Faculty of Science All Staff Meetings Report
Spring 2019

On May 21, 2019 (10:00am-12:00pm) and May 22, 2019 (2:30pm-4:30pm) all staff members in the Faculty of Science were invited to participate in one of two offerings for Spring All Staff Meetings.

Meeting Objectives:

- To bring together staff members in the Faculty of Science to review our progress in priority areas.
- Provide a forum for staff to give input into the Faculty of Science Strategic Plan 2020-2025.

The agenda for the meetings consisted of the following:

1. Opening Remarks and State of the Faculty

Opening remarks and progress updates on various projects and initiatives in the faculty were provided by Dean Maureen MacDonald, Bhagwati Gupta (Associate Dean, Graduate Studies), Gianni Parise (Associate Dean, Research and External Relations), Mic Farquharson (Associate Dean, Academic).

2. Faculty of Science Core Values Exercise

Staff were invited to share up to four of their core values anonymously through the online polling tool Mentimeter. The submissions generated a live word cloud which was displayed at each meeting.

Core Values Word Cloud (May 21, 2019) - 37 Respondents
3. Strategic Planning Exercise

Staff members were given a series of key questions to answer pertaining to the Faculty of Science Strategic Planning process. Using the Mentimeter polling tool, staff were given the opportunity to converse and then provide anonymous responses to the following questions:

a) What is our core purpose?
b) What are the real problems that need solving on our campus?
c) How might we improve undergraduate student success?
d) How might we improve graduate student success?
e) How might we advance our competitive position?

Responses were displayed live on a projector screen as they were submitted for other staff members to see and comment on.

Themes from the responses to these key strategic questions are noted below, with the annotated numbers corresponding to comment numbers in the appendix of raw question responses.

a) What is our core purpose? Appendix Page 5-6

- Conducting and advancing research: 1, 4, 5, 6, 7, 10, 11, 14, 34, 45, 59, 61, 65
- Building a better society: 45, 50, 53, 56
- Knowledge building and connection with the broader community/society: 6, 17, 18, 36, 40, 45, 50, 55, 59
- Teaching/educating students in general: 3, 4, 14, 28, 29, 30, 39, 25, 45, 46, 49, 54, 55, 60, 64, 65
- Developing and helping students gain experience through education and prepare for life and career: 9, 12, 13, 14, 15, 16, 20, 22, 23, 25, 26, 28, 29, 33, 38, 41, 43, 45, 47, 49, 57, 58, 62, 63, 66
• Foster student resiliency and independence 9, 14, 23, 26, 58, 66

b) What are the real problems that need solving on our campus?  

Appendix Page 7-10

• Availability and price of parking 5, 9, 14, 22, 27, 28, 29, 41, 45
• Campus-wide accessibility 2, 8, 43, 50, 80
• Signage 5, 14, 27, 29, 31
• University-wide and inter-departmental communication concerns and improvements 5, 10, 12, 20, 25, 26, 28, 30, 38, 39, 44, 45, 46, 48, 52, 54, 60, 66, 69, 76, 84, 91
• Mental Health Support 8, 37, 79, 90
• Grounds maintenance and campus upkeep 16, 17, 23, 36, 40, 47, 86
• Availability of and improvements to services for students 7, 24, 49, 51, 56, 63, 64, 74, 77, 78, 83, 85, 89, 94, 101, 102, 103, 107
• A range of issues affecting staff performance and morale including but not limited to an improvement at the workplace, infrastructure and procedures and access to more resources 1, 3, 4, 6, 11, 19, 15, 21, 26, 32, 33, 34, 46, 47, 55, 53, 57, 58, 59, 62, 73, 81, 82, 87, 92, 93, 98, 99, 100, 104
• Space constraints and temperature control on campus 4, 13, 14, 27, 29, 106

c) How might we improve undergraduate student success?  

Appendix Page 11-14

• A focus on the development of students and pathways to success 4, 17, 22, 26, 28, 34, 44, 48, 56, 58, 65, 74, 79, 87, 88, 90, 94, 95, 97, 98, 102, 109
• Experiential learning (including but not limited to co-op, problem based learning and community engagement), be made part of the undergraduate experience 7, 30, 33, 42, 48, 49, 52, 53, 61, 62, 64, 67, 76, 85, 99, 104, 109
• Focus on mental health and improving mental health resources 10, 29, 32, 68, 71, 77, 108
• Removing academic barriers and improving a range of academic services including training educators and being more welcoming 1, 5, 12, 14, 15, 18, 19, 20, 21, 23, 25, 31, 35, 36, 37, 40, 41, 45, 46, 50, 53, 57, 70, 72, 75, 78, 81, 82, 86, 89, 91, 93, 96, 98, 100, 103, 105, 106
• Initiatives for helping students become more resilient, independent, responsible 8, 9, 26, 27, 32, 58, 63, 65, 94, 109
• An increase in student awareness about resources, an increase in resources for students, as well as ensuring resources are accessible 2, 16, 24, 40, 51, 54, 55, 59, 66, 69, 73, 75, 80, 81, 83, 84, 101

d) How might we improve graduate student success?  

Appendix Page 15-16

• The Faculty of Science needs to play its role in preparing and supporting graduate students for careers including but not limited to academia 1, 2, 6, 17, 18, 19, 20, 22, 33, 42, 43, 45, 47, 50
• Co-op/Internship options 2, 5, 7, 8, 27, 30, 38, 41, 46, 49, 55, 57, 58, 59
• A focus on mentoring initiatives in general 5, 26, 31, 48
Improving a range of academic services focused on the betterment of students (including mental health, budgeting, careers) and being more accommodating and welcoming 3, 4, 9, 10, 11, 13, 15, 21, 25, 27, 28, 32, 34, 36, 39, 40, 48, 51, 52, 53, 54, 56, 60, 62, 63, 64

e) How might we advance our competitive position? Appendix Page 17-19

- Maintaining, investing in and updating research programs and infrastructure 1, 3, 10, 25, 43, 67, 71
- Outreach to high schools 5, 18, 13, 40, 46, 80
- Improved communications, branding and advertising, strong presence on social media and in local/ global community 2, 4, 7, 15, 20, 22, 24, 31, 33, 38, 39, 47, 65, 66, 70, 75, 77
- Experiential and cooperative learning opportunities 8, 9, 51, 54, 55, 62, 63
- Availability of financial help (scholarships, research travel, etc) 26, 32, 34, 60, 61

4. Question Period

The meeting concluded with a brief opportunity for staff to ask questions to the Dean and Associate Deans.

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Raw Data - Mentimeter Survey Responses (May 21-22, 2019)

What is our core purpose? Responses - May 21, 2019

1. Research
2. Students
3. Teaching
4. Education and Research
5. Three prong approach: Advance Science/Knowledge; Train the next generation of researchers; better connect with the community
6. Education and research is an expression of hope for a better tomorrow, it's an investment in our shared future.
7. Continuing to advance scientific research (basic to applied)
8. To help the students fulfill their greatest potential - provide the best return of service that the student’s money can “buy”
9. To teach students to be independent.
10. Leadership in science and innovation
11. Be a leader for scientific research and to provide a positive learning environment for all students
12. To generate knowledgeable, employable students
13. Graduate employable students
14. Education; develop and strengthen student responsibility and success
15. Build capacity in students
16. To educate students and prepare them for their next step in life (job, grad school)
17. Education for students and the public, and discover and transmit knowledge
18. Expanding knowledge in students, staff, faculty and humanity
19. To teach people to think broadly.
20. To educate and teach skills to students to promote employment
21. Provide excellent services to our faculty
22. connecting students to experience
23. Teach transferable skills (for example time management)
24. Communication
25. To educate students and prepare them for life
26. To educate students and prepare them for their next steps.
27. To build knowledge
28. Educate student to go on to be successful
29. Provide quality education and life skills
30. As staff, to support undergraduate and graduate teaching/ learning
31. Continuing to focus on the training of undergrad and grad students
32. Lack of communication and consistency between departments, staff, faculty and students.
33. Practical and hands on experiences for students
34. Research
35. Mosaic!!!!
36. Building better connections to our local community
37. With push for international students, more resources are needed for students and faculty where English is not their first language.
38. Postgrad employment
39. Education
40. Service
41. Careers and higher earnings for grads
42. Learning how to learn and solve problems

**What is our core purpose? Responses - May 22, 2019**

43. To prepare individuals to go out into the workforce and contribute to the betterment of society
44. Having epic parties.
45. (1) Educate students. (2) Equip students with skills to succeed in life. (3) Make impact in local and global community through research.
46. Providing opportunities for learning and development in science
47. Preparing skilled students for success in their individual futures
48. Help students realize their potential
49. Educating students, undergrad & grad, and preparing them for next career steps.
50. Creating science-educated society
51. Graduate students with transferable skills for professional growth in many different venues
52. Provide equal access to education.
53. Graduate informed students such that they are contributing members of society
54. Education of students
55. Science education
56. Provide the necessary education steppingstones for students to then go forward and become productive members of society.
57. Get the students educated and into successful careers.
58. Encourage independence, personal growth, and willingness to learn. Leave mom and dad at home!
59. Communicate with the general public about our research and science topics
60. Science education: students graduate with scientific literacy and competency
61. Attract students to our undergrad/grad programs and support research
62. Prepare students to achieve their life goals
63. To educate our students in the best possible way and prepare them for their future career goals
64. Educating grad and undergrad students
65. Providing students with the best possible educational experience and engage in purposeful and cutting edge research.
66. Foster resiliency
What are the real problems that need solving on our campus? Responses - May 21, 2019

1. We (Faculty, staff, students, etc.) are not always on the same team
2. Accessibility
3. There is a lack of ongoing operating funding for core facilities.
4. Physical workspaces and environments. From climate control to areas where we can co-creator, our environment shapes the work we do.
5. 1. Communication: e.g. can never reach anyone on the phone 2. Signage 3. Parking 4. Time to train new staff or learning new procedures etc.
6. reducing inefficiencies
7. Wellness Centre needs greater capacity
8. Mental health supports, accessible buildings and classrooms, locating washrooms in buildings
9. Parking
10. Old faculty members who aren't engaged in the classes. They can't communicate and frustrate students.
11. Processes are not centralized. Very faculty/department does tasks differently
12. University website needs better development and clarity - too many steps to find information - where has the Undergrad Calendar gone
13. Space constraints
15. Mosaic and burden of work
16. Timely response for maintenance requests and general campus upkeep
17. Safety in the winter (sidewalk maintenance, de-icing); construction safety and signage for reseating that's actually comfortable.
18. Conference services. I have never sent an email and received a response without sending a f community outreach very difficult
19. The amount we pay into core services - Not getting enough support for core services and lack of response time
20. Lack of cooperation and unwillingness to help others
21. Not enough healthy food options
22. Pay parking for staff
23. Grounds maintenance (particularly the large pool of water in central campus during rain or defrost)
24. Help students recognize that there are many paths to “success”
25. Communication
26. Mosaic and communication/and unwillingness to help between service departments i.e.) School of Graduate Studies
27. Temperature control, parking fees, signage
28. More communication internal and external & parking fees.
29. Heating, cooling, clearer signage, parking fees,
30. Communication between service departments (e.g. Research Services & Accounts Payable/Travel). Staff should be asked opinions about developing processes that affect their work flow
31. Better signage across campus and within buildings
32. Inequality across faculties with respect to service provided to faculty, staff and students (ratios of staff to faculty and staff to student)
33. Not enough staff for the amount of work that exists.
34. Acknowledging hard work
35. Police presence on campus may not be appropriate
36. Grounds maintenance in winter
37. Lack of mental health resources for students
38. Lack of university wide communication
39. Disconnect between research and teaching faculty - not on the same team
40. Facility Services and lack of effective service
41. More parking for visitors
42. Email storage allotment is way too low. Need to pay to get more.
43. Accessibility, seems limited
44. Not being to call 911 from out work phones and being forced to call EFRT in a medical emergency
45. Better communication internal and external and parking
46. Inadequate communication between units
47. Maintenance of facilities and money to maintain equipment and hire highly skilled staff
48. Lack of communication between the different departments
49. Lack of minimal guidance to new undergraduate students or current students
50. Buildings are not accessible, people with disabilities are treated as second class
51. Cost for students and families and unsustainable debt loads
52. Lack of direction at the top
53. Funding for staff
54. Communication with students. They don’t know about half the events or opportunities available to them.
55. Need more technical staff
56. Treat students as adults: give them freedom and responsibilities
57. Inequity across staff groups
58. Not enough celebration of success - feeling involved and engaged with the Faculty as one big team. (I. E. Doing group activities, etc)
59. Disjointed culture... lack of empathy
60. Too much is happening on campus difficult to find out what is happening on campus
61. Lack of appreciation at just how good we have it here
62. Lack of opportunities/advancement for staff
63. Offer support for students' engagement.
64. Lack of true supports for students to build resiliency
65. Diversity initiatives in our programming. Not everyone has equal opportunities.
66. Shy away from having difficult conversations
67. Having to do more with no support
68. Build ways to explore with consequences that are both low and high stakes and then help build up ability to deal with these consequences with increased resiliency
What are the real problems that need solving on our campus? Responses - May 22, 2019

69. Communication and knowledge sharing
70. Fashion
71. Expectations and strategy for political adversity and free speech.
72. How has the role of the university changed in terms of providing education vs training students for a job
73. Personal growth opportunities
74. Reaching adequate numbers of students with the info and resources we have to assist them
75. Silos
76. Staff faculty work together more. It would let everyone use their strength.
77. Integration of online learning tools
78. Building students coping mechanisms
79. Mental health support
80. Improve accessibility
81. Equity in allocating resources to programs
82. Wages
83. Engaging students so that they feel comfortable asking questions and getting involved with the university
84. Better Communication between Associate Dean/School of graduate studies with regards to changes in how things are done
85. MSAF!!!
86. Sidewalk/path from BSB to MUSC
87. Outdated teaching equipment that does not meet industry standards
88. More resources to help deal with instances of sexual violence and better policies
89. We need to prepare students better for the workforce (more experiential education opportunities)
90. Mental health services
91. Communication amongst different groups. Example students and their supervisors.
92. Mosaic
93. Work-life balance
94. Safe spaces
95. Lifecycle planning - including all campus facilities (human/computing/physical) in establishing enrollment targets and including maintenance and replacement costs in construction plans
96. More efficient business practices
97. Line up at willy dog
98. Wages
99. Be willing to call out poor performers - hold people accountable
100. Newer computers and interactive education tools-tablets, etc
101. Student conduct and professionalism
102. Student conduct and professionalism
103. Have more training for TA’s so that students have better access to departmental 
resources/teaching
104. Equal opportunities
105. Environmentally friendly services
106. Utilize office lab space better
107. Better incentives for Faculty to invest in mentoring graduate students
How might we improve undergraduate student success? Responses – May 21, 2019

1. Reduce the academic "costs" associated with failing a course. Improve the ability for students to take a risk and explore interdisciplinary topics they are curious about (but fear transcript repercussions)
2. Re-evaluate the way we teach
3. Testing centres, more exam rooms
4. Guided learning / exploration about themselves, to help reduce choice paralysis, anxiety, etc.
5. No longer allow undergrad students to volunteer with professors. They should all be paid experiences or for academic credit
6. Thesis requirements (hours of work/ project goals) for students should be standardized by program and unit load.
7. Engage more students in co-op opportunities
8. Get rid of MSAFs. Make students more accountable for their learning experience.
9. Have students take more responsibility for their university education
10. Better supports available for mental health issues - need to expand Student Success Centre and provide mental health education to faculty and staff to ensure appropriate responses to cries for help
11. Ask students
12. Having top notch instructors, that are able to engage students.
13. Build resilience
14. Smaller classes
15. Help faculty learn how to teach, give grad students teaching modules.
16. Communication with students. They don’t know about half the events or opportunities available to them.
17. Allow students for self-discovery
18. Being kind, listening and providing helpful suggestions
19. Structure the life sciences program
20. More lab workshops that involve knowledge without judgment.
21. Have opportunities for students to meet faculty away from the classroom to make them more approachable
22. Help students recognize that there are many paths to “success”
23. Communication
24. Guiding the students where’ve we can with information as well as the tools and resources to help themselves.
25. More lab sections, lab time and more lab infrastructure.
26. Encourage independent thinking & problem solving
27. Show there are consequences to their behaviors, i.e. not studying. We constantly try to side with the students this is not the real world. Students have to take responsibility of their studies and not blame others for their lack of success. HELP not
28. Provide self-directed learning opportunities allowing students to set up their own pace (progressing faster or slower as necessary)
29. NO EVENING EXAMS... talk about lack of mental health well being
30. More experiential education opportunities
31. Centralized USRA system so students know who to apply to and when
32. Stop enabling students
33. More hands on experiential learning
34. Empower students to use the self-serve available
35. Friendly interactions and helpful staff
36. Measure faculty supervision with their grad student success rates
37. Better events
38. Encompass all the learning styles
39. Increased employer networking events so they have more employment opportunities.
40. More mentorship opportunities. Make it part of the educational experience.
41. Streamline information portals at university, faculty, department, program levels
42. More career exploration opportunities
43. More lab options
44. Teach at the speed that students learn - customize delivery so it goes faster or slower
45. More online learning
46. More funding for work-study jobs
47. Fund successful projects more and be courageous to close and end unsuccessful projects
48. Integrate more PBL
49. Provide information about other job opportunities (regulatory, industry)
50. Incorporate the technologies students use in teach. Menti.com
51. More guidance counselling...
52. More co-ops
53. Make community engagement apart of more classes
54. More FAQs to help students navigate the entire process from enrolling to graduation
55. Put more services in their phones - automate service delivery
56. Better prepare them for the leadership roles that they are taking on
57. Action the student evaluations ... nothing gets done
58. Prepare them for Better work life balance

How might we improve undergraduate student success? Responses – May 22, 2019

59. Provide more scholarships to undergrads
60. Accept better students
61. Make sure the educational experiences the FoS values (e.g. experiential and research) are available to all students (e.g. thesis positions)
62. More experiential opportunities
63. Provide more opportunities for preparing for the necessities of life. High school and parents are missing the ball on this one
64. Provide an experiential learning experience for every student
65. Life skills training
66. Increase awareness of services, tools and resources to help students
67. Integration of career-relevant opportunities for applied learning and innovation
68. Mental health supports
69. Make students aware of available resources
70. Outline additional metrics other than grades to measure student performance
71. More mental health supports
72. Provide a less stressful environment
73. Better communication about the resources available to students
74. Teach the students the skills on how to verbally communicate with everyone.
75. Have a mentoring program. Match up the 1st year students with upper year students to help guide them.
76. More career and skill development initiatives.
77. More resources to mental health and SAS
78. More support for international students
79. Life skills training... financial skills, budgeting, dealing with disappointment
80. Need more scholarship opportunities to help students with tuition and school costs.
81. Departmental offices could be more accessible
82. Mandatory teaching training for faculty/instructors.
83. Easier access to resources on campus i.e. not being buried on a website / reduce wait times for student wellness counsellors
84. Improving communication to students about available resources - career counseling, tutoring, workshops, etc.
85. Provide opportunities to develop portable skills which can increase their ability to secure many different employment opportunities
86. Remove barriers like full course loads and funding from professional school acceptance
87. Teach them how to learn
88. Have students define success first and then meet their expectations
89. Support for international students
90. Force students to take at least some electives outside of STEM.
91. Piloting a competency-based model for all first year science courses
92. Expectation management
93. Outline additional metrics to measure student performance other than grades
94. Preparing students for life/work during and after graduation
95. Teach students using current/real world issues that are local to the university
96. Better instructors in upper year courses
97. Teach the students what is important/relevant/applicable as opposed to what we think might be...
98. Ending stigmas around failure/ part time workloads/ 5+ year UG degrees
99. Prepare them for industry jobs
100. Treat students the way we’d want our sons and daughters to be treated at university
101. More inter-faculty initiatives for skill building
102. Assistance transitioning from year 1-2... moving off campus
103. Supervisor training
104. Prepare them for industry jobs
105. Hire innovative and passionate teaching stream faculty
106. The power imbalance between graduate students and their supervisor is too high
107. Depends on how you define “success”... grade, well-being, etc.
108. Better access to mental health services
109. More community engagement and visibility
How might we improve graduate student success? Responses – May 21, 2019

1. Offer students training to be something other than a Faculty member
2. Expand our internship program to graduate students, increase pathways to non-academic careers.
3. Better ta training
4. Constant two-way communication between students and supervisors
5. Help with job hunting, liaising with industry partners, better mentoring opportunities, transparency in terms of career opportunities
6. Being more realistic with career opportunities
7. Create & promote short-term internships for graduate students
8. Career education and intervention early in programming
9. Mental health support
10. Increased funding for equipment repairs. Student research is stalled when they can’t complete research tasks.
11. Better funded positions
12. Ask grad students
13. Having a friendly welcoming office environment, where they are comfortable to come forward with any problems or concerns
14. All faculty members should have a minimum number of grad student
15. Internal grant applications to fund research projects, especially if it is outside of student's core focus
16. Let them learn whatever they need -- other languages, art history, business -- while also fulfilling their grad requirements.
17. Stop training graduate students to become faculty members. Less than 10% will become faculty. More concentration on skills learning for the working world where most will end up.
18. Allow Graduate students to have more options of different avenues to see career pathways
19. Provide information or resources for jobs in industry as well as academia
20. Help students recognize the many paths to success.
21. Better communication about courses
22. Don’t just train grad students to be faculty train them to be employable in the real world
23. More seminar workshops and allow more TA time for grad students.
24. Encourage independent thinking and problem solving to prepare them for the “real world”
25. Empower the committee to be strong advocate for student
26. Create mentorship opportunities between senior and junior graduate students to help with communication, guidance and student success.
27. A SCCE for grad students
28. Create and promote an environment of engagement and inclusion
29. Stop enabling them ...they are not babies and need to stop holding their hands
30. A job board that graduate students can access.
31. Mentorship/leadership training on how to manage and supervise undergrads
32. Better access to same student services offered to undergrads
33. Support them/prepare them for non-academic careers - they can’t all be professors
34. Too many manual processes need to streamline services and not duplicate.
35. Alignment of expectations from student, committee, department
36. Treat graduate students as colleagues rather than students.
37. Having this workshop in a warmer room
38. Graduate co-op/internship
39. More international exchanges

How might we improve graduate student success? Responses – May 22, 2019

40. Bring back successful graduate students to speak to in program students about the journey in becoming successful
41. Do a better job building partnerships between the research labs and private industry/start ups
42. Having students understand that grad school is not a necessity for everyone; there are many other options!
43. Prepare for non-academic careers
44. Availability to take internships or co-op by interrupting research
45. Since only 15% of grad students enter academia, maybe match the training to that... co-ops, internships
46. Cooperative program for graduate students
47. Other careers aside from academia
48. Increase incentives for Faculty to mentor graduate students
49. Co-op at the graduate level would be helpful for students. Faculty members need to better support their graduate students.
50. Support to look beyond graduation to the job market... including a Plan B
51. More experiential type of learning so grads learn more hard skills to be used in the workforce.
52. Transparency, accountability, consistency in their experiences.
53. Encourage stronger co-supervisor roles to create more of a team supervision relationship
54. Regularly communicate the opportunities that are available to graduate students to increase skills outside of their program.
55. Connect grad students with employers
56. Mental health support and safe space for conversations about supervisor relationship
57. Job fairs, partnerships with other universities, exchanges
58. Job/career fairs
59. Having a co-op type of masters/PhD integrated program.
60. Education for faculty about newer styles of supervision
61. Every grad student has an exceptional profile on LinkedIn
62. Buy in and support from departments and faculty to encourage students to participate in PD and training
63. Better mental health support
64. Help students with budgeting skills
How might we advance our competitive position? Responses – May 21, 2019

1. Invest in Core Research Facilities
2. Work harder to control the narrative about McMaster’s role in the world. Leverage external communications tools.
3. Invest in research centers, services and equipment
4. Owning a truly unique identity.
5. More outreach to high school students
6. Mental health training for faculty members who are unsympathetic to a student’s unique situation.
7. More online / global presence (social media, news, podcasts, radio, etc.)
8. Hire a director of careers and experiential education
9. A Director of Experiential Education position to help direct the advancement of EE in the Faculty of Science
10. High tech lab spaces and infrastructure
11. We have to make sure that the students leave with more than just an expensive piece of paper. The fact that a 50 is passing doesn’t boost what people think of our university.
12. Keep courses relevant
13. Make better connections with local grade schools and high schools - camps, outreach
14. Can’t be everything to everyone. Focus on one or two key areas and be excellent in teaching, research and service
15. Social media.
16. Encouraging older, less productive faculty members to retire
17. Funding institutes that bring positive press coverage of the university
18. Effective outreach to high schools.
19. Keep student email active after graduation. Having that as a professional email for students’ use promotes the school.
20. “Humans of McMaster Science” on social media... refer to “Humans of New York”
21. Have a course (maybe online) for regulatory training required in industry.
22. Communication with alumni in order to promote their success
23. Get rid of mosaic
24. Increase our social media presence to highlight successes and opportunities
25. Attract more international students and more international research collaborations.
26. Faculty of Science to provide travel funds for grad students to attend international meetings to see what other Science students are studying & have potential collaborations
27. Show case unique areas ie PACE
28. Work on swapping our departmental "egos" for a collective Science ego. Our first team needs to be the Faculty, not our labs, not our departments. Change our perception of who our team members are and where we can get support.
29. Give opportunities to students to take risks with low stakes in order to be more successful and know HOW to deal with struggles after they leave us
30. Be conscious of equity, inclusion and diversity
31. More advertisement at a global stage
32. Tackle affordability for students
33. Better social media presence
34. Affordable student housing
35. Updating course content to be relevant to the times
36. Improve communication to all staff - don’t rely on an email tree to reach everyone
37. Don’t try to become what other Faculties of Science already own in the minds of students, funders and industry
38. Fix conference services to help promote community outreach
39. Show case our diversity on social media
40. More high school outreach, perhaps have alumni involved in talking to the high school students
41. Keep McMaster emails active
42. Active recruitment of highly qualified individuals with good incentive
43. Continue to pursue excellence in research
44. More event space at McMaster to host large scale events
45. Take a few wicked problems and commit to solving them - be what keeps people up at night worrying about
46. Workshops at High schools
47. Highlight our achievements
48. Greater focus on global learning and experience
49. Focus on what we do best and better than the rest
50. Recruit more minorities that being in more opportunities
51. Focus on careers for students at all levels

**How might we advance our competitive position? Responses – May 22, 2019**

52. Create more comfortable learning environments for students
53. Introduce a month long period with no courses being taught that can be used by faculty, staff and students to attend workshops, training, and just use the time to be creative and develop
54. Enhanced experiential learning opportunities, supported by the requirement for faculty to take supervisory roles as a part of their portfolio.
55. Focus on 1-2 of the SMA metrics (ie grad earnings or experiential learning) and be #1 among Faculties of Science at Ontario universities
56. Teaching grad students to write grant proposals. McGill has a model to follow.
57. Piloting a competency-based model in all first year science courses
58. Reducing carbon footprint as an institution
59. Partnerships with industry and business to offer summer internships
60. Entrance scholarships.
61. Create a subsidized undergraduate program for disadvantaged students
62. Centralized coop and career services
63. Expand coop program to all departments for the undergrad students. Create a coop program for grad students
64. More online courses.
65. Use video/social media to educate the public on individual projects, and update teaching equipment to demonstrate individual courses that will be applicable to the workforce
66. More community engagement/visibility
67. New lab equipment
68. High quality e-Learning.
69. Improve relationships with alumni - focus groups to identify what they valued from their experience and what they found were drawbacks
70. Create and sustain a reputation of engaging and being helpful to students - ensuring they don’t feel like just a number....being available
71. Improve research labs and student spaces as some choose not to come here due to outdated equipment in their potential supervisor
72. Definitely professional masters opportunities!
73. Focus on solving a global problem - give students a purpose beyond earning a credential
74. Engage students in case competitions at grad and undergrad levels. More engagement w U21 competitions
75. Science branding
76. Full offering spring term.
77. Development of strategic promotional plans to provide top quality presentations to potential students and their parents
78. Model after Amazon in terms of online services - have the best app among Canadian universities
79. TEDx conference with equal number of students & staff/faculty presenters
80. A well organized and planned summer program for high school students.
81. Teacher track staff positions to give stability to educating students.