



**Schulich Council of Reforming EDI for Trainees (CREDIT)
and Schulich Education Enhancement Division (SEED)**

EDI SURVEY REPORT

2021



TABLE OF CONTENTS

ABOUT THE SURVEY

The Council on Reforming Equity, Diversity, and Inclusion (EDI) for trainees at Schulich (CREDIT) put out a survey to better understand the diversity of Schulich's trainee workforce and experiences of inclusion. Responses to the survey were collected from May to June 2021. This report provides a summary of the results and key points from the survey.

03. Demographics

07. Lived experiences of discrimination at Schulich

09. Knowledge of EDI resources

10. Focus group feedback

11. Actionable items for the future

13. Compensation and finances



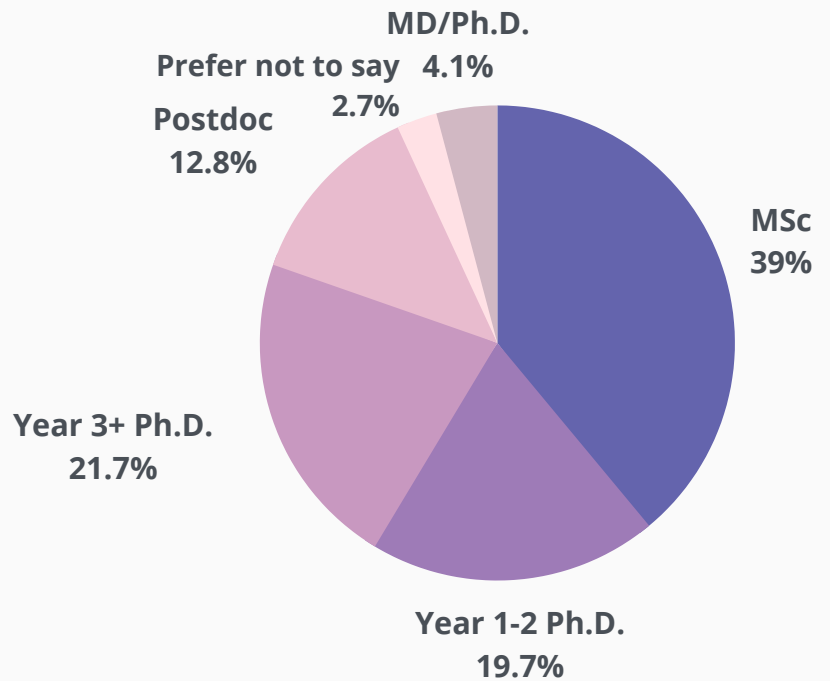
DEMOGRAPHICS

TOTAL NUMBER OF RESPONSES:

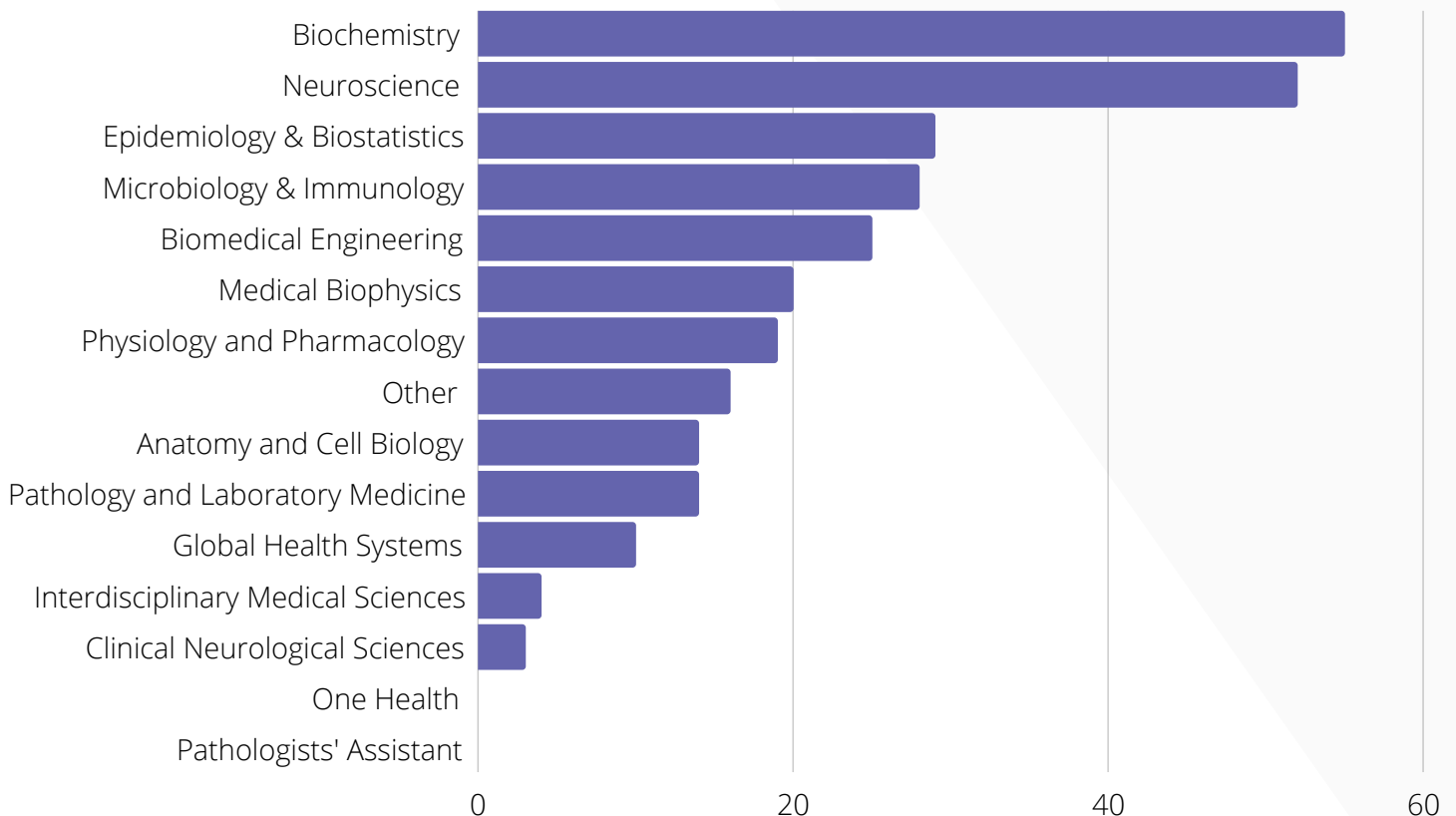
290

- RESPONDENTS CAME FROM 14+ DIFFERENT PROGRAMS
- MOST RESPONDENTS ARE COMPLETING A MASTERS PROGRAM

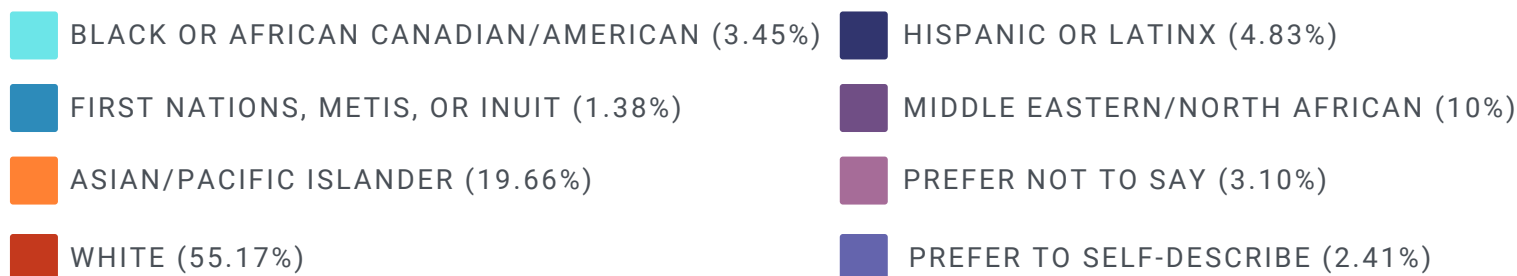
CURRENT CAREER STAGE



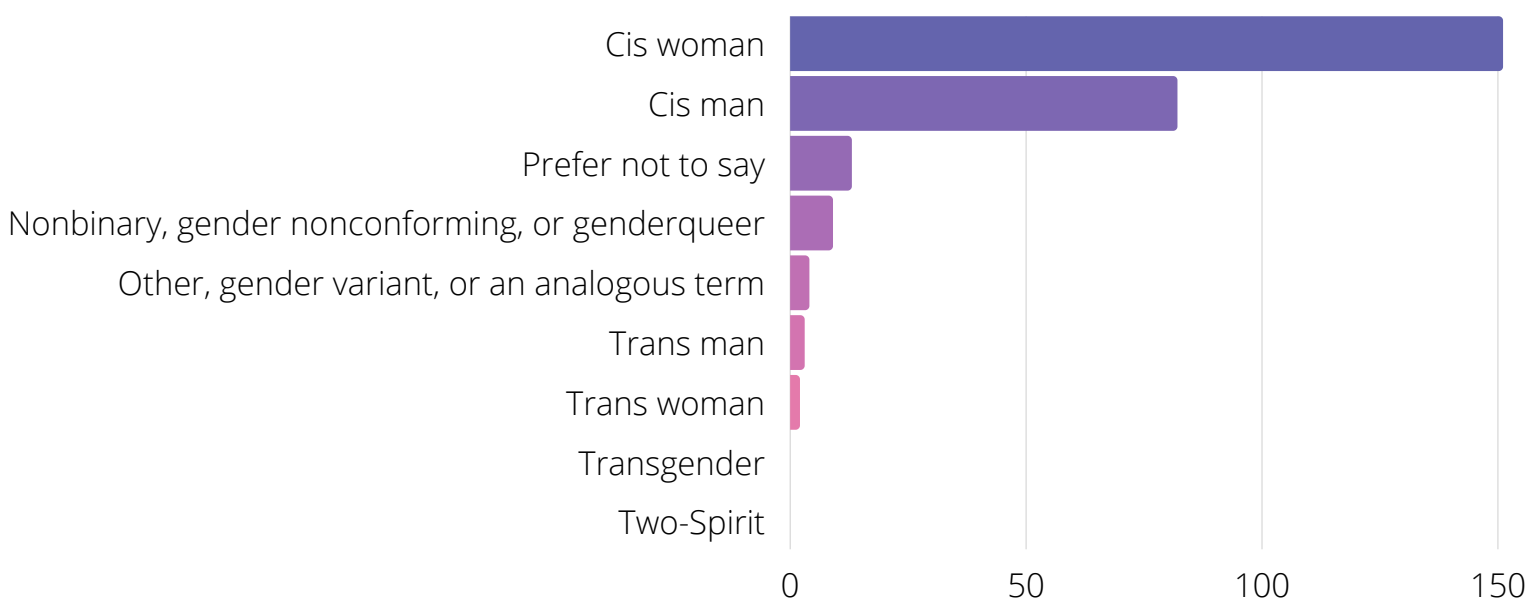
DEPARTMENT WITHIN THE SCHULICH SCHOOL OF MEDICINE & DENTISTRY



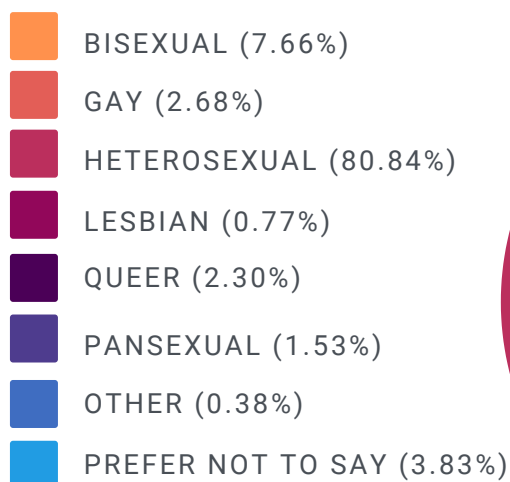
RACIAL IDENTITIES



GENDER IDENTITIES



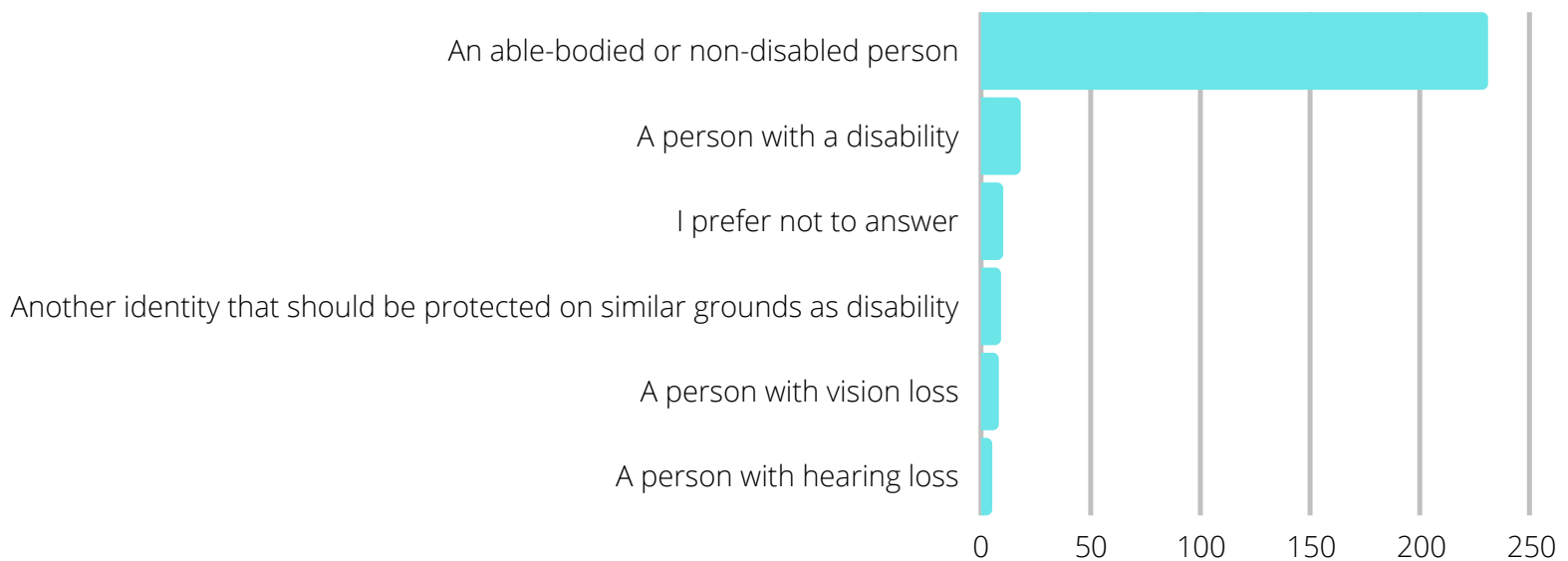
SEXUAL ORIENTATION



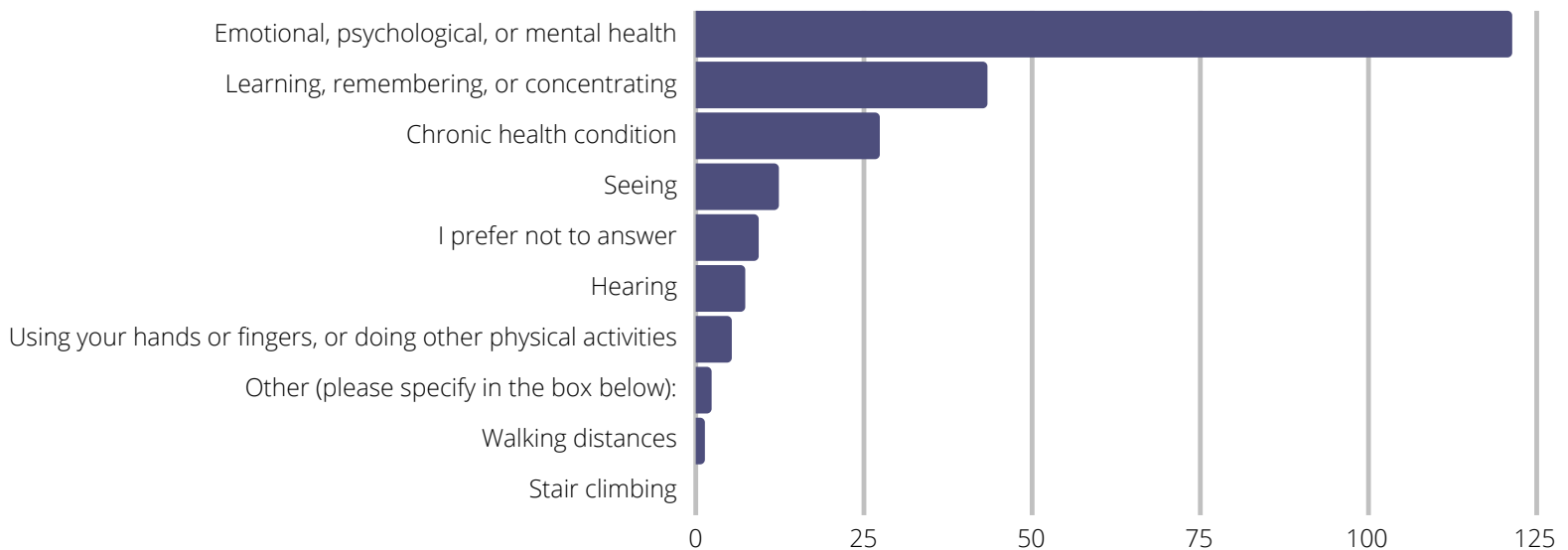
NEARLY 15% OF GRADS AND POSTDOCS IDENTIFY AS LGBTQ2S+



ACCESSIBILITY: DISABILITY SELF-IDENTIFICATION



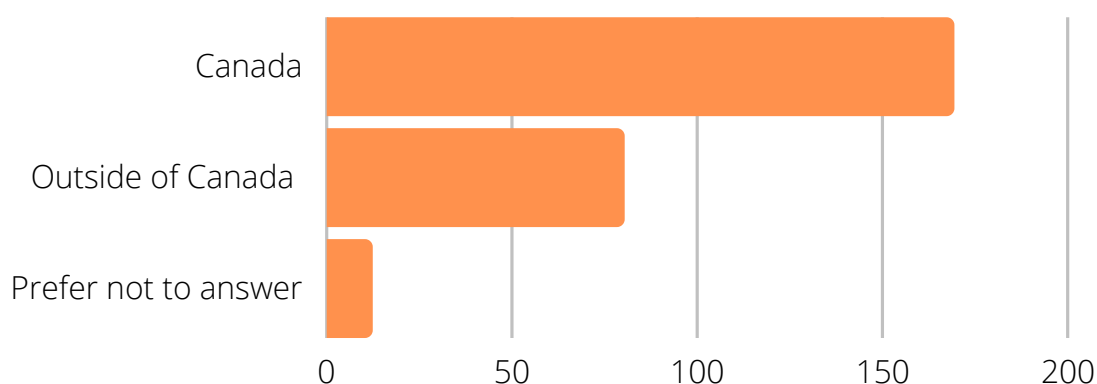
TYPES OF CHALLENGES EXPERIENCED



35.3% of students report experiencing emotional, psychological, or mental health issues

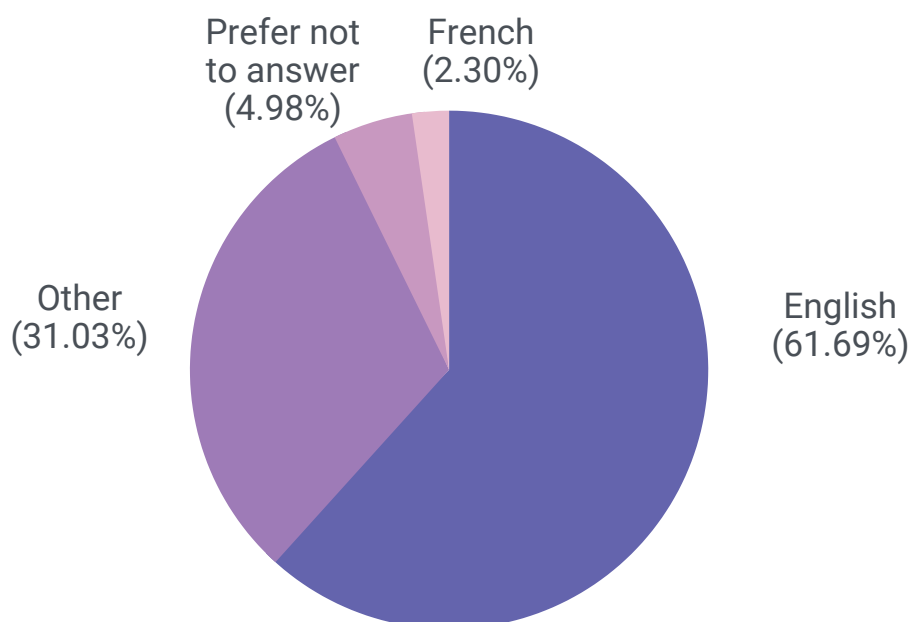
12.54% of students report facing issues with learning, remembering, or concentrating

NATIONALITY: COUNTRY OF ORIGIN

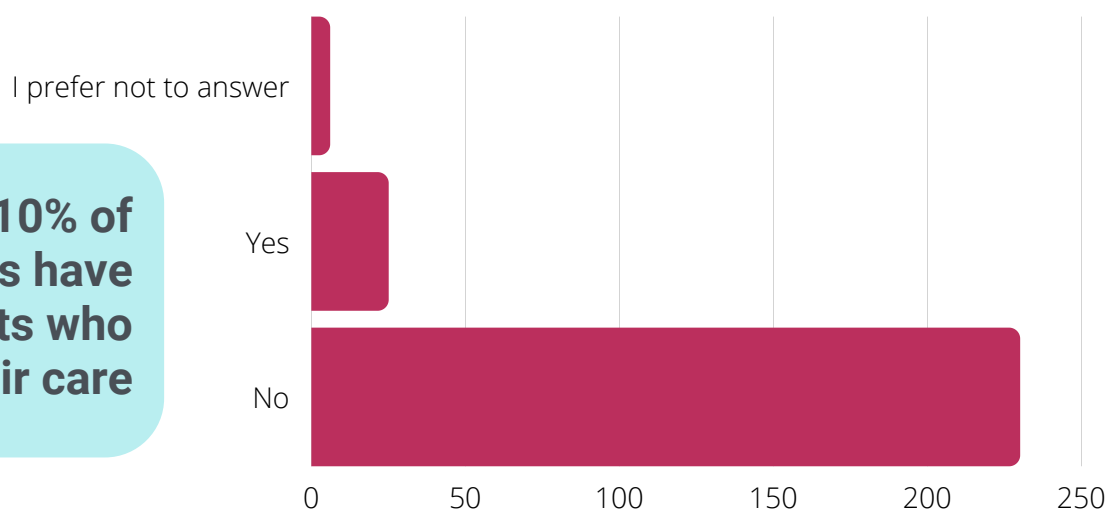


30.1% of students are born outside of Canada

FIRST LANGUAGE LEARNED AT HOME DURING CHILDHOOD



DO YOU HAVE ANY DEPENDENTS (CHILDREN AND/OR ADULTS) FOR WHOM YOU ARE A PARENT/GUARDIAN/PRIMARY CAREGIVER?



Nearly 10% of students have dependents who rely on their care

LIVED EXPERIENCES OF DISCRIMINATION



PARTICIPANTS WERE ASKED IF THEY EXPERIENCED DISCRIMINATORY EVENTS AT SCHULICH OVER THE PAST 12 MONTHS BECAUSE OF THEIR INTERSECTIONAL IDENTITIES

Percentage (%) of non-racialized and racialized populations at Schulich reporting at least one intersectional encounter with discriminatory events over the past 12 months

BASIS OF DISCRIMINATORY EVENT	RACIALIZED GROUPS (N=110)	NON-RACIALIZED GROUPS (N=136)
Ability or disability status	4.54	5.15
Race or ethnicity	29.09	2.94
Sex	22.73	22.06
Sexual orientation	2.73	2.95
Gender identity or expression	5.45	2.21
Veteran status	0.91	0.74
Marital/parental status	2.73	5.15
National origin	20.91	2.95
Age	11.82	6.62
Religion	10	2.94
Height or weight	8.18	8.09
Socio-economic status	9.1	3.68
Political orientation	9.1	4.42
Mental health status or needs	14.55	11.77

RACIALIZED GROUPS: BLACK OR AFRICAN CANADIAN/AMERICAN, FIRST NATIONS, METIS, INUIT, ASIAN/PACIFIC ISLANDER, HISPANIC, LATINX, MIDDLE EASTERN, OR NORTH AFRICAN

TYPES OF DISCRIMINATORY EVENTS FACED BY RACIALIZED INDIVIDUALS OVER THE PAST 12 MONTHS

Percentage (%) of racialized population at Schulich reporting at least one intersectional encounter with discriminatory events over the past 12 months

BASIS OF DISCRIMINATORY EVENT	BLACK OR AFRICAN-CANADIAN/AMERICAN & FIRST NATIONS, MÉTIS, OR INUIT (N=13)*	ASIAN/PACIFIC ISLANDER (N=51)	HISPANIC OR LATINX (N=14)	MIDDLE EASTERN/NORTH AFRICAN (N=25)
Ability or disability status	7.69	7.84	0	0
Race or ethnicity	61.54	25.49	21.43	24
Sex	53.85	23.53	7.14	16
Sexual orientation	7.69	0	7.14	4
Gender identity or expression	15.38	1.96	14.28	4
Veteran status	0	0	0	4
Marital/parental status	23.08	0	0	0
National origin	7.69	23.53	35.71	12
Age	23.08	11.76	14.28	8
Religion	15.38	3.92	7.14	16
Height or weight	23.08	11.76	0	0
Socio-economic status	23.08	3.92	7.14	16
Political orientation	30.77	7.84	7.14	4
Mental health status or needs	30.77	11.76	21.43	12

* The data from respondents who identified as "Black or African-Canadian/American" and "First Nations, Métis, or Inuit" were aggregated to avoid compromising the anonymity of the group's low sample size. This is to protect the participants. These findings are not to be equated to all who identify with a given group, as average life experiences differ dramatically. Further studies will aim to mitigate these sample issues for more comprehensive reporting.

KNOWLEDGE OF RESOURCES



Participants were asked which of the following resources they were aware of. Percentage reported is the total count/290 respondents.

Student Health Services

61.7%

Society of Graduate Students (SOGS)

52.8%

PSAC Local 610

43.4%

Student Success Center

41.7%

Psychological Services

40.7%

Ombudsperson

32.8%

Accessibility Western

30.3%

USC Services

22.1%

(Ally Western, Pride Western, Ethnocultural Services, Peer Support, Food Support Services)

Equity and Human Rights Services

20.3%

Indigenous Services

20.3%

FOCUS GROUP FEEDBACK

Focus group sessions were conducted on the following topics: issues pertaining to women and members of the LGBTQ2S+ community, access pathways and support programs, BIPOC experience, postdoc experience, accessibility of mental health resources, supervisor-mentee relationships, and implementing a reporting system for trainees. Key points from the sessions are highlighted below.



Improve visibility of and ease of access to mental health resources, info sessions can be presented to students and postdocs and a faculty-level mental health representative can be appointed in each department

Emphasize preventative mental health strategies that avoid burnout or anxiety/depression, not just reactionary mental health supports (once someone is in crisis)

"Finding a community and friends is hard, the pandemic has made this more challenging too." Specific efforts are needed to provide social supports. LGBTQ2S+ students could benefit from designated peer support groups

Students and postdocs support EDI training for PIs and supervisors

Concerns with the current lack of accountability or reporting system for students who experience abuse in supervisor-mentee relationships

Postdocs can feel undervalued and require more professional development support, more internal funding opportunities, and would benefit from being treated like alumni once they leave

There are currently no specific initiatives that support mental health or professional development for BIPOC graduate students

Students have noted a lack of representation among Schulich faculty who identify as BIPOC, women, and/or LGBTQ2S+

More transparency around stipend levels within and between departments and how TA-ships are assigned might help resolve current inequities

International grad students have limited opportunities compared to domestic students, and this can result in disparities in funding, job-opportunities, etc.

ACTIONABLE ITEMS FOR THE FUTURE

Top EDI issues that the Schulich School of Medicine & Dentistry needs to prioritize:

Mental health resources or counsellors for trainees that are culturally informed

An (anonymous) system of reporting discriminatory events and/or behaviours for trainees

Providing access pathways through the graduate and post-doctoral application process that support applicants from underrepresented groups & low socioeconomic status

Increasing representation of marginalized faculty and trainees within departments

Improving awareness of and access to existing resources

Establishing or improving guidelines for supervisor-mentee relationships to better deal with EDI issues

We acknowledge the experiences of our trainees may not be completely captured by the categories provided in this section of the survey and we are carefully reviewing individual answers that were provided in the "Other" section. We will continuously work towards opening dialogue related to these issues.

SHORT TERM GOALS

- A. Increase awareness of and access to mental health resources on campus and in the community
 - Dedicate a section in all course syllabi or on course OWL sites with links and resources
- B. Improve EDI-D training for trainees by highlighting opportunities available across campus and through the newly developed CREDIT EDI module
- C. Encourage more departments and programs across Schulich to offer resources and training in EDI for trainees, staff, and faculty
 - Implement an interim system for anonymous reporting of discriminatory events or concerns, for the purposes of data collection and informing future policy making

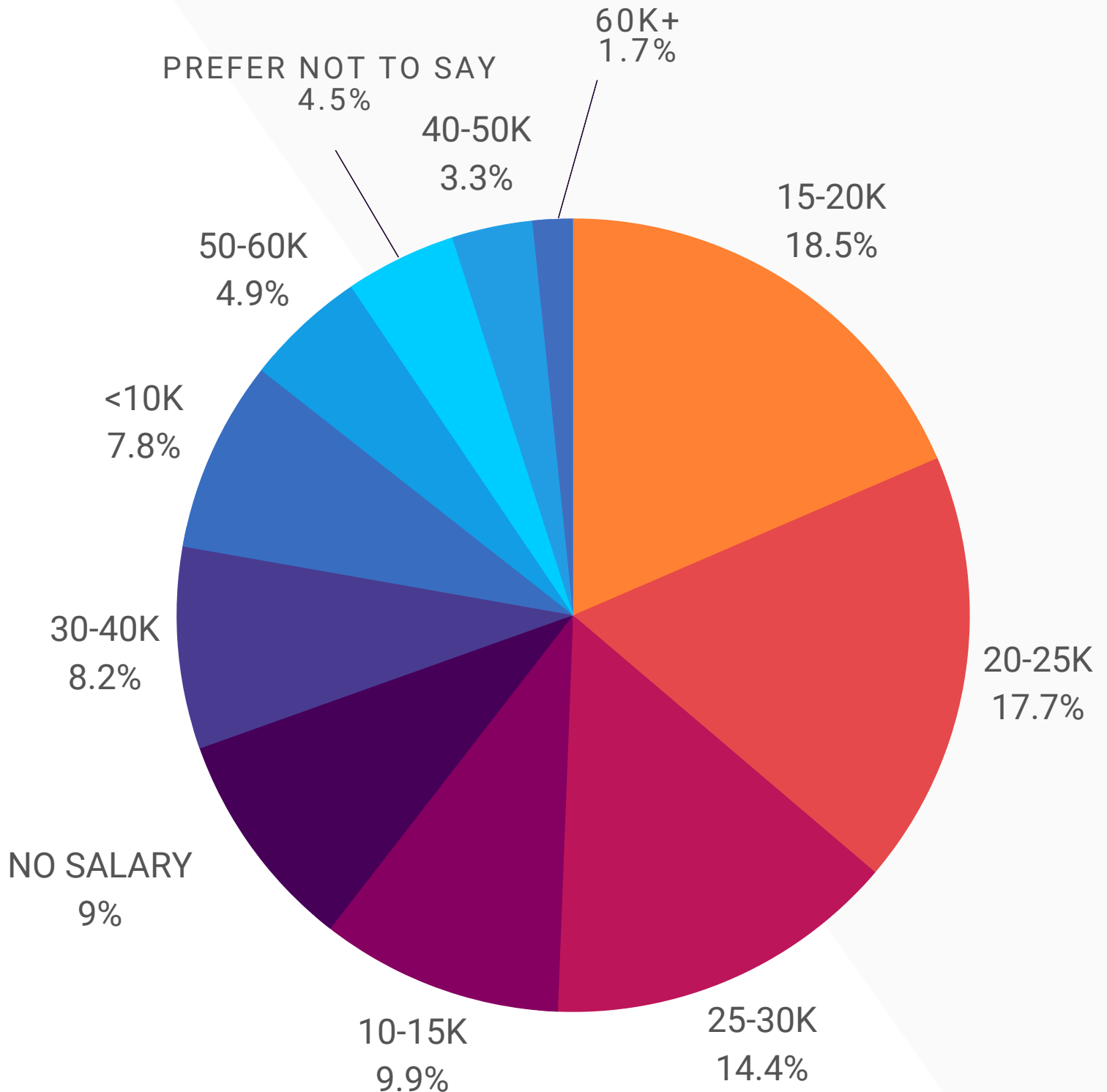


LONG TERM GOALS

- A. Increase representation of members from equity-deserving groups among faculty and staff, especially in leadership roles
- B. Further investigate differences in trainee funding programs and departments across Schulich with an emphasis on ensuring that all trainees have access to sufficient financial resources
- C. Further inquiry into the causes of discrepancies between members of marginalized groups' likelihood of application/acceptance into Western/Schulich undergraduate and graduate programs, and take steps to reduce the impacts of negatively-perceived factors
- D. Create a unified system across Schulich for (anonymously, if desired) reporting discriminatory events and informing the aggrieved of conflict resolution while maintaining the privacy of involved parties
- E. Create a collection of faculty who identify as members of one or more marginalized groups, who are willing to act as leaders or liaisons for marginalized students and trainees looking for resources or guidance to help navigate life within Western

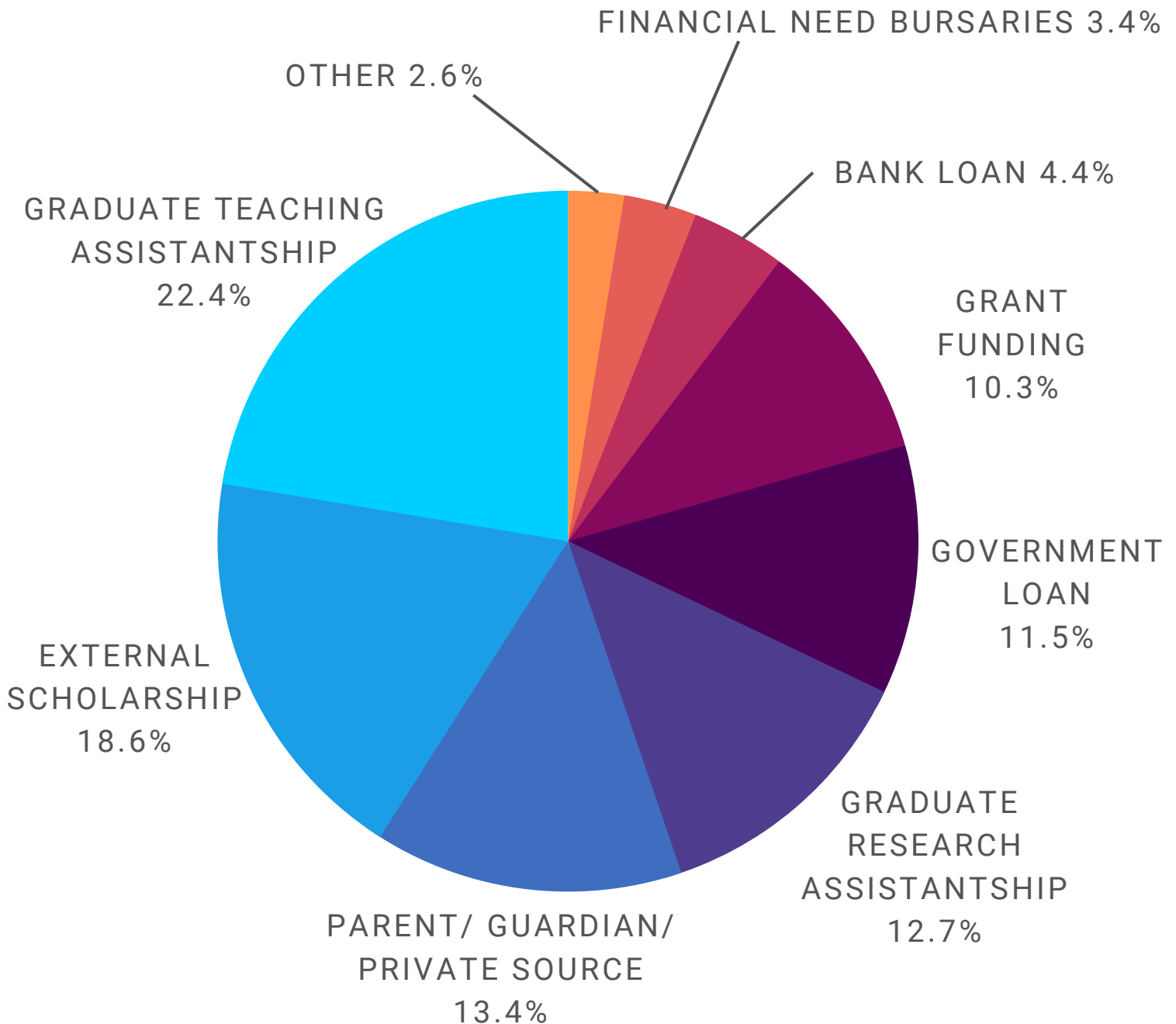
COMPENSATION AND FINANCES

SCHULICH TRAINEE SALARY OR STIPEND (CAD PER YEAR)

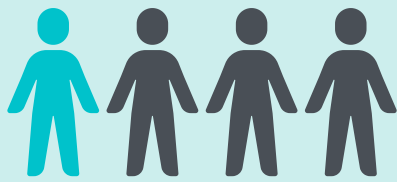


COMPENSATION AND FINANCES

ADDITIONAL CONTRIBUTING SOURCES OF FUNDING



Some departments have graduate teaching assistantships and external scholarships as part of their stipends, so trainees who responded may have included these even though it's not "additional funding"



1/4 students have a job outside of academic or clinical work

84.7% of students depend on additional funding

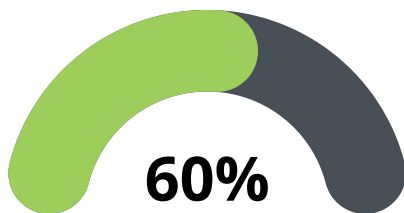
SUCH AS GRADUATE TEACHING ASSISTANTSHIPS, EXTERNAL SCHOLARSHIPS, PARENT/GUARDIAN/PRIVATE SOURCE, ETC. THIS STATISTIC COULD HAVE FACTORED IN ADDITIONAL FUNDING CONTRIBUTED BY STUDENT DEPARTMENTS.

13.4% of students depend on funds from their own parent or guardian

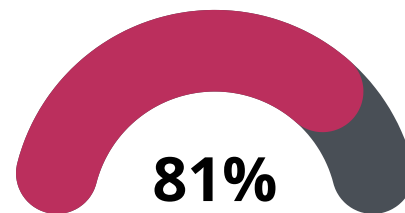
IN ADDITION TO A SALARY OR STIPEND.

COMMUNITY WORK

75.6% of trainees participate in leadership, community, or service work



60% of trainees feel their research environment values this work.



81% of those who participate are compensated (through financial compensation or recognition) for this work.

ACKNOWLEDGEMENTS

DATA & RESEARCH SUBCOMMITTEE

Sarah Hakim, Medical Biophysics
Andrea Wang, Medical Biophysics
Sally Esmail, Biochemistry
Lika Chowdhury, Microbiology and Immunology
Christian Cossidente, Global Health Systems
Olivia Ghosh-Swaby, Neuroscience
Omar El-Deeb, Neuroscience
Naila Rahman, Medical Biophysics
Dr. Kasey Van Hedger, Neuroscience
Dr. Alexandra Levine, Psychology & Neuroscience

CREDIT MEMBERS

Darya Abdolmaleki, Pathology and Laboratory Medicine
Janica Adams, Epidemiology and Biostatistics
Sarah Levy, Interdisciplinary Medical Sciences
Tavleen Dhinsa, Epidemiology and Biostatistics
Joo-Hyun (Irene) Jeong, Epidemiology, and Biostatistics
Matthew Lawrence, Biomedical Engineering
Sergiu Lucaciu, Physiology and Pharmacology
Jordyn Meaney, Biochemistry
Donika Yakoub, Global Health Systems

FACULTY ADVISOR

Dr. Tom Drysdale, Associate Dean, Graduate and Postdoctoral Studies

STAFF ADVISOR

Janelle Pritchard, Manager, Graduate and Postdoctoral Studies

DIGITAL MEDIA INTERN LEAD (Graphics)

Eastelle Ding, Schulich Education Enhancement Division

THANK YOU

for taking the time to read this report

We hope these findings provided valuable insight and will guide future directions in better serving our Schulich Graduate and Postdoctoral trainees

