

Small group discussion:

1. What have we done in our education programs that has worked and not worked to support mental wellness and safer learning environments (classroom settings and/or workplace settings) for Indigenous and non-Indigenous Learners?
 - What do we understand as the difference between “safer spaces” and “anti-oppressive learning environments”?
2. How do we ensure further wellness and safety for our classrooms and workplace learning settings for Indigenous and non-Indigenous Learners in our programs?
 - Why do Indigenous topics cause such emotional discomfort?

Group 1

Q2

- Land acknowledgement at the start of each lecture in order to create a space for reflection and time for safety. When a student asks for time to announce something at the beginning or end of the course they are also asked to make a Land acknowledgement.
- Ideas on creating engagement around cultural safety issues in group activities.
- Why do Indigenous topics cause such emotional discomfort? – Because these topics are very *emotional*.
- In the Development Office, looking for ways to assist in a financially meaningful way
- Dentistry - Reflecting on stereotypes - took out this component after the uncovering of bodies at Residential Schools in the summer. Concerned about causing more harm. This is a struggle to decide if the component can work or if it doesn't work.
 - There's a part of 23-24 UBC resources where we talk about stereotypes. Indigenous students have an option of an alternative pathway for the 23-24 curriculum
 - Iteration by iteration, the topic may hit the room differently, depending on the student composition. If the only Indigenous student in the room is feeling “on the spot” it may not be a comfortable topic.
 - One option can be to examine what systems exist that make it possible for us to not know something, to explore the “where” it is coming from.

Group 2

Q1:

- At the start - held 2 spaces for Indigenous students but didn't have in place anything to support them. Recalls that they didn't have the ability to support a student who

dropped out. Now has an Indigenous student support person who supports and works with them. Still need to work on the new registrant year. Hard on all of them and they all get burned out. Has attrition at that level as well. Other jurisdictions have more support for people in that year - McMaster - the way they are hired supports them.

- working on accessibility guidelines - inclusive spaces, thinking about frameworks and impact of technology. Still work to do on anti-oppression.
- Indigenous students often still don't feel safe to declare Indigenous status.
- Indigenous Advisor - a first step.
- Recruitment activities geared toward Indigenous students need to be community centered or community focused.
- Indigenous issues and cultural safety/humility are topics that seem to be included more in the classroom now with more students taking an interest and caring about these issues.

What do we understand as the difference between "safer spaces" and "anti-oppressive learning environments"?:

- culmination of the above! Indigenous folks are less than 1 KM into a marathon that they haven't trained for. As the process moves along we will become more fit to move along. Burden of responsibility rests on white people. To undo the massive oppression to remove Indigenous identity. Its about how you approach the nuances of that history - what can we learn about ourselves and how we think of Indian people?

Group 3:

Question 1

- Dentistry
 - Students undertake sessions, e.g. anti-harassment, mental health
 - Faculty members need training to help create safe spaces to help students feel comfortable.
 - Training for non-Indigenous students what is not OK/appropriate.
- Pharmacy
 - Program has high stress/mental health challenges for all students, so even harder for Indigenous students.
 - UBC 23-24 course, mandatory Indigenous course and cultural safety training is provided.
 - Harmful comments still happen. May be lacking a specific in house resource person for Indigenous students to go to if they need support.
- Medicine
 - UBC 23-24 course mandatory for all students.
 - A training similar to the "positive space" workshops would be helpful to educate all faculty and staff, and a logo that people could place on their office doors to indicate a safe space.
- What I learned in class today could be useful tool to answer some of these questions.

- Nursing have a faculty/staff training program. It is aimed at engaging faculty in these kinds of discussions.
- U of Alberta MOOC very helpful.

Questions

Can you teach people to change their ways (e.g. around racism/homophobia, etc)? What happens when students leave? - does the course have an impact. Mandatory training will at least ensure education for all. If you make a mistake with knowing the history then there is no real excuse.

What do we understand as the difference between “safer spaces” and “anti-oppressive learning environments”?

- Safe space/anti-oppressive are related/connected?
- How to make this happen?
- Safe space to speak may mean that people say whatever they think, some of which may be inappropriate or harmful.
- Anti-oppressive environments are taking a more active approach.
- <https://inthearts.arts.ubc.ca/renewed-project/discussion-topics-prompts/discussion-prompts-anti-oppressive-learning-environments/>

Group 4

What have we done:

- Role model that we are humans: for e.g. try to create an environment that it's ok to bring it to my attention when I make a mistake (while acknowledging it puts the burden on the students)
- Look out for harmful comments by others, make sure we don't perpetuate harm.
- Acknowledge we are dealing with uncomfortable situations - and stick to it to work through it together.
- Mandatory courses
- Adapt the teaching practices to the content (decolonize our teaching?)
- Do it right rather than rush into it - balancing doing it right but in a timely manner.
- Need to look into ourselves right now - do personal work - where am I prejudice?
- Many things can be done fast. Many things can and need to be stopped right now.
- Be a upstander - call out when needed