



Representative survey respondents' comments: Vision and future

“Stronger engagement with industry.”

— Graduate student

“There's more resources than before to help grad students maintain a good mental health while they are completing their PhD. We appreciate UBC's efforts to provide this for us. It's great to give resources to help students cope with the challenges of grad school, however, it would be even better to try to address the conditions in grad school that are causing students to have mental health issues. For example, getting a low stipend leads to worrying about being able to pay the bills, unreasonably big research projects that lead to overworking and burnout to try to complete the research on time, not having clear timelines for graduation time leads to uncertainty and anxiety about the future, etc”

— Graduate student

“Academic commitment to diversity and inclusion. F[u]nd research in these areas.”

— Graduate student

“Goal of having all UBC science graduate students making a reasonable income from their graduate studies (including TAships)...”

— Graduate student



“Increase efforts to communicate scientific and educational advances to the public.”

— Staff

“Make it a requirement of all faculty/grad/post-doc positions to communicate their science at least annually via film, media, public outreach talks, events, blog posts, etc.”

— Staff

“Support faculty, particularly new faculty, in their adoption of evidence-based pedagogy.”

— Faculty, Educational Leadership

“Providing more connection and training for students with respect to emerging fields of study (data science; experiential learning).”

— Staff

“Increasing the ability for students to engage in experiences that will help build off of their studies to effectively enable them to leave UBC with career prospects (extra-curriculars, co-op, research opportunities for undergraduates, etc.).”

— Staff

“Bring together people across departments to conduct interdisciplinary research.”

— Staff

“Figure out ways to decolonize and Indigenize [at least parts of] the undergraduate curriculum, and implement them.”

— Faculty, Educational Leadership



“Be seen as a leader (and act like one!) on topics like climate change and Indigenous reconciliation. This should be seen through all facets of our work - where we put our funding, what we teach in courses, how we make decisions, what we model to others.”

— Staff

“Create better work environments and conditions for faculty and staff at all levels. When I first started working in Science, there was a lovely sense of camaraderie, but stress and burnout seems to have settled over many people.”

— Staff

“Strengthen UBC Science departments by reducing academic/administrative hierarchies, recognizing and supporting the role of post-doctoral researchers and research associates as one that is no longer a transient one.”

— Research Associate

“UBC Science became a leader in science education and is well respected nationally and internationally. ... I feel optimistic what the future holds for our students and appreciate the important role played by educational leadership stream faculty. I hope they are recognized for their extraordinary efforts.”

— Staff

“Our vision statement (funny that I look to it now) suggests we have an innovative graduate program. It won't stay innovative if we can recruit and retain the best and brightest graduate students - so a heavy investment here is important.”

— Faculty, Research

“We should increase grad salaries beyond poverty levels, increase number of positions (grads), allocate fairly among units. Have an annual competition so that labs that can't normally afford postdocs have a chance of getting one. This would be transformational - a key thing holding back many labs is lack of ability to attract and support excellent students/postdocs: they drive most of our scientific output. I believe this would turn us into the truly world-class institution we aspire to be.”

— Faculty, Research

“Let faculty cross-teach, e.g. ask botanist to contribute to a physics class.”

— Emeriti

“Our natural and social science departments should be better connected, so that new and interesting collaborative interdisciplinary work can be done.”

— Staff

“Regular space and time to get to know more people across the Faculty.”

— Faculty, Educational Leadership

“Communication between colleagues and involved departments in order to improve the efficiency of our work.”

— Staff

“I would encourage more integration with the city. Because of the layout & low density of land uses on campus, UBC feels very silo'd.”

— Staff

“Introduce or advance diversity and inclusion among faculty (especially regarding racial minority groups).”

— Faculty, Research



“More diversity (and support to make this happen).”

— Faculty, Research

“Encourage and genuinely recognize the value in researchers with disabilities. Currently the unspoken but highly felt feeling towards folks with disabilities is that they are welcome to visit, but not researchers - subtle things like narrow doors, tall benches, accommodations offices taking weeks to transcribe things are incredible barriers to excellent work.”

— Staff

“I would explore changing the admission process so that students under-represented groups (indigenous, LGBTQ++, women) will have a chance to be admitted. The current admission system for choosing majors is too single-dimensional (just focusing on grades), so much so that the student culture becomes very competitive, non-collaborative, non-inclusive.”

— Staff

“Enhance laboratory and hands-on experience instead of the current cutting back. As a staff that hires work learn student to help in a laboratory setting, i can totally see that the cutting back on laboratory experience highly impacts the student's ability to execute simple lab skills. Pushing this burden to co-op and work learn opportunities basically burdens the respective companies and research laboratories to train students with the basic lab skills.”

— Alumni



“We need to connect students at UBC Science with their options after university - a WIDE range. Not everyone is going to become a doctor, microbiologist, or researcher. Many of those kids are going to go into corporate desk jobs just like everyone else. We need to bring all these options to the TABLE early, with real examples, and have them doing co-ops for any type of company.”

— Alumni

“Enhance laboratory and hands-on experience instead of the current cutting back. As a staff that hires work learn student to help in a laboratory setting, I can totally see that the cutting back on laboratory experience highly impacts the student's ability to execute simple lab skills. Pushing this burden to co-op and work learn opportunities basically burdens the respective companies and research laboratories to train students with the basic lab skills.”

— Alumni

“We need to connect students at UBC Science with their options after university - a WIDE range. Not everyone is going to become a doctor, microbiologist, or researcher. Many of those kids are going to go into corporate desk jobs just like everyone else. We need to bring all these options to the TABLE early, with real examples, and have them doing co-ops for any type of company.”

— Alumni

“Have a culture that supports real, tangible industrial collaborations like Stanford, UC Berkeley, ... The Canadian and US systems are set up to graduate many more Ph.D. graduates than faculty openings (which is fine).”

— Alumni



“Create or market more opportunities for alumni to be involved in UBC Science events, not only to help current students but also to promote networking amongst alumni - a chance to continually learn from each other after graduation.”

— Alumni

“Continue to engage the alumni in meaningful ways, particularly provide opportunities for alumni to interact with the current students in career planning, career discussions, mentoring.”

— Alumni

“The faculty can start to acknowledge and support their students to develop skills, abilities and knowledge to practice science in the workplace. Faculty and the university can begin to connect government and private sector with students through co-ops and work internships to build experience that allow them to be employable in the future.”

— Alumni

“Offer insights for its students into the social and humane interfaces between their scientific discipline and their culture as a whole. That attitude will govern behaviour of graduates their whole lives, in every sphere.”

— Alumni

“What I see the public needing is more outreach to provide info on current issues or balanced fact based dialogue on the science that addresses burning questions related to environmental, societal, medical and perhaps even ethical issues that can be informed by good long term science research.”

— Alumni