experiences, USC's work providing a range of sessions for affinity-based groups can be useful to learn from.

McGill

Health Services

Counsellors and Local Wellness Advisors: BI & POC (Students)

Counsellors and Local Wellness Advisors (LWAs) are both mental health professionals at McGill. The difference is counsellors are located within the Student Wellness Hub and Local Wellness Advisors represent the Student Wellness Hub in each faculty.

McGill has a dedicated [Local Wellness Advisor for Indigenous, Black, and POC students](#) who works with a systemic and anti-oppressive lens. There is also a [dedicated wellness advisor for 2SLGBTQ+ students](#).

Students looking for a counsellor who is an expert in Indigenous and 2SLGBTQ+ experience can make the request through their inquiry.

keep.meSAFE

keep.meSAFE is also an external resource that McGill has a partnership with that provides real-time crisis support and ongoing care. There are multilingual resources (60 languages) and students can request counsellors with expertise dealing with 2SLGBTQA+, BIPOC, immigrant, and international students and other experiences.

Programming & Resources

Let's Talk Black Mental Health Matters

Run by the Hub Peer Supporters and the Multi-Ethnic Student Alliance, '[Let's Talk Black Mental Health Matters](#)' is a peer-to-peer conversation about the experiences around mental health stigmas in different Black communities.

BIPOC Learner Gathering

The [BIPOC Learner Gathering](#) is meant to be a space for BIPOC learners from Undergraduate Medical Education (UME), Postgraduate Medical Education (PGME), Dentistry (DENT), Ingram School of Nursing (ISoN), School of Physical and Occupational Therapy (SPOT), and the School of Communication Sciences and Disorders (SCSD). Sessions differ, as some contain speakers while others provide spaces of reflection on navigating healthcare training as a part of the BIPOC community.

Peer & Community Support

BIPOC Grad Network (Students)

The [BIPOC Grad Network](#) is created to provide a safe and supportive space for BIPOC graduate students with four major areas of focus: networking, advocacy, social, and queer-trans. It is run through PGSS (Post-Graduate Students' Society). They can be contacted about concerns regarding BIPOC equity, diversity, and inclusion, BIPOC grad networking events, and mental health and wellness resources.

McGill Black Mentorship Program

Launched in January 2021 through the McGill Black Alumni Association (MBAA) and the Subcommittee on Racialized and Ethnic Persons of the McGill Joint Board-Senate Committee on Equity, the [McGill Black Mentorship Program](#) connects Black graduate and undergraduate students with Black alumni, faculty, and staff. The pairings are based on interests and goals and the formal mentorship is expected to last for eight months. Mentors are to provide professional and personal development support.

COUSINS: Indigenous Student Mentorship Program

[Cousins, the Indigenous Student Mentorship Program](#) is in place to connect First Nations, Inuit, and Métis students who are unfamiliar with First Peoples' House at McGill with Indigenous students who are more involved. Cousins participants may discuss services such as academic advising, tutoring, career advising, counselling and healthcare, but the program is not meant to replace these services.

Widening Participation Committee (WPC) Mentoring Program

The [Widening Participation Committee \(WPC\)](#) is designed for members of underrepresented groups interested in entering a health profession (e.g., Indigenous, Black, rural and low-income groups). Mentees will be matched with a mentor in a health-related field at McGill. All McGill undergraduate, graduate and Continuing Studies students are eligible to apply.

First Peoples' House Cultural Support

The [First Peoples' House at McGill](#) runs a variety of opportunities for Indigenous students to engage in community and cultural support networks. These include:

- Soup & Bannock
- Beading Workshop
- Drum Circle
- Singing Group

Faculty Mentorship

The Office of the Provost and Vice-Principal (Academic) has two mentorship programs for pre-tenure and mid-career professors.

- **Provost's Faculty Mentorship Network (PFMN)** – [mentorship opportunities](#) for assistant professors during the beginning phases of their academic careers
- **Development Initiative for Academic Leadership (DIAL)** – [leadership development opportunities](#) for mid-career professionals with an interest in moving into senior administration

Although the mentorship programs do not specify opportunities for IBPOC faculty, applications for PFMN are processed by members of the Equity Team and there are opportunities to identify a desire to seek mentorship based on equity-related concerns on the application form.

Subcommittee on Racialized and Ethnic Persons

The [Senate Subcommittee on Racialized and Ethnic Persons](#) has a mandate to make recommendations to the University on affairs relating to racialized and ethnic persons. It is

composed of up to 40 faculty, staff, and students that meet at least once every two months. One of the action items is improving mental health services.

Peer Support Center at McGill (Students)

The [Peer Support Center](#) at McGill provides student peer supporters who provide a space where people can share their experiences and be connected with resources. They offer preferential appointments for students to book BIPOC, 2SLGBTQIA+, or women volunteers.

Vent Over Tea

[Vent Over Tea](#) is a free and confidential listening service formed by McGill psychology students aimed at promoting mental wellness and connection to members of the local community. Vent Over Tea provides a casual, confidential, and non-judgmental outlet for members of the Montreal community who simply want to talk to someone outside their family or social circle. The service has volunteers who act as compassionate listeners and receive training to ask reflective questions and show empathy (they are not a psychotherapy or counselling service).

Training

Equity at McGill Workshops for Faculty (Faculty)

The Equity Team in the Office of the Provost provides [equity-related workshops for faculty](#) including:

- Accessible by Design: Access in the Classroom
- Accessible by Design: Access in a Field Course
- Challenging Equity, Diversity and Inclusion (EDI) Conversations
- Gender Diversity and Inclusive Language: Creating space for 2SLGBTQIA+ communities in the classroom
- Anti-Racism in Teaching Practice
- Inclusive Facilitation Workshop
- Equity in the Academic Search Process
- EDI in Research and Grant Proposals
- Putting EDI in Practice: Developing your EDI Plans for Research Teams
- Mentoring Relationships with a Focus on Equity
- Engaging with EDI Skepticism and Resistance
- Harassment, Discrimination, and Sexual Violence: McGill Policies, Reporting and Support

Anti-Racism Learning Pathway Platform (Staff)

The [Anti-Racism Learning Pathway Platform](#) is an EDI Pilot Program consisting of an intensive series of workshops focused on anti-racism and anti-oppression with 6 two-hour sessions. The goal is to build capacity and confidence for embodying anti-racism practices. Participants were selected by the facilitator based on applications given the level of engagement required.

Equity at McGill Workshops for Staff (Staff)

[Equity workshops are also provided for staff](#) including:

- Accommodating Employees with Disabilities
- Equity Education for Student Affairs Professionals
- Equitable Hiring and Promotion
- Gender Diversity and Inclusive Language
- Harassment, Discrimination, and Sexual Violence: McGill Policies, Reporting and Support
- Microaggressions in the Workplaces
- Managing Challenging Conversations in the Workplace
- EDI Pilot Program: Anti-racism Learning Pathway

Our Shared Spaces (Students)

[Our Shared Spaces](#) is an initiative dedicated to creating spaces for students to discuss issues affecting their communities. Past initiatives include:

- Accessibility and Disability 101
- Accessible Social Media and Events
- Applying UDL (Universal Design for Learning) to Academia
- Being Black @ McGill
- Fostering Inclusive Communities
- Gender 101
- Intro to Anti-Oppression
- Intro to Anti-Racism
- Sexuality 101

Being Black @ McGill is specifically a five-part workshop series designed to create a safe environment for where Black students can discuss their experience of race. They can explore identity, socialization, and how racism and discrimination have impacted their mental health. The content was developed by an alumna in collaboration with Teaching and Learning Services (TLS).

Summary: McGill BIPOC Initiatives

Of the case studies analyzed, McGill had much less programming and event planning related to BIPOC wellbeing. One of the more interesting aspects of McGill's approaches to BIPOC wellbeing though were the mentorship networks that have been developed. In particular, McGill's Black Mentorship Program is distinct from some other mentorship programs in other initiatives because of how alumni are integrated into the program.

Limitations

There are some key limitations of this report that are worth recognizing. Because of the scope of this project, it only explored IBPOC mental health and wellness broadly without defining what ‘wellbeing’ looks like to different individuals, affinity groups, and communities. Given a lot of literature that focuses on Indigenous mental health tends to focus on Indigenous peoples in general with limited attention to specific identities and connection to community, nation, or language, it is important to further understand the specificities of how IBPOC folks experience wellbeing in further collaborations.

Additionally, the initiatives that were highlighted focused on what exists already at the university. Given a lot of these programs were new and emerged post-2020 with the limitations of being part of academic institutions, it would be interesting for a future project to investigate lessons from community-based approaches to wellbeing that have a longer history of decolonial and anti-racist approaches.

Summary of Recommendations

Overall, this environmental scan of approaches to IBPOC mental health and resilience programming, training, and campaigns demonstrates the need for wellbeing supports to take up anti-racist, anti-colonial, and intersectional lenses. Some recent initiatives launched at UBC that promote peer support and training have provided important supports that expand beyond a purely biomedical/clinical understanding of wellbeing. At the same time, the following recommendations demonstrate some areas where UBC’s support of IBPOC mental health could be strengthened, informed by literature and initiatives running at U of T, USC, and McGill.

Complete pre-work, education, and listening around community needs before and during engagement. Keeping in mind that one of the key concerns around collaborating with IBPOC affinity spaces is around how much labour this work adds for individuals who are often already overworked in the university, one of the key things that can be done is to implement the recommendations that already exist and have been reiterated in multiple formats and taskforce recommendations. Specific considerations for collaboration include: establishing shared purpose, transparency, and accountability; identifying and navigating power differentials; building trust and relationships; reflecting on the project, your role, and the context; providing meaningful opportunities; providing supports to make the work accessible; continuous learning and questioning; commitments to systems-level change; recognizing and rewarding equity work; acknowledging when engagement is not appropriate; and supporting the development of affinity spaces.

Support a definition of “wellbeing” that integrates anti-racist, anti-colonial, and intersectional lenses. One of the strengths at UBC is how there are emerging workshops and peer support

services that integrate a more expansive understanding of wellbeing. At the same time, there were some tendencies across all of four of the universities to add additional IBPOC wellbeing resources and events to what currently exists without transforming how wellness is explored more broadly. This is an issue because it relegates IBPOC wellbeing to the periphery of current practices. In truth, the wellbeing of all faculty, staff, and students at the university are shaped by discourses of power and an intersectional approach would consider how all wellbeing practices are shaped by racism, colonialism, capitalism, neoliberalism, cisheteropatriarchy, and other dominant structures of power.

Coordinate with different units working on wellbeing to implement taskforce

recommendations. Given the many different teams and groups working on wellbeing at UBC (across the six priority areas), it is important that different units collaborate to ensure all of the recommendations get implemented across the scope of UBC wellbeing work.

Develop more permanent supports for IBPOC wellbeing at the university. Given a lot of the initiatives that support IBPOC wellbeing are pilots or new programs, it is important to establish more permanent structures that support IBPOC wellbeing at the university.

Create a directory that better organizes resources for IBPOC mental health. Reviewing how IBPOC mental health resources and tools get communicated at U of T and USC demonstrates some ways that events, programming, tools, and training around IBPOC mental health at UBC could be better communicated to faculty, staff, and students in a central location. Currently, the information about health services is often separated from programming around mental health and wellness. The information from UBC-O and UBC-V is also held separately, with information about UBC-V often easier to find.

Increase the number of IBPOC counsellors and the capacity to provide care informed by anti-racist, anti-colonial, and intersectional lenses. One of the key recommendations from taskforces was to increase counselling at UBC so that the community can connect with counsellors with shared experiences. Although the Mental Wellness Pilot Project for Black Students, Faculty, and Staff run by Black Caucus and efforts by central HR are steps towards addressing this, it is important to strengthen these efforts to provide more lasting support for IBPOC students. Reviewing USC's collaborations between affinity spaces and the clinical health provisions shows the opportunity to engage affinity groups in the process of sharing these services.

Increase institutional recognition and support for IBPOC affinity spaces. While UBC has invested in more critical infrastructure to increase IBPOC affinity spaces (e.g., ACRE), one of the key things that would facilitate collaboration with IBPOC affinity spaces is ensuring that their

work is fairly compensated, recognized, and staffed within the university. At a larger level, this change may be more difficult to implement, but even on the level of specific university units, a culture that recognizes and rewards equity work could relieve this pressure.

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Appendices

Appendix 1. List of Key Taskforce Recommendations Related to IBPOC Mental Health and Resilience

Recommendation	Category	Doc
Goal 6, Actions 24-30: Recruiting Indigenous people (p. 31) <ul style="list-style-type: none"> - Broaden criteria for tenure, promotion and merit for faculty and staff - Develop Indigenous recruitment, retention and advancement policies - Identify apprenticeships and employment opportunities for members of an in partnership with Musqueam and Okanagan nations 	Hiring & Retention	ISP

<ul style="list-style-type: none"> - Integrate competence or interest teaching Indigenous content and working with Indigenous students into job descriptions - Increase Indigenous student/faculty/staff access to needs-based financial aid for tuition, child-care and housing - Work with Musqueam and Okanagan nations to understand and address tuition assistance 		
<p>7: Hiring: Anti-Indigenous Racism, recruitment, resources and support, and retention of Indigenous faculty (p. 108-116)</p> <ul style="list-style-type: none"> - Address the white/Eurocentric biases within UBC recruitment, resources, and retention 	Hiring & Retention	ARIE, Indigenous Committee
<p>Goal 7, Action 35: Identify Indigenous faculty and staff mentors who volunteer to be available, recognized and compensated for providing professional advisory services to their colleagues in the development and delivery of Indigenous content and tools for fostering culturally safe classrooms and workplaces (p. 32)</p>	Hiring & Retention	ISP
<p>15: Addressing workload and lack of support for Black staff and faculty (p. 180-182)</p> <ul style="list-style-type: none"> - Recognize workloads and labour of Black staff and faculty - Race-based data collection - Peer-to-peer mentorship for Black students, staff, and faculty - Accountability mechanisms for race-based discrimination - Building capacity of white/non-Black community at UBC - Integrated services 	Hiring & Retention	ARIE, Blackness Committee
<p>5: Create pathways for IBPOC success within the talent pipeline: hiring, performance, succession planning, retention (p. 214-217)</p> <ul style="list-style-type: none"> - Establishing procedural and accountability mechanisms prior to launching a search - Review existing advertising and recruitment to mitigate opportunities for racism/bias/marginalization - Ensure anti-racist lens in screening and shortlisting - Making interview, selection, and hiring processes more accessible and equitable - Create pathways to career progression - Actively engaging in practices to retain IBPOC staff 	Hiring & Retention	ARIE, Staff Committee

<p>32: Retain IBPOC faculty members (p. 246-249)</p> <ul style="list-style-type: none"> - Make merit awards and PSA equitable for IBPOC faculty members - Protect and allocate funds for IBPOC faculty - Provide sustained mentorship for IBPOC pre-tenured faculty - Enhance connections and networking among IBPOC faculty members - Collect demographic data of faculty retention 	<p>Hiring & Retention</p>	<p>ARIE, Faculty Committee</p>
<p>5. Indigenous health care workers face racism and discrimination in their work environments (p. 33-41)</p>	<p>Hiring & Retention</p>	<p>In Plain Sight</p>
<p>1.3. Universities and colleges commit to promoting intersectional Black flourishing in teaching and learning by (p. 12)</p> <p>1.3.2. enabling, supporting and acknowledging</p> <p>1.3.2.1. Black student leadership, insights, energy and actions throughout academic programs, curricular and co-curricular development and other aspects of university and college teaching, learning, and student development</p> <p>1.3.2.2. Black staff members' co-curricular and other contributions to student well-being and success</p>	<p>Hiring & Retention</p>	<p>Scarborough Charter</p>
<p>2. Universities and colleges commit to fostering inclusive excellence in governance by (p. 12)</p> <p>2.1.1. identifying the extent of (under)representation through demographic data on Black faculty and students (domestic and international)</p> <p>2.1.2. establishing comprehensive strategies where gaps exist, including targets, time tables and transparency mechanisms, and providing sustained resource commitments to</p> <p>2.1.2.1. recruit faculty, wherever feasible in cluster/cohort hires across academic disciplines; to support their promotion through the ranks; and otherwise equitably employ best practices, including on spousal hiring, to attract and to retain Black professors;</p> <p>2.1.2.2. recruit, support career progression and retain Black</p>	<p>Hiring & Retention</p>	<p>Scarborough Charter</p>

<p>managerial, administrative and support staff across university and college units;</p> <p>2.1.2.3. recruit Black students and support their successful program completion;</p> <p>2.1.2.4. identify and redress wage discrimination and occupational segregation, with careful attention to preventing discrimination on intersecting grounds</p>		
<p>35: Anti-racist and inclusive communication (p. 192-194)</p> <ul style="list-style-type: none"> - Currently there is no available training on anti-racism and inclusive communications at UBC and no clear role or office to consult with on this - Low representation of IBPOC communicators - Disproportionate emphasis is often placed on the final product, leaving out the process of communication - Communications cannot only be brand-driven, must also be community driven 	Communication	ARIE, POC Committee
<p>Goal 2, Action 7: Develop a communications strategy to ensure that every current and prospective student, faculty, staff member and partner at the University is aware of the unceded status of the lands on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories</p>	Communication	ISP
<p>Goal 7, Action 33: Create a professional development program that assists faculty and staff to foster safe and inclusive classrooms and workplaces (p. 32)</p>	Education & Training	ISP
<p>Goal 7, Action 34: Develop and deliver Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis (p. 32)</p>	Education and Training	ISP
<p>Goal 5, Action 22: Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses (p. 30)</p>	Education & Training	ISP
<p>40: Training concerning anti-racism and retention of teaching faculty (p. 202-3)</p> <ul style="list-style-type: none"> - Teaching faculty are often unable to navigate conversations concerning emotional labour, race, or identity 	Education & Training	ARIE, Student Committee

<ul style="list-style-type: none"> - Need for hiring and training of faculty members to better support their ability to teach diverse perspectives within the classroom 		
<p>17: Increase Educational opportunities on anti-racism for all faculty members and administrators (p. 234-5)</p> <ul style="list-style-type: none"> - Faculty members and administrators are currently provided with limited opportunities for education and professional development, which perpetuates racial harm and discrimination on an interpersonal level - Provide mandatory education and professional development on anti-racism and decolonization - Strengthen education programs for senior administrators and incentivize participation 	Education & Training	ARIE, Faculty Committee
<p>24: Developing organizational anti-racism practice-centred education for leadership (p. 224-226)</p> <ul style="list-style-type: none"> - Senate-approved UBC Certificate in Anti-Racism for Senior Professional and Leadership roles - Anti-racism fluencies and framework developed in consultation with IBPOC educators and experts 	Education & Training	ARIE, Staff Committee
<p>1: Implement and sustain anti-racism training and education (p. 185-187)</p> <ul style="list-style-type: none"> - Ongoing education/professional development for all faculty members - Training for IBPOC regarding their rights, available recourse when they experience discrimination - Possible options: mandatory course on human rights and social justice, comprehensive anti-racism training/education, anti-racism certificate 	Education & Training	ARIE, POC Committee
<p>6. Current Education and training programs are inadequate to address Indigenous-specific racism in health care (p. 41-3)</p> <ul style="list-style-type: none"> - Health organizations that independently develop their own Indigenous-specific racism and cultural safety and humility education and training are not developed to achieve any accepted standard 	Education & Training	In Plain Sight
<p>Recommendation 8: All health policy-makers, health authorities, health regulatory bodies, health organizations, health facilities, patient care quality</p>	Education & Training	In Plain Sight

review boards and health education programs in B.C. adopt an accreditation standard for achieving Indigenous cultural safety (p. 62)		
4.3. University and Colleges commit to ensuring accountability in teaching and learning by (p. 15) 4.3.1. providing anti-Black racism education for all members of the university of college while developing performance expectation for faculty and staff that build capacity on anti-racism and Black inclusion 4.3.2. building robust reporting mechanisms that assess and recognize teaching and learning contributions to intersectional Black flourishing, inclusive excellence and mutuality	Education & Training	Scarborough Charter
Goal 7, Action 31: Develop a research information repository and communication portal that assists students, faculty, staff, communities and researchers at large to access resources, information, publications and reports about Indigenous issues and knowledge (p. 32)	Education & Training	ISP
Goal 7, Action 32: Develop, communicate and keep updated a comprehensive online database of Indigenous programs, initiatives, and courses at the university (p. 32)	Education & Training	ISP
20: Establishment of the UBC Anti-Racism Living Library, an ecosystem of anti-racism resources (p. 241-242) - Coordinate, supplement, and provide pathways into ecosystem of resources currently existing - Working group to develop an inventory of existing UBC and community resources on the page antiracism.ubc.ca	Education & Training	ARIE, Faculty Committee
Goal 5, Action 19: Engage with Musqueam, the Okanagan Nation and other Indigenous host nations, as appropriate, regarding the design and development of UBC faculties (p. 30)	Engagement	ISP
Goal 7, Action 36: Create easily accessible structures and mechanisms on each campus for Indigenous communities to partner with the University on initiatives that advance their unique goals and interests (p. 32)	Engagement	ISP
Goal 8, Action 39: Partner with Musqueam, the Okanagan Nation and other Indigenous host nations to provide in-community university transition	Engagement	ISP

support services to interested community members (p. 33)		
1.1.1.4 Universities and Colleges commit to promoting intersectional Black flourishing in governance by ensuring that leadership on equity enlists faculty, staff and student associations as pivotal contributors to achieving equity, as they also bear a responsibility to be inclusive and to work constructively with organizations of Black faculty, staff, and students (p. 11)	Engagement	Scarborough Charter
2.4 Universities and colleges commit to fostering inclusive excellence in <i>community engagement</i> by (p. 13) 2.4.1. developing pathways for access to higher education for Black students, including promoting student outreach with local, regional, national and international communities and providing robust “wrap-around” support 2.4.2. building mechanisms for ongoing outreach and sponsors for broader Black communities, including Black staff among career advisors and advancement professionals, as well as alumni mentors from Black communities	Engagement	Scarborough Charter
3.4 Universities and colleges commit to enabling mutuality in community engagement by (p. 14) 3.4.1. requiring Black community prior-impact assessments as part of procurement processes, to move equity initiatives away from risk mitigation toward proactive, sustainable opportunity creation and integrating Black community impact assessments into any restructuring initiatives 3.4.2. building robust community partnerships with Black-led organizations	Engagement	Scarborough Charter
4.4 Universities and Colleges commit to ensuring accountability community engagement by (p. 16) 4.4.1. enabling and reporting on co-creation in the data collection process by communities most concerned; 4.4.2. retaining contact with professional orders and related regulatory bodies where they exist (including doctors, dentists, nurses, engineers, lawyers, social workers, teachers, skilled tradespeople) to be able to assess the admission and career progression of Black university and college graduates	Engagement	Scarborough Charter

Goal 8, Action 42: Complete, on a regular basis, service level reviews with Indigenous students, faculty and staff to ensure campus wellness programs and other services increasingly meet their needs (p. 33)	Mental Health Programs & Resources	ISP
Goal 8, Action 41: Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff (p. 33)	Mental Health Programs & Resources	ISP
Goal 5, Action 21: Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures (p. 30)	Mental Health Programs & Resources	ISP
11: Improve Black Student mental health and wellness (p. 165-7) <ul style="list-style-type: none"> - Black representation in health and wellness service delivery - Appropriate education and training of current providers - Appropriate resources to support lack of understanding about race and racism - Resources and supports in cases in extreme crisis 	Mental Health Programs & Resources	ARIE, Blackness Committee
44: Reduce long waiting times and increase counsellors and medical professionals (p. 207) <ul style="list-style-type: none"> - Hiring more IBPOC counsellors and support staff at UBC Health and Wellness - Increase psychiatrists through on-campus support - Increased coverage of therapy through student insurance - Recognizing mental health benefit must cover students affected by sexual assault - More psychiatry and psychology resources supporting IBPOC; mental health/telehealth with anti-racist and trauma-informed care 	Mental Health Programs & Resources	ARIE, Student Committee
45: Increase diversity within mental health support systems to reduce negative impact on IBPOC, queer, and students with disabilities (p. 208-209) <ul style="list-style-type: none"> - Prevention through better supports, lower thresholds for academic exemption - Palliation through mental health resources that are trauma-informed and anti-racist 	Mental Health Programs & Resources	ARIE, Student Committee
Health – Key Takeaway 1: Representation Matters in Healthcare and Training of Healthcare Professionals (p. 28) <ul style="list-style-type: none"> - Need for greater diversity of voices in all levels of health (frontline, mentorship, administration, leadership) 	Mental Health Programs & Resources	National Forum on Anti-Asian Racism

<ul style="list-style-type: none"> - Push for greater representation of marginalization and candidness about mental health outcomes resulting from racism 		
<p>Health – Key Takeaway 2: We Cannot Measure disparities in Healthcare without race-based data (p. 29)</p> <ul style="list-style-type: none"> - Need for sustained investment in research of healthcare disparities 	Mental Health Programs & Resources	National Forum on Anti-Asian Racism
<p>Health – Key Takeaway 3: Interconnected Barriers that Hinder Equitable Access to Health care need to be removed (p. 30)</p> <ul style="list-style-type: none"> - Need to fund interpreters as part of the health care system to remove loads from family members or community volunteers 	Mental Health Programs & Resources	National Forum on Anti-Asian Racism
<p>Health – Key Takeaway 4: Culturally competent care must be embedded in healthcare services, understood by health care workers, and held accountable by organizations and organizational leaders (p. 31-32)</p> <ul style="list-style-type: none"> - Need for culturally competent care that makes room for different cultural norms, particularly important when Asian understandings of care may require sensitive question and prompts - How Asians experience mental health may be deeply tied to Model Minority myth 	Mental Health Programs & Resources	National Forum on Anti-Asian Racism
<p>Health – Key Takeaway 5: We need to recognize and rectify the links between racism and health outcomes (p. 33)</p> <ul style="list-style-type: none"> - Relationship between racism and adverse health outcomes, particularly for mental health - Difficult to address social determinants of health when systemic racism is prevalent 	Mental Health Programs & Resources	National Forum on Anti-Asian Racism
<p>1. Widespread Indigenous-specific stereotyping, racism and discrimination exist in the B.C. health care system (p. 20-24)</p>	Mental Health Programs & Resources	In Plain Sight
<p>2. Racism limits access to medical treatment and negatively affects the health and wellness of Indigenous peoples in B.C. (p. 25-27)</p>	Mental Health Programs & Resources	In Plain Sight
<p>8. Indigenous health practices and knowledge are not integrated into the health care system in a meaningful and consistent way (p. 47-49)</p> <ul style="list-style-type: none"> - Barriers to the use of traditional medicines and cultural healing practices 	Mental Health Programs & Resources	In Plain Sight

<ul style="list-style-type: none"> - No systemic effort to protect and incorporate Indigenous medicines and practices 		
<p>Support Community Wellbeing in the Face of the Climate Crisis (p. 16-17)</p> <ul style="list-style-type: none"> - Build capacity for mental health, resilience, and community care strategies - Updated emergency preparedness and response plans with community resilience and wellbeing considerations - Collaborate to expand public discourse around climate change and public health impacts 	<p>Mental Health Programs & Resources</p>	<p>UBC Climate Engagement</p>
<p>43: Lack of peer-learning and academic support for IBPOC students (p. 206-7)</p> <ul style="list-style-type: none"> - Create opportunities for peer-learning from Black and marginalized students with mental health and disability experience - Weeklong reading break in the fall semester - Mental-health sensitive syllabi in courses <p>Review current academic exemption practices to include trauma-informed practices</p>	<p>Mental Health Programs & Resources</p>	<p>ARIE, Student recommendation</p>
<p>3: Foster Belonging for Black students, staff, and faculty at UBC (p. 159-161)</p> <ul style="list-style-type: none"> - Establishing physical space (e.g., Black resource centre, Black Collegia) - Support and service (training and support for Black hires) - Safe spaces recommendation (unconscious bias training, opportunities for conversations about race and racism) 	<p>Campus Culture & Belonging</p>	<p>ARIE, Blackness Committee</p>
<p>25: Establish a culture of anti-racism and inclusivity on both UBC campuses (p. 226-227)</p> <ul style="list-style-type: none"> - Fund an ongoing arts-based program to intervene on anti-racism - Engage with multiple groups on and off campus (e.g., affinity groups, Jump Start, Collegia, Residence Life, student clubs, Varsity teams, orientations/onboarding) - New art projects/installations to prioritize marginalized artists - New leadership development programs to develop anti-racism productions - Interdisciplinary team of experts to collaborate - Support the development of an Anti-Racism and Inclusive Excellence Office 	<p>Campus Culture & Belonging</p>	<p>ARIE, Staff Committee</p>

<p>27: Decolonizing and Indigenizing Research: Relationships between Indigenous and non-Indigenous faculty, staff and communities (p. 117-122)</p> <ul style="list-style-type: none"> - Recognition of research from Indigenous perspectives - Developing a UBC-O Indigenous Research Hub/Centre/Institute - Development of knowledge of Indigenous research in support units 	<p>Campus Culture & Belonging</p>	<p>ARIE, Indigenous Committee</p>
<p>6: Enhance sense of belonging for IBPOC through expanded community-building and networking opportunities at UBC Vancouver and UBC Okanagan (p. 217-219)</p> <ul style="list-style-type: none"> - Need for more sustained funding and resources across professional association and unions, social identity groups, and job classifications/ranks - Implement two full-time project managers (one for each campus) to coordinate community building and networking - Funding for community-building opportunities - Staff with paid time off to participate in professional associations and union 	<p>Campus Culture & Belonging</p>	<p>ARIE, Staff Committee</p>
<p>41: Creating and curating diverse spaces on both campuses (p. 203-205)</p> <ul style="list-style-type: none"> - Three spaces on each campus (Indigenous, Black and POC resource centers) that are student-centered and student-led 	<p>Campus Culture & Belonging</p>	<p>ARIE, Student recommendation</p>
<p>Goal 5, Action 21: Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures (p. 30)</p>	<p>Campus Culture & Belonging</p>	<p>ISP</p>
<p>1.3. Universities and colleges commit to promoting intersectional Black flourishing in teaching and learning by (p. 12)</p> <p>1.3.1. constructing affirming, accessible spaces and cultivating naming practices that foster Black belonging, knowledge development and sharing</p>	<p>Campus Culture & Belonging</p>	<p>Scarborough Charter</p>