Themes Identified from Consultation on Queen's Bicentennial Vision

OVERVIEW. The development of Queen's Bicentennial Vision began in January 2025 when Principal Deane released a paper to generate discussion about how the university envisions its future. The release of this paper was followed by a series of opportunities for consultation on the Vision during the Winter term of 2025. These opportunities included Q&A sessions with students, staff, faculty, and alumni, meetings with groups of leaders in academic and administrative units, engagement with Indigenous council and Indigenous Knowledge Working Group, a committee of the whole at Senate, and a focused session at the Board-Senate retreat. In addition to these in-person meetings, a portal was made available for members of the Queen's community to provide feedback online.

The full set of comments obtained during the consultations are provided in an accompanying document, which contains over 650 comments. That document was analyzed to identify a set of common themes, which could be used to help guide the development of the Bicentennial Vision. The ten most prominent themes that emerged from the feedback are:

1. Research Excellence and Interdisciplinarity
- Strong interest in organizing research around themes rather than siloed departments.
- Support for interdisciplinary teaching and research initiatives (e.g., AI with humanities, STEAM, environmental studies).
- Calls for more integrative structures like research institutes and cross-faculty collaboration.

2. Humanities, Arts, and Social Sciences (HASS) Inclusion
- Deep concern over perceived marginalization of HASS in favour of STEM.
- Repeated demands to protect, renew, and invest in humanities faculty and curriculum.
- Emphasis on HASS's role in AI, social equity, and global citizenship education.

3. Indigenization, Equity, Diversity, Inclusion, Anti-Racism, and Accessibility (I-EDIAA)
- Broad recognition of I-EDIAA as a moral and institutional imperative.
- Requests for authentic Indigenous representation, campus Indigenization, and support pathways.
- Concerns over accessibility in older infrastructure and accommodations-related policy limitations.

4. Budget Model and Financial Sustainability
- Consensus that current budget model impedes collaboration and interdisciplinarity.
- Need for transparent funding model that is aligned with academic priorities.
- Desire to avoid decisions driven solely by short-term financial viability.

5. Program and Structural Innovation
- Openness to reimagining programs, even closing some, to focus on areas of excellence.
- Interest in co-op, work-integrated learning, and experiential opportunities.
- Desire for shared curriculum elements (e.g., Indigenous worldviews, AI literacy).

6. Graduate and Undergraduate Experience
- Concerns over declining graduate student funding and implications for research quality.
- Need to engage undergraduates in meaningful research experiences.
- Strong support for student wellness, mental health services, and maintaining the "Queen's experience."

7. Institutional Culture and Change Management
- Concern about siloization, lack of collaboration, and toxic academic culture.
- Requests for better change management, transparency, and meaningful consultation.
- Demand for stronger recognition of staff and teaching stream faculty.

8. Technology, Hybrid Learning, and Infrastructure
- Calls for expanded online/hybrid offerings, especially for lifelong learning and global reach.
- Recognition that digital transformation must complement, not replace, the physical campus.
- Awareness of the impact of technology on space use and pedagogy.

9. Reputation, Rankings, and Strategic Growth
- Interest in aligning institutional growth with strategic hiring and global research priorities.
- Debate over optimal university size, with caution against expansion without support.
- Push for stronger international research ties and showcasing institutional achievements.

10. Governance, Policy, and Public Accountability
- Advocacy for stronger provincial/federal funding and policy influence.
- Desire for Queen's to actively shape public discourse, not just respond to it.
- Requests to embed community engagement and non-traditional research into performance metrics.