The BMB EDI committee implemented a modified version of the UBC EDI Office ISAT in early 2021. Faculty and Staff were surveyed in Jan. 2021 on topics related to EDI as an adaptation of the UBC ISAT in collaboration with the UBC EDI Office. Peer led focus groups were conducted in March and April of 2021 for undergraduates (Honours and Non-Honours students), graduate students (MSc and PhD), postdoctoral fellows and research associates. Focus group topics included specific EDI related topics relevant to each group. The results of our work are summarized below for each group.

1. Undergraduate Students (3 sessions, 3-5 students/session)
The undergraduate questions focused on EDI in course work, research opportunities, career guidance and departmental culture
   A. All BMB undergraduates
   B. Honours Program BMB undergraduates

   The aggregated data support the following areas for focus for our EDI Action Plan.
   1. Building a better sense of community and EDI culture within BMB
   2. Increased emphasis on EDI throughout courses
   3. Lack of equity in accessing research positions in laboratories
   4. Lack of equity in Honours program requirements

2. Graduate Students (5 participants)
The graduate student focus group questions asked about aspects of EDI in relation to graduate coursework, training, mentorship and the graduate school application process.

   The aggregated data support the following areas for focus for our EDI Action Plan.
   5. Building a better sense of community and EDI culture within BMB
   6. Revise graduate school application process
   7. Improved training for mentorship of graduate students from under-represented groups

3. Postdoctoral Fellows PDFs) & Research Associates (RA) (3 participants all PDFs)
The PDF/RA focus group questions covered different aspects of quality of life as a PDF/RA, community within BMB, mentorship, EDI education/training and addressing conflicts when they arise in the lab.

   The aggregated data support the following areas for focus for our EDI Action Plan.
1. Building a better sense of community within BMB between PDFs/RAs and faculty and among PDFs/RAs themselves
2. Expand mentoring of PDFs/RAs beyond their current PIs
3. Improve networking opportunities
4. Build supports and guidelines for work-life balance
5. Training for PDFs/RAs on how to mentor students in the lab and deal with lab conflicts

4. Staff (Administrative) (~20 completed)
The staff survey focused on:
   1. Departmental communication, space, events and leadership
   2. Conflict engagement and community
   3. Recruitment, retention and success

   The aggregated data support the following areas for focus for our EDI Action Plan.
   1. Mentorship and training opportunities in EDI
   2. Policy and effort placed on hiring new staff from diverse groups

5. Faculty (Teaching and Research) (~17 completed)
The Faculty survey focused on the following topics as they relate to EDI:

**Section 1: EDI practices at the department level**
1. Event planning
2. Hiring
3. Tenure/promotion/merit
4. Mentorship
5. Service
6. Teaching

**Section 2: EDI at the individual level**
1. Human rights/conflict
2. Hiring
3. Sex as a biological variable in research
4. Scholarship
5. Course information and curriculum
6. Community/public engagement

The aggregated data support the following areas for focus for our EDI Action Plan.

1. Update hiring policy and procedures to align with new FoM guidelines
2. Create hiring guidelines and procedures for hiring students, staff and lab remembers
3. Develop mentorship and training resources for faculty in relation to EDI
4. Work to incorporate EDI into teaching across undergraduate and graduate education
5. Develop a set of resources for reporting and dealing with conflict in the lab
6. Develop a set of resources for incorporating EDI into departmental events and seminar invitations
7. Increased transparency on service and teaching assignments
8. Increased transparency on tenure, promotion and merit
9. Increase community and public engagement with under-represented groups with the specific goal of increasing and supporting diversity within our department