



STEM JEDI Series: Managing workload and burnout as a member of an equity-deserving group

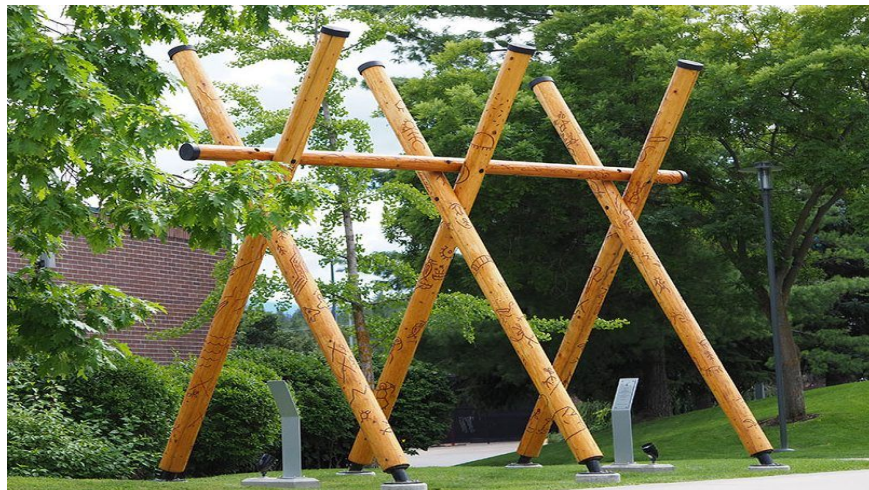
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Ashley Welsh (Faculty Liaison, Faculty of Science, CTLT)

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Vanessa Kim (Events and Communication Coordinator, EIO)





Goals of the STEM series

- Building networks and community
- Efficiency & efficacy through sharing of resources and knowledge
- Coordinated action

Community Guidelines

- Be respectful in your interactions and storytelling/sharing.
 - Share the learnings, but not other people's stories.
 - Share the space (in the break-out)
- Act with mindfulness and care in your small group discussions.



Technology navigation

- We are recording *only* the sections that co-hosts are presenting
- We invite you to participate as you see fit.
 - Feel free to have your camera on/off (bit of both).
 - Exercise self-care and take breaks as needed.
- You can use the Google slides document to navigate the workshop.
- Share resources and documents via chat. They will be compiled and emailed to you.
- Let us know any of your accessibility needs by private chat message.
- Closed Captioning can be turned on or off in the Zoom toolbar

Two themes this summer

1. Deep Dive into Recruitment (Completed)

Past sessions:

- Creating the building-blocks for an effective search (June 2)
- Inclusive and equitable practices in evaluating candidates (June 23)
- Inclusive and equitable on-campus processes (Aug 4)

2. Supporting Equity-Deserving Groups

Past sessions:

- Recruiting, retaining, and supporting leaders from equity-deserving groups (June 16)
- Orientation and onboarding to support support equity-deserving students, faculty, and staff (July 14)

Today:

- **Managing workload and burnout as a member of an equity-deserving group**



Goal today: Help units identify key practices for managing the workload and burnout associated with being a member of an equity-deserving group doing JEDII work.

Challenges for EDGs working in JEDII

1. “I feel so alone doing this work”
2. “I feel enraged before and after meetings”
3. “If I don’t do it no one will and so I need to do this even though it is unpaid work that might negatively impact performance review”
4. “Leadership assigns me to do the work”
 - a. “I don’t have expertise and yet as a member of an EDG, I’m the only one required to build skills in this work and to speak for ALL EDGs”

Session structure

1. Small breakout activity (Madison)
2. Truelove Twumasi (Workplace Wellbeing, Human Resources UBCV)
and Liz Jonas (Counsellor Health and Wellness, UBCO)
3. Small breakout activity (Greg)
4. Facilitated plenary discussion on tips and strategies (Ashley)
5. Closing remarks

Icebreaker - Breakout Discussion #1

1. **What is one thing that keeps you inspired to engage in JEDII work?**

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2. **In your experience, when engaging in JEDII work, what are the contexts or factors that lead to feelings of burnout?**

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Assign someone to take notes into the Jamboard.

Guests for today's session

1. Truelove Twumasi (Workplace Wellbeing, Human Resources UBCV)
2. Liz Jonas (Counsellor Health and Wellness, UBCO)

Fatigue vs. Depletion

<https://lapininternational.com/leadership-blog/r-r/>

- *Fatigue* generally applies to your body and your mind
- *Depletion* generally applies to your emotions, your intellect, and your spirit
- Because fatigue and depletion can feel the same, we often misdiagnose our condition
- The way to treat depletion is with restoration, not with relaxation
- Restoration = deliberate, active choice of activities different from your routine activities, which add energy instead of consume energy
 - e.g. meditation; walking in nature and pausing to notice all the sounds, sights, and textures around you; reading something beautiful or inspiring rather than useful; physically meeting and spending quality time with loved ones for nothing more than connecting and sharing; listening attentively to music that is harmoniously complex and rich in sounds and themes; applying your mind to a challenge totally unrelated to work; regular journaling

Breakout Discussion #2

1. **What are practices big and small that you have implemented to support well-being when engaging in JEDII work?** e.g. engaging in JEDII committee work, managing JEDII emails/communication, being the support person for students/faculty/staff from equity-deserving groups, finding your community? **What are suggestions that others have made for you?**

Jamboard - https://jamboard.google.com/d/1mmQAgFIZhS50lELrvDleTqTYuQ9h0_nEWz4ilf0O8L0/viewer?f=2

2. **What is a tip for allies so that they can better support the well-being of equity-deserving groups working in JEDII?** i.e., What is an action, policy or practice that could support the well-being of equity-deserving groups working in JEDII?

Jamboard - https://jamboard.google.com/d/1mmQAgFIZhS50lELrvDleTqTYuQ9h0_nEWz4ilf0O8L0/viewer?f=3

Assign someone to report back to the group.

2022/2023 - Suggestions for upcoming events



- Visit this **Padlet** to provide suggestions -
<https://padlet.com/maiyasue/j2b4ggncg27gcdy0>
- Stay in touch and contact us if you want any support from the **Education, Partnership and Engagement (EPE)** team -
<https://equity.ubc.ca/resources/consultation-request-form/>
- In case you are wondering what does the EPE team do?
https://docs.google.com/document/d/1j6xqv3q2h8briv0cR4kw2ZVlhr_ry_GR5kjFzDXwFEU/edit
- You can also reach the **Human Rights Team** - for confidential advice for faculty, staff and students here -
<https://equity.ubc.ca/how-we-can-help/human-rights-advising/>