**Diversity, Equity, Inclusion and Decolonization Statement**

Diversity, inclusion, respect, equity, justice and civility are among my fundamental values. I have been fortunate enough to experience diversity in my own life and in my training programs and I have learned from the diverse experiences of great colleagues, co-workers and supervisors.. I am committed to supporting students and colleagues to work together to address disability recognizing that to do so we must co-create justice-centered, anti-racist, equitable, and inclusive communities, workplaces and health systems. I consider action against all forms of racism and discrimination a moral obligation.

As a dual citizen of Greece and Canada, who is half French Canadian I have experienced how culture impacts on life experience, privilege, social norms, history, education systems and role expectations. As a learner, I have completed 6 different education programs, in 3 different countries which included a variety of perspective on how EDI is integrated (or not) in learning strategies and program design. I realize my experience is limited and I must listen and learn to benefits from the experiences of others. I have learned from different supervisors and colleagues, that enacted different teaching and mentoring philosophies. My PhD supervisor was a CIHR sex and gender champion and her lab included trainees with diverse disciplines, ethnicities, genders, religions and ages who worked collaboratively and learned from each other. This experience illustrated strategies to help learners with very different perspectives, goals and abilities by enabling an equitable, diverse, and inclusive teaching environment with customized and adaptive learning plans to enable all students to reach their full potential. My goal is to teach my students that it is important to identify and remediate social inequities and that diversity strengthens the quality and impact of learning and research. I will enact multiple strategies, pursue EDI learning opportunities for growth at Western and beyond and lead by example. By examining diversity in research data, clinical contexts/problems and leveraging the multiple ideas and perspectives of diverse people in my classes, labs, and local/international collaborators, and by seeking ongoing mentorship and feedback on EDI, I expect to grow and contribute to EDI at Western.

As an immigrant in Canada, I acknowledged that I was coming to a land that is a home to many diverse Indigenous populations and that Western University and the School of Physical Therapy is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. I know that Western University is committed to establishing more positive partnerships with Indigenous peoples and have multiple emerging opportunities for faculty to be part of that process.d. Having settled in Canada to advance my training, I recognize it is my responsibility to learn from Indigeneous people about their past and current life experiences and to incorporate their ways of knowing in my practice and research. My plan is to proactively highlight Indigenous values and culture by integrating resources in my research and teaching by building partnerships and learning from Indigenous scholars. .

As an international student I understand some of the challenges experienced by other international students. Students with diverse background may need customized assessments and learning to achieve success in their academic journey. For example, expectations for independent learning, how to treat supervisors/colleagues, prior curriculum, learning styles, and many other factors vary by culture and experience. Helping students identify skills or content knowledge that require remediation, developing skills in self-advocacy, providing diverse learning opportunities and insuring that program/training expectations are clear helps students develop along their individual pathway. .

We know that musculoskeletal health is highly influenced by sex, gender, poverty, race and other intersectional factors, and yet research has often ignored these important social determinants. For example, in most of my evidence synthesis we were unable to test the difference in treatment effects based on sex or gender, as the primary research studies have not disaggregated the data, despite the fact this is clearly stated in SAGER and CIHR guidelines. Biological attributes and sociocultural differences between women, men, girls, boys, gender-diverse people, BIPOC, white people, Indigenous populations and people living with disabilities contribute to differences in disease prevalence, access to care, response to treatment band r health outcomes.. Yet, health research pften presumes “one fits all” and fails to address the needs of diverse populations. I plan to study diversity in my own clinical research, use integrated knowledge transation, study patient preferences with an EDI lens, incorporate patient co-design in my work and advocate for inclusion of social determinants in evidence synthesis. An EDI stream that crosses all of my research has the potential to make my research findings more inclusive, rigorous, reproducible, and applicable to minority groups.

In summary, As an educator and a future faculty member, I am committed to EDI in my research, graduate supervision, clinical teaching, personal development, service and collaborations. .

La diversité est la force du Canada,

Pavlos Bobos PT PhD