# Reforming Equity, Diversity, and Inclusion for Trainees (CREDIT)



*Cover photo artist:* Sabrena Khadija

## ACTION PLAN 2021-2022

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## LAND ACKNOWLEDGEMENT

We acknowledge that in creating this action plan at Western University, we are situated on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnocton (Neutral) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. As the original caretakers, we respect the longstanding relationships that Indigenous Nations have to this land. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and in reforming EDI within our academic and public institution we will contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

## ABOUT CREDIT

Within Schulich School of Medicine & Dentistry's mission of "[delivering] outstanding education, [advancing] high-impact research and innovation, and [partnering] with communities to improve health for today and tomorrow," a commitment to EDI is a commitment to education, innovation, and health. The Council on Reforming Equity, Diversity, and Inclusion for Trainees (CREDIT) was formed in January of 2021 and aims to include at least one student representative from each department represented by the Schulich School of Medicine & Dentistry. CREDIT provides a forum to exchange ideas between departments, create unified change within Schulich School of Medicine & Dentistry, and build a supportive community for all trainees. CREDIT is responsible for identifying key areas for EDI improvement in the Schulich School of Medicine & Dentistry Graduate and Postdoctoral Studies and implementing EDI principles and regulations while developing clear policies and action plans for students and trainees. CREDIT seeks to serve everyone in the Schulich School of Medicine & Dentistry, including trainees, support staff, and faculty with an emphasis on the trainee experience of graduate students and postdoctoral fellows in both research and clinical settings.

> To begin this work, it is crucial that we know and understand the needs of our community. We therefore distributed **an EDI census survey** to trainees of the Schulich School of Medicine & Dentistry. Our goal was to better understand and address the needs of trainees. A total of 290 trainees (approximately 50% of the trainee population) completed **the survey and the results can be found in the appendix**.

Visit our website:
https://www.schulich.uwo.ca/gradstudies/current_students/CREDIT/index.html

## PREAMBLE FROM SCHULICH SCHOOL OF MEDICINE & DENISTRY GRADUATE AND POST-DOCTORAL TRAINEES

**November 2021**

As trainees pushing for systemic change within the Schulich School of Medicine & Dentistry, we felt the need to tackle equity, diversity, and inclusion (EDI) practices at the Schulich School of Medicine & Dentistry head on, starting with this action plan. Each on our own personal learning journey with EDI, we composed this message to call-in all members of the Schulich School of Medicine & Dentistry community to address the longstanding issues related to equity, racism, and a lack of diversity in academia. Without question, the Black Lives Matter movement, sparked by the deaths of George Floyd, Breonna Taylor, Ahmaud Arbery, and Regis Korchinski-Paquet, have highlighted anti-Black racism globally, and within Canada. Additionally, the death of Joyce Echaquan provides only one example of systemic Indigenous racism, having similar devastating impacts as anti-Black racism. In the wake of these deaths, action must be taken to tackle the systemic racism which Black, Indigenous and People of Colour (BIPOC) community members face, including those who are a part of the Schulich School of Medicine & Dentistry. To respond to the events of the past year and the changing stance towards ensuring EDI, the Graduate and Postdoctoral trainees of 18 departments at Schulich have come together to form the Council on Reforming Equity, Diversity, and Inclusion for Trainees (CREDIT) to advocate for equity-deserving groups typically excluded from academia.

Racism and inequity in academia are engrained in the fabric of both science and Western University. In June of 2020, a *Nature* article quoted Cassandra Extavour's (Harvard University) Twitter thread reading "Every time one of us [a person of colour] is rejected, beat down, dismissed, ridiculed, or murdered, I question why I am still in academia" (*Nature* **582**, 155-156 (2020)). The systemic barriers, micro-aggressions, and lack of guidance and support create an academic environment that systematically excludes equity-deserving groups from participation in valuable research. These feelings are echoed by BIPOC trainees, faculty, and staff here at Western. President Allen Shepard's Anti-Racism report showed that 45.5% of graduate students (n=33) had experienced racism and often felt uncomfortable reporting or bringing it forward to administration. As representatives for trainees at the Schulich School of Medicine & Dentistry, we know that more needs to be done.

As current researchers, future investigators, and lifelong Schulich School of Medicine & Dentistry ambassadors, we hold the responsibility to improve our commitments and actions towards equity in meaningful ways. CREDIT acknowledges the strides that faculty and student groups have taken to create meaningful change. The Schulich Anti-Racism Report and commitment to diverse voices and social accountability in the 2021 Schulich Strategic Plan renewal shows the action and leadership that is necessary and attainable. CREDIT prioritizes social accountability. CREDIT aims to advocate for trainees and to collaborate with leadership to effectively unify and mobilize the diverse voices of trainees at the Schulich School of Medicine & Dentistry. In particular, CREDIT will focus on EDI issues relating to graduate students and postdoctoral fellows starting with a list of EDI Best Practices stated in our action plan.

## WHAT IS EQUITY, DIVERSITY, AND INCLUSION (EDI)?

**Equity** refers to the recognition of the existence, and proactive removal, of systemic inequalities experienced by historically underrepresented minorities/marginalized groups. Equity as a process is the ongoing commitment to equality in all policies, processes, and leadership regarding trainee, faculty, and administrative success.

**Diversity** refers to the variety and range in the lived experiences of trainee, faculty, and administrative staff. Diversity involves acknowledgement of and actions towards mitigating the unique barriers encountered by groups currently and/or historically underrepresented in respective faculties at Schulich School of Medicine & Dentistry.

**Inclusion** refers to the empowerment of all individuals to achieve representation at all levels of the Schulich School of Medicine & Dentistry. Inclusion is the commitment to enriching and engaging groups currently and/or historically excluded via institutional policies, processes, and leadership.

## VISION, MISSION, MANDATE AND VALUES

### OUR VISION
CREDIT holds the responsibility of advocating for an equitable, diverse, and inclusive learning environment within Graduate and Postdoctoral studies at the Schulich School of Medicine & Dentistry. We acknowledge that members of equity-deserving communities have traditionally been excluded from academia and STEM fields and have faced substantial barriers and mistreatment after gaining access to these spaces. With this acknowledgement we affirm that addressing this exclusion and mistreatment is key to creating meaningful and lasting change.

### OUR MISSION
To bring systemic change to the culture at the Schulich School of Medicine & Dentistry , both innate and structural, in terms of the treatment of underrepresented or equity-deserving groups, including but not limited to women, Indigenous peoples (First Nations, Inuit and Métis), persons with disabilities, members of racialized groups, and members of LGBTQ2S+ communities.

### OUR MANDATE
To act as a resource for comprehensive trainee perspectives and consultation on ongoing strategic plans and EDID initiatives in the Schulich School of Medicine & Dentistry. To consult on the evaluation of existing and future structures of Schulich School of Medicine & Dentistry relating to EDID. To hold each other accountable and deliver initiatives related to EDID which impact the vision, mission, values, outcomes, and the reputation of Graduate and Post-doctoral trainees at the Schulich School of Medicine & Dentistry.

## OUR VALUES

**Equity.** Acknowledging the presence of systemic inequality and the removal of barriers and biases that disadvantage equity-deserving communities and prevent them from thriving in academic spaces.

**Diversity.** Appreciating individuality and welcoming differences in age, social and racial/ethnic backgrounds, accessibility needs, gender identity and expression, sexual orientations, and others.

**Inclusion.** Creating an environment free from systemic barriers and structural disadvantage (due to racism, sexism, ableism, homophobia/transphobia, etc.) to ensure all members of SSMD are treated with respect.

**Accessibility.** Ensuring the SSMD community is provided with accessible resources to promote equity, diversity, and inclusion.

## EDI BEST PRACTICES

To create an equitable, diverse, inclusive, and accessible environment, EDI principles must be embedded into the culture of the Schulich School of Medicine & Dentistry, an important aspect of any relationship, meeting, policy, initiative, or research study. Acknowledging persistent issues related to EDI within the Schulich School of Medicine & Dentistry should be the first step towards finding a solution. These solutions should not put the onus of change on marginalized groups; it is everyone's responsibility to tackle these systemic issues. Finally, with every word comes action, and with every action comes the funding commitment to ensure success. The following page includes initial recommendations and actions as well as a projected budget that we as a committee identified as being essential to adequately support trainees at the Schulich School of Medicine & Dentistry.

| RECOMMENDATION | ACTIONS |
|---|---|
| Provide mandatory and annual rigorous equity, diversity and inclusion training to all staff, faculty, and trainees | <ul><li>Involve trainees when planning EDI training modules, seminars, workshops, and other programming<ul><li>Invest and further develop the CREDIT EDID module or build a resource bank on fundamental EDID principles</li><li>Promote how being educated in EDI is vital to research environments that include faculty, support staff, and trainees</li><li>Support the current and newly enhanced CREDTI EDI training module that includes more interactive and longitudinal components</li></ul></li><li>Require faculty and staff to complete at least one EDI-related training session or module as part of their job contracts</li><li>Continuously ask for trainee feedback after EDI events and encourage surveys to guide future efforts in EDI</li></ul> |
| Implement risk assessment strategies to identify and remove equity, diversity, and inclusion barriers in trainee academic and professional development, recruitment, and scholarship | <ul><li>Identify a process that allows all trainees to disclose potential mistreatment in a safe and transparent fashion (while protecting confidentiality)</li><li>Conduct yearly audits of the EDI initiatives and representation of equity-deserving groups</li></ul> |
| Increase representativeness of the trainee population | <ul><li>Address the barriers for students applying to graduate programs (mentorship, exposure to research, funding/subsidized application fees, scholarship)</li><li>Offer increased support for BIPOC, LGBTQ2S+, and trainees with disabilities to ensure their success</li><li>Utilize EDI principles when hiring faculty with the goal that faculty will better reflect the diversity of the Canadian population and trainee population</li></ul> |
| Integrate diverse populations into study designs and research opportunities | <ul><li>Build in research checklists and learning sessions to inform investigators on how to plan inclusive research studies that represent Canada's diverse population</li><li>Disseminate research in accessible formats to increase the health literacy of the broader population</li></ul> |
| Develop accessible resources to support Graduate and Postdoctoral trainees' mental health & wellness | <ul><li>Establish a Learner Experience Office similar to that of the medical school to provide dedicated faculty and staff that can support the mental health and wellness needs of trainees</li></ul> |
| Compensate and support underrepresented trainees and their community service work | <ul><li>Paid fellowships or internships or stipends, awarded in lieu of teaching assistantships to graduate students who wish to engage in substantial service to their department/faculty</li><li>Provide equitable stipends with transparent funding plans</li></ul> |

## EDI BUDGET

An example budget to support CREDIT (as well as other student-driven EDI committees) for 12 months of EDI initiatives (subject to change)

| | Item | Description | Sub-committee | Cost/item | Unit | Total Cost |
|---|---|---|---|---|---|---|
| | **PROGRAMMING** | | | | | |
| 1 | Speaker compensation | London Health Research Day | Programming | $500.00 | 4 | $2,000.00 |
| 2 | EDI Module | For trainees | Programming | $200.00 | 1 | $200.00 |
| 3 | EDI Speaker Series | Compensation for speakers (one per month) | Programming | $200.00 | 12 | $2,400.00 |
| 4 | EDI outreach event | Outside of speaker series, more casual events (one per semester) | Programming | $200.00 | 3 | $600.00 |
| 5 | Film Resources | Picture of a Scientist for all students | Programming | $425.00 | 1 | $425.00 |
| | **DATA AND RESEARCH** | | | | | |
| 1 | Survey incentive | Western merchandise (sweaters, mugs) | Data | $25.00 | 8 | $200.00 |
| 2 | Data analysis software | SPSS and Graphpad to review data | Data | $250.00 | 2 | $500.00 |
| 3 | Focus Groups | Direct feedback on systems in place at Schulich for trainees. Provide light refreshments (if in person) | Data | $150.00 | 5 | $750.00 |
| | **EDI RESOURCES** | | | | | |
| 1 | Canva to create content | Cost is per month | Resources | $15.00 | 12 | $180.00 |
| 2 | Designated UWO email | Cost per year | Resources | $10.00 | 1 | $10.00 |
| 3 | Website and paid ads | Help to get our work out there to students | Resources | $200.00 | 1 | $200.00 |
| | | | | | **Total:** | $7,465.00 |

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# EDI SURVEY REPORT

## 2021

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

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## ABOUT THE SURVEY

The Council on Reforming Equity, Diversity, and Inclusion (EDI) for Trainees (CREDIT) at the Schulich School of Medicine & Dentistry released a survey to better understand the diversity of the 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.
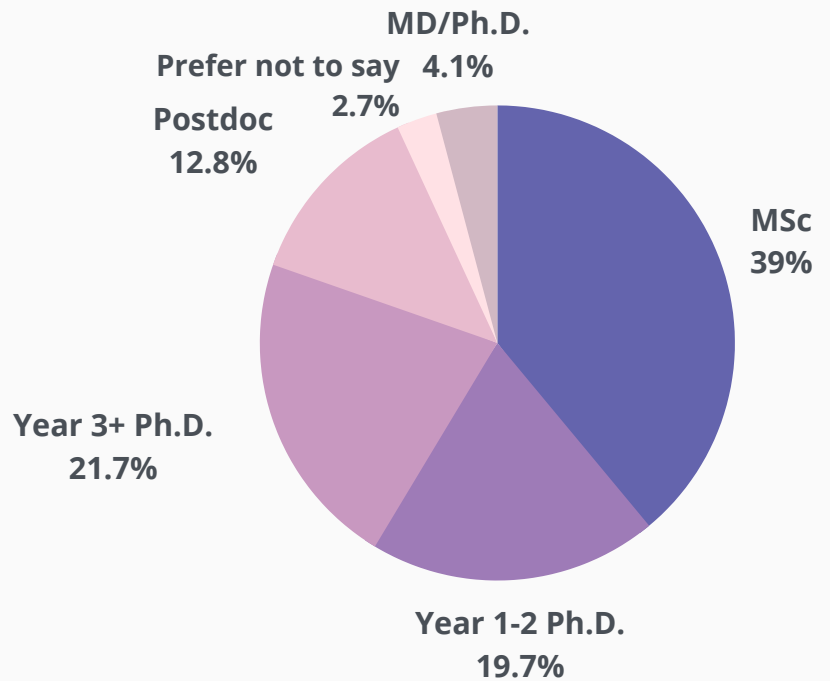
# DEMOGRAPHICS

## TOTAL NUMBER OF RESPONSES:

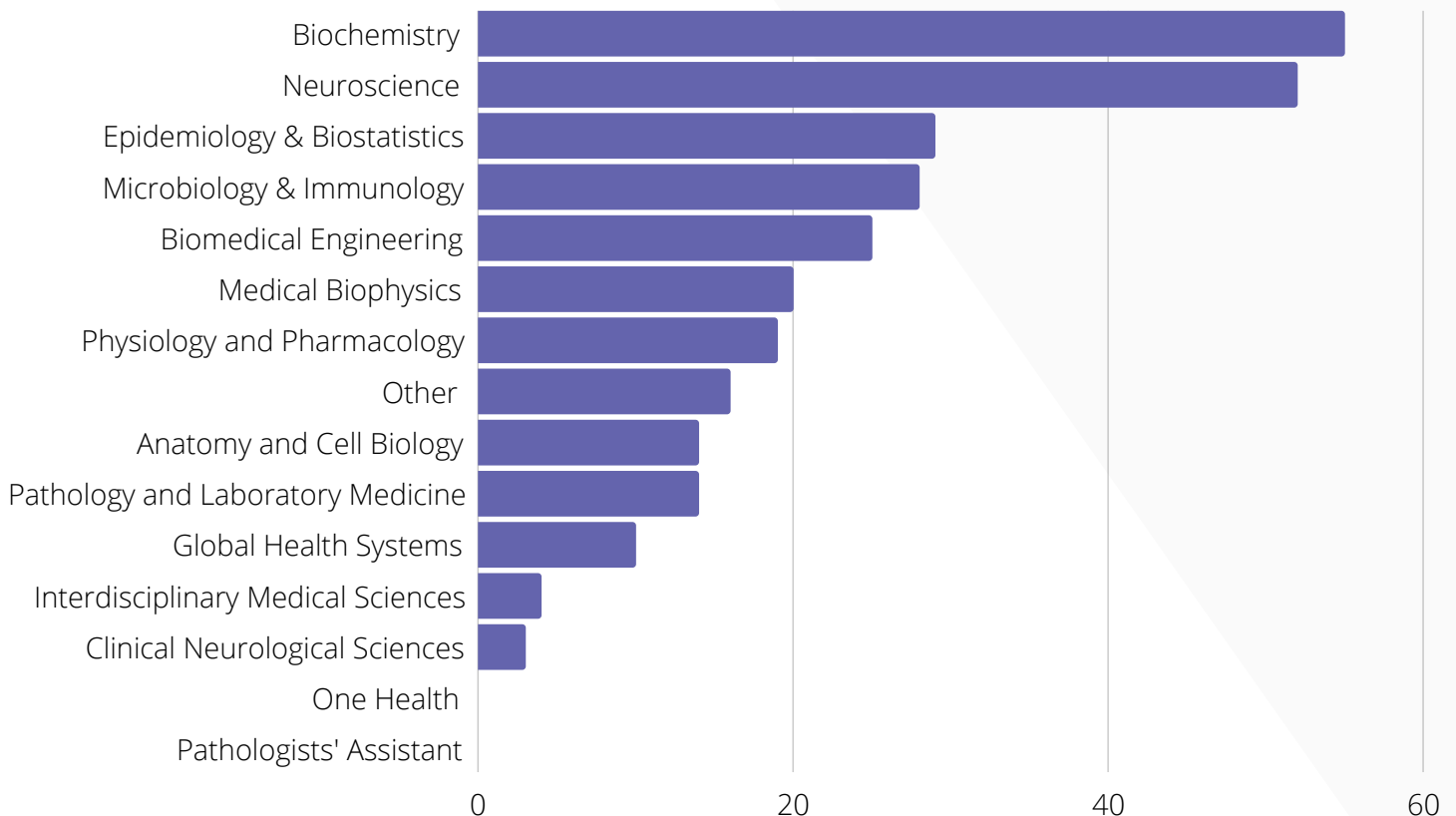**290**

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

## CURRENT CAREER STAGE

- MD/Ph.D. 4.1%
- Prefer not to say 2.7%
- Postdoc 12.8%
- MSc 39%
- Year 3+ Ph.D. 21.7%
- Year 1-2 Ph.D. 19.7%

## DEPARTMENT WITHIN THE SCHULICH SCHOOL OF MEDICINE & DENTISTRY

| Department | |
|---|---|
| Biochemistry | |
| Neuroscience | |
| Epidemiology & Biostatistics | |
| Microbiology & Immunology | |
| Biomedical Engineering | |
| Medical Biophysics | |
| Physiology and Pharmacology | |
| Other | |
| Anatomy and Cell Biology | |
| Pathology and Laboratory Medicine | |
| Global Health Systems | |
| Interdisciplinary Medical Sciences | |
| Clinical Neurological Sciences | |
| One Health | |
| Pathologists' Assistant | |

(x-axis: 0, 20, 40, 60)

# RACIAL IDENTITIES

- BLACK OR AFRICAN CANADIAN/AMERICAN (3.45%)
- FIRST NATIONS, METIS, OR INUIT (1.38%)
- ASIAN/PACIFIC ISLANDER (19.66%)
- WHITE (55.17%)
- HISPANIC OR LATINX (4.83%)
- MIDDLE EASTERN/NORTH AFRICAN (10%)
- PREFER NOT TO SAY (3.10%)
- PREFER TO SELF-DESCRIBE (2.41%)

# GENDER IDENTITIES

Cis woman
Cis man
Prefer not to say
Nonbinary, gender nonconforming, or genderqueer
Other, gender variant, or an analogous term
Trans man
Trans woman
Transgender
Two-Spirit

0    50    100    150

# SEXUAL ORIENTATION

- BISEXUAL (7.66%)
- GAY (2.68%)
- HETEROSEXUAL (80.84%)
- LESBIAN (0.77%)
- QUEER (2.30%)
- PANSEXUAL (1.53%)
- OTHER (0.38%)
- PREFER NOT TO SAY (3.83%)

**NEARLY 15% OF GRADS AND POSTDOCS IDENTIFY AS LGBTQ2S+**

# ACCESSIBILITY: DISABILITY SELF-IDENTIFICATION

An able-bodied or non-disabled person

A person with a disability

I prefer not to answer

Another identity that should be protected on similar grounds as disability

A person with vision loss

A person with hearing loss

0   50   100   150   200   250
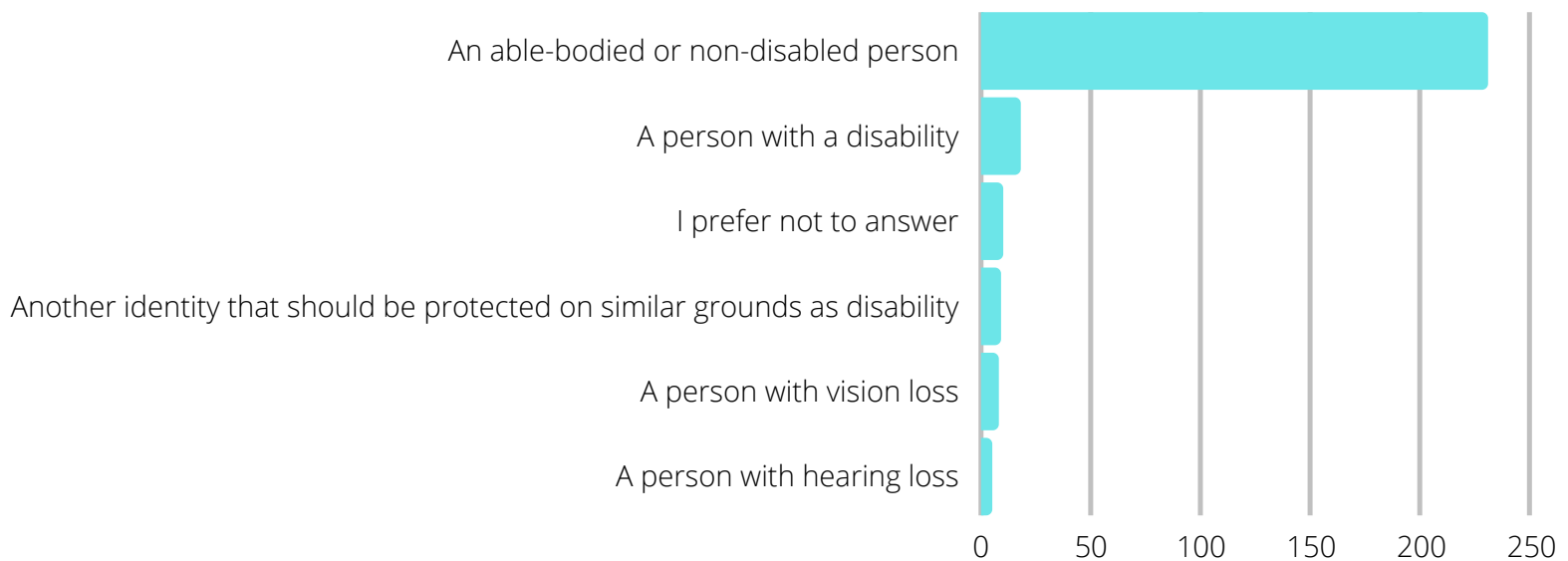
# TYPES OF CHALLENGES EXPERIENCED

Emotional, psychological, or mental health

Learning, remembering, or concentrating

Chronic health condition

Seeing

I prefer not to answer

Hearing

Using your hands or fingers, or doing other physical activities

Other (please specify in the box below):

Walking distances

Stair climbing

0   25   50   75   100   125
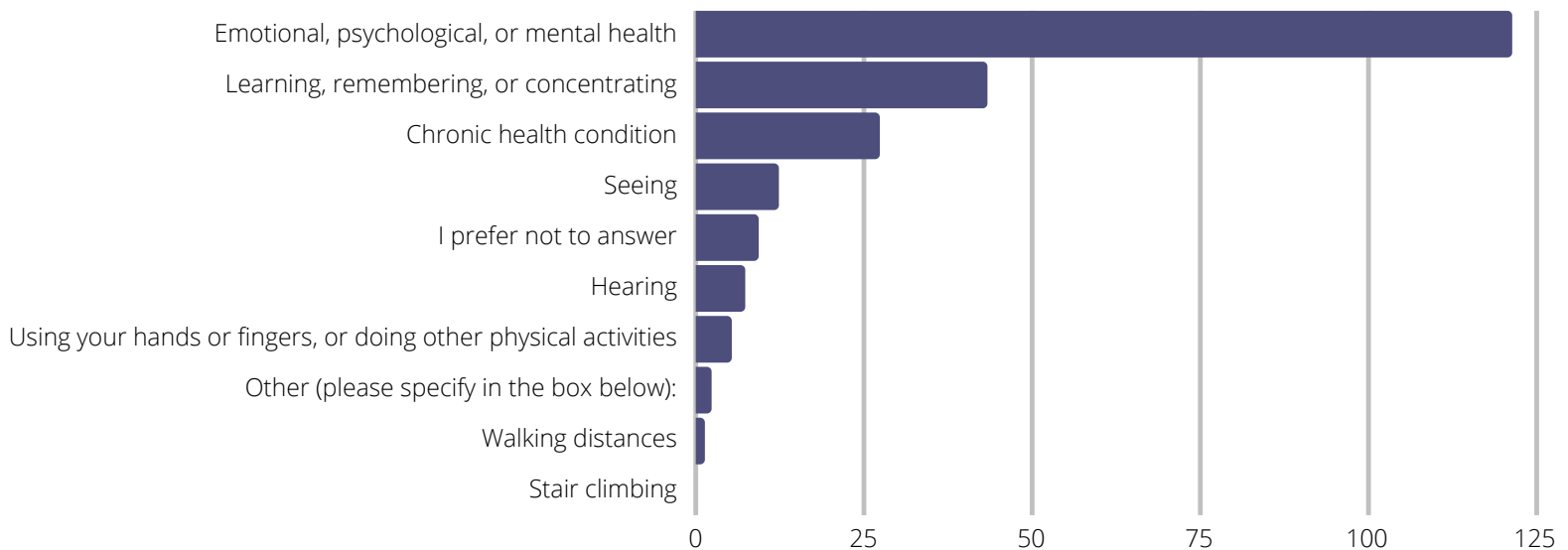
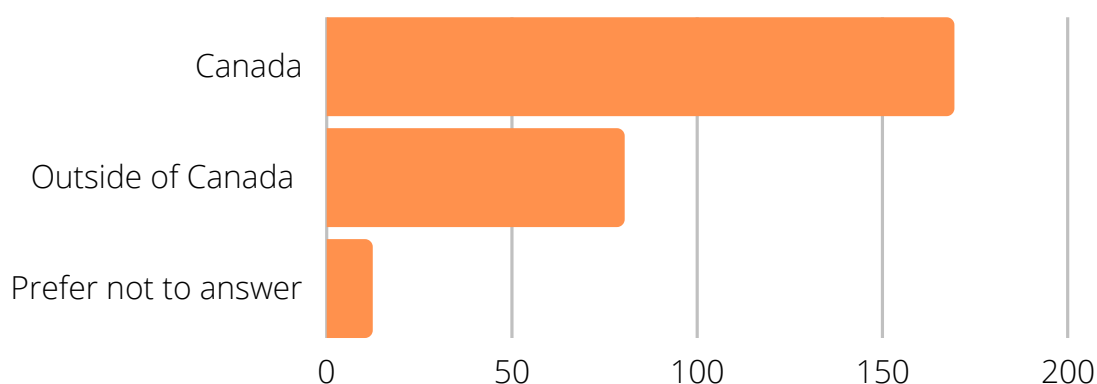**35.3% of students report experiencing emotional, psychological, or mental health issues**

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

# NATIONALITY: COUNTRY OF ORIGIN

Canada

Outside of Canada

Prefer not to answer

0    50    100    150    200

**30.1% of students are born outside of Canada**

## FIRST LANGUAGE LEARNED AT HOME DURING CHILDHOOD

Prefer not to answer (4.98%)

French (2.30%)

Other (31.03%)

English (61.69%)
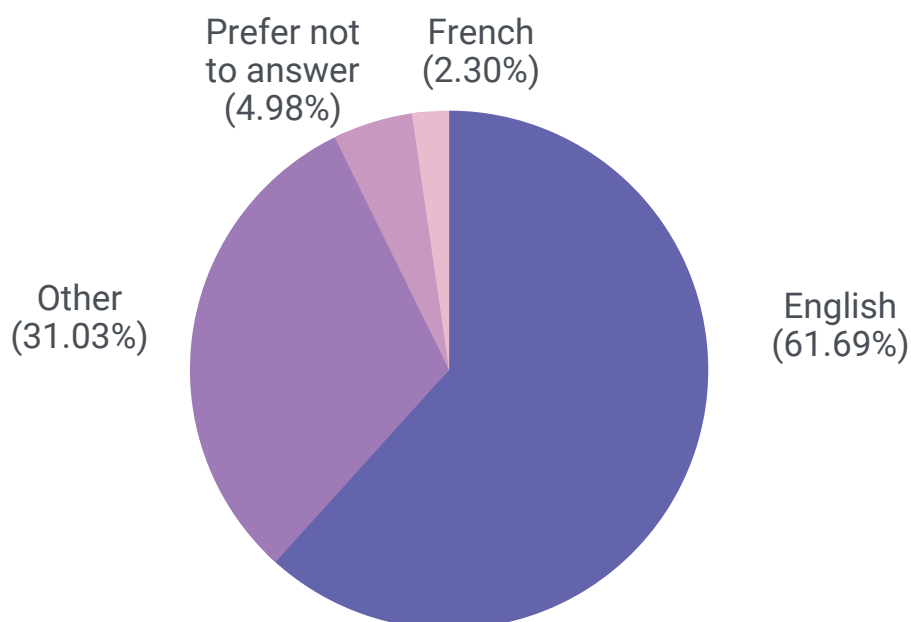
## DO YOU HAVE ANY DEPENDENTS (CHILDREN AND/OR ADULTS) FOR WHOM YOU ARE A PARENT/GUARDIAN/PRIMARY CAREGIVER?

I prefer not to answer

Yes

No

0    50    100    150    200    250
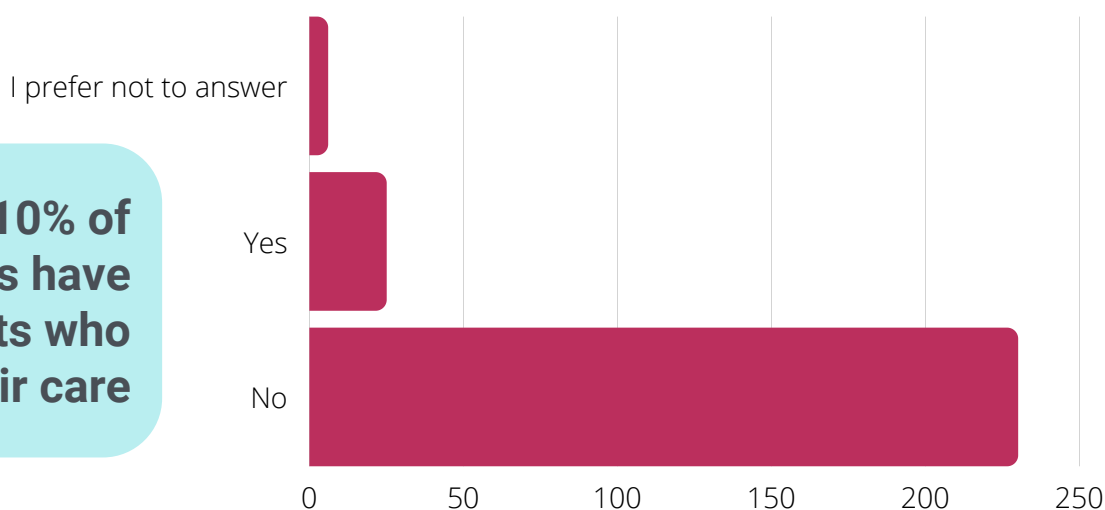
**Nearly 10% of students have dependents who rely on their care**

# 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 | 4.5 | 5.2 |
| Race or ethnicity | **29.1** | 2.9 |
| Sex | **22.7** | **22.1** |
| Sexual orientation | 2.7 | 3 |
| Gender identity or expression | 5.5 | 2.2 |
| Veteran status | 0.9 | 0.7 |
| Marital/parental status | 2.7 | 5.2 |
| National origin | **20.9** | 3 |
| Age | 11.8 | 6.6 |
| Religion | 10 | 2.9 |
| Height or weight | 8.2 | 8.1 |
| Socio-economic status | 9.1 | 3.7 |
| Political orientation | 9.1 | 4.4 |
| Mental health status or needs | 14.6 | 11.8 |

**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 | 7.7 | 7.8 | 0 | 0 |
| Race or ethnicity | **61.5** | **25.5** | 21.4 | **24** |
| Sex | **53.9** | **23.5** | 7.4 | 16 |
| Sexual orientation | 7.7 | 0 | 7.4 | 4 |
| Gender identity or expression | 15.4 | 1.96 | 14.3 | 4 |
| Veteran status | 0 | 0 | 0 | 4 |
| Marital/parental status | **23.1** | 0 | 0 | 0 |
| National origin | 7.7 | **23.5** | **35.7** | 12 |
| Age | **23.1** | 11.8 | 14.3 | 8 |
| Religion | 15.4 | 3.9 | 7.1 | 16 |
| Height or weight | **23.1** | 11.8 | 0 | 0 |
| Socio-economic status | **23.1** | 3.9 | 7.1 | 16 |
| Political orientation | **30.8** | 7.8 | 7.1 | 4 |
| Mental health status or needs | **30.8** | 11.8 | **21.4** | 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
(Ally Westerm, Pride Westerm, Ethnocultural Services, Peer Support, Food Support Services) — **22.1%**
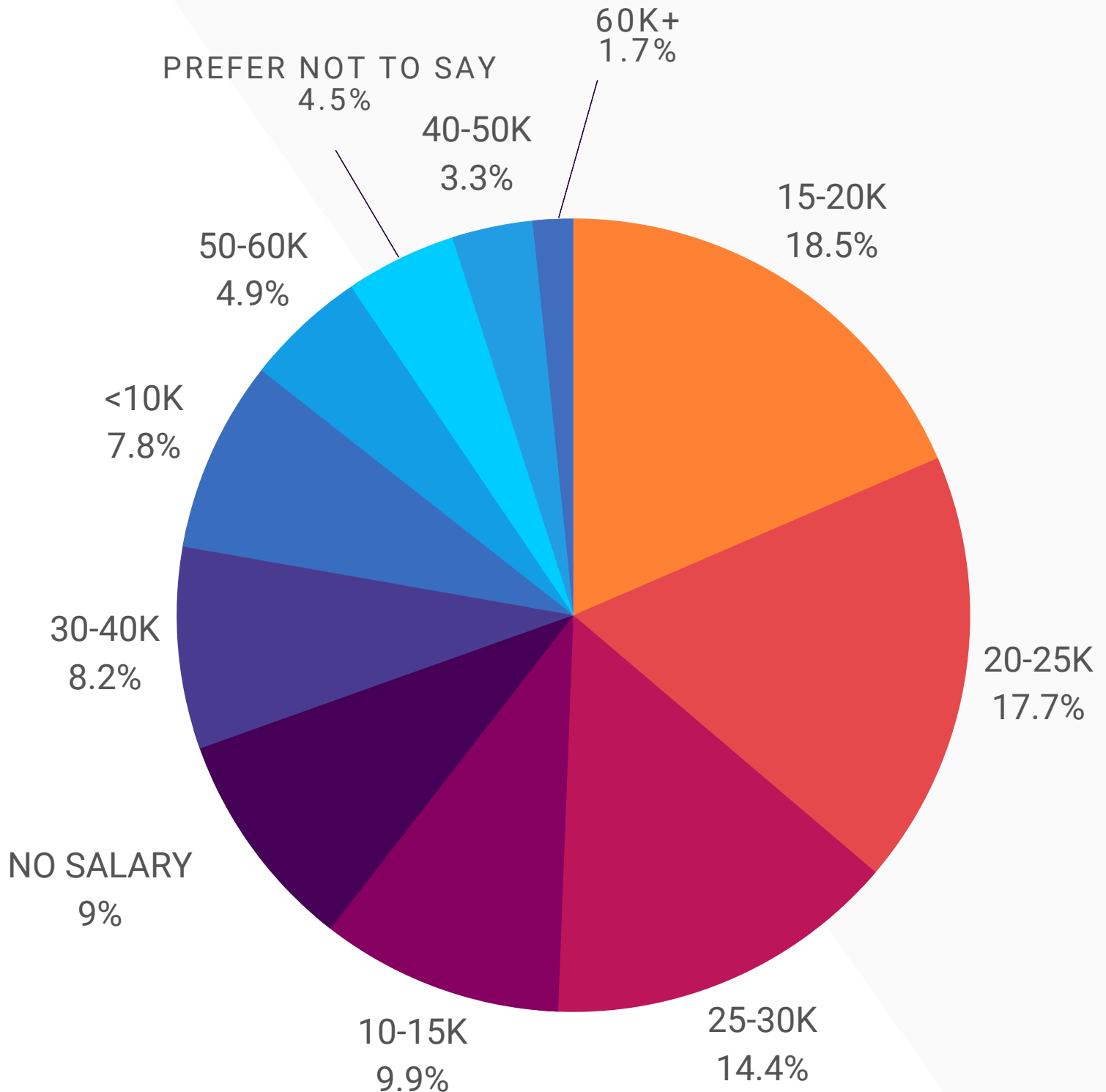
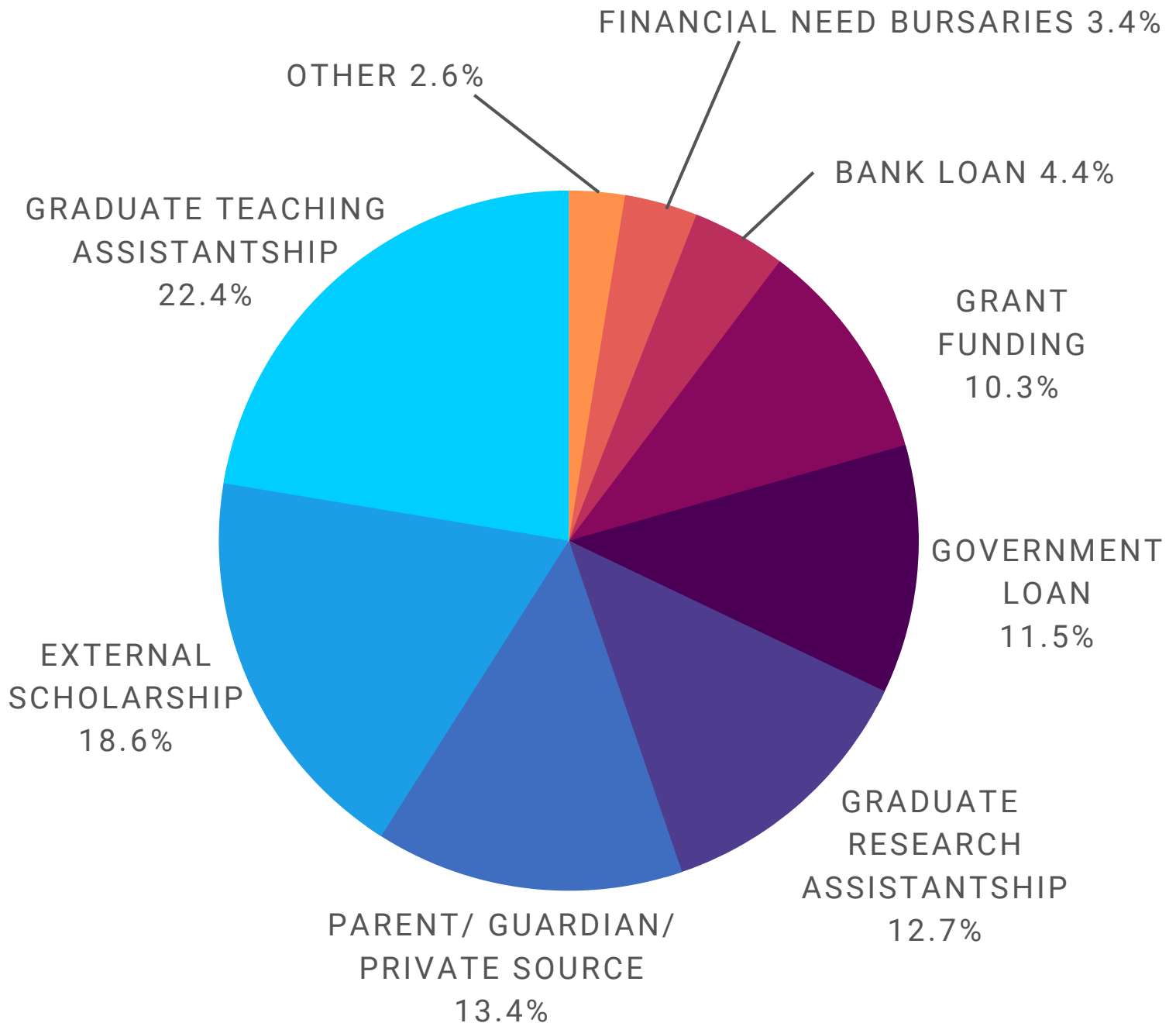Equity and Human Rights Services — **20.3%**

Indigenous Services — **20.3%**

# COMPENSATION AND FINANCES

## TRAINEE SALARY OR STIPEND (CAD PER YEAR)



- 60K+ 1.7%
- PREFER NOT TO SAY 4.5%
- 40-50K 3.3%
- 50-60K 4.9%
- <10K 7.8%
- 30-40K 8.2%
- NO SALARY 9%
- 10-15K 9.9%
- 25-30K 14.4%
- 20-25K 17.7%
- 15-20K 18.5%

# COMPENSATION AND FINANCES

## ADDITIONAL CONTRIBUTING SOURCES OF FUNDING



- FINANCIAL NEED BURSARIES 3.4%
- OTHER 2.6%
- BANK LOAN 4.4%
- GRADUATE TEACHING ASSISTANTSHIP 22.4%
- GRANT FUNDING 10.3%
- GOVERNMENT LOAN 11.5%
- EXTERNAL SCHOLARSHIP 18.6%
- GRADUATE RESEARCH ASSISTANTSHIP 12.7%
- PARENT/ GUARDIAN/ PRIVATE SOURCE 13.4%

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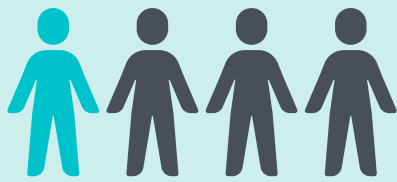
**1/4 students have a job outside of academic or clinical work**

**84.7% of students depend on additional funding**

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

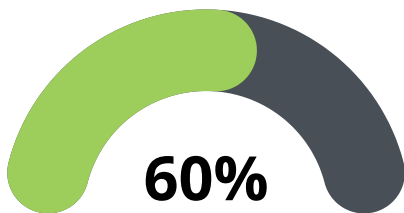**13.4% of students depend on funds from their own parent or guardian**

IN ADDITION TO A SALARY OR STIPEND.

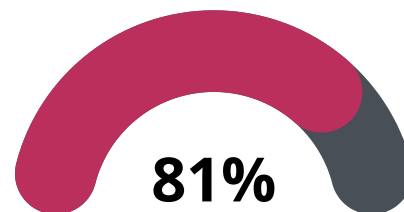**50% of trainees determine whether or not to attend a program & institution based on stipend or salary**

17% DID NOT KNOW SALARY OR STIPEND DIFFERED BETWEEN PROGRAMS & INSTITUTIONS

## COMMUNITY WORK

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

**60%**

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

**81%**

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

# 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

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

Improving awareness of and access to existing resources

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

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# 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 Graduate and Postdoctoral trainees at the Schulich School of Medicine & Dentistry