

University Council, October 2013

Experiential Learning Consultation

Queen's has identified a need and a response with respect to university education. The need is to ensure that students acquire (a) appropriate disciplinary and inter-disciplinary content knowledge, (b) critical thinking, analytical and problem solving skills adaptable to many life and career environments, and (c) job- and career-related knowledge and skills. Queen's response, in part, is to increase opportunities for experiential learning in its programs through the use of internships, exchanges, clinical and practicum placements, specific course and program design elements, and career preparation services and programs.

Queen's provides a range of career preparation services and programs. The central career support office, Career Services, is open to all students, in undergraduate, graduate, and professional programs. There are also three other career offices: Faculty of Education Career Services, Faculty of Law Career Development Office, and School of Business Career Centre. Students can access supports for career decision making, researching and applying to further education programs, job search strategies, whether for part-time, summer, or full-time jobs after graduation, and connections with employers.

Career Services	careers.queensu.ca
Faculty of Education Career Services	educ.queensu.ca/career-services
Faculty of Law Career Development Office	law.queensu.ca/students/careerDevelopment.html
School of Business Career Centre	business.queensu.ca/recruiting

In addition to the core career support services, there are many experiential learning opportunities for students at Queen's, including curricular and co-curricular options. Several of these are listed at <http://www.queensu.ca/learn/fieldstudies> and plans are underway to create a tool that presents more of the full range of internship and other curricular experiential learning options across campus.

As well as increasing promotion of current opportunities, Career Services, in collaboration with other partners across campus, is investigating ways to best support the growth of experiential learning to provide more options and opportunities for Queen's students. Many forms of experiential learning, such as internships, require employer partners who are interested and willing to create student learning positions in their organizations. In order to design new programs that both meet the needs of students, and meet the interests of available employer partners, we need to understand the cultures and decision making of various types of organizations to help determine who to connect with, and how to best target our approaches.

We are gathering information about ways to work with employers in various sectors of the labour market. In addition to the on-going consultations Career Services is conducting with organizations through various contacts, we look forward to this opportunity to speak with University Council members to add to our information collection. ***University Council members, by reflecting on the culture and strategies of the organizations in which they work, can contribute to the development of our strategies to increase experiential learning opportunities for Queen's students.*** Councillors do not need to have any significant knowledge of experiential learning practices, nor direct experience supervising a student in an experiential learning role, in order to contribute to this discussion – rather, we are hoping

Councillors will be able to reflect on and explain the culture and strategies of their organizations in regards to the creation of student learning positions.

What is Experiential Learning?

Experiential learning is a method in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values.¹ Experiential learning can take many forms, including internships, field experiences, practicums, applied research projects, and service learning².

To ensure a high degree of learning through the work term or project, experiential learning programs intentionally structure the student learning experience. The most commonly followed learning model is Kolb's Experiential Learning Cycle, in which students engage in a concrete experience, reflect on that experience, draw conclusions from their learning, and then apply their learnings back in the classroom, in their work experience, and in other settings³.

Growing Experiential Learning: Assessing Best Approaches for Engaging Employers

Many experiential learning programs, such as internships, clinical practicums, applied research projects, and some service learning and field experience programs, require employer partners to provide learning positions/opportunities for students.

As we consider program designs and options, we are collecting information about what types of organizations can support what types of student experiential learning.

With greater knowledge of the cultures and approaches of organizations in various industries in terms of their current practices and what benefits they may see, we will be able to design programs and outreach strategies to promote options that will be compelling to employers.

Consultation with Councillors

If you will be participating in this consultation, please consider reflecting on the following questions:

Organization:

- How does your organization currently support experiential learning for students; do you offer internships, practicums or other student work/training opportunities?
- If yes, for what reasons does your organization offer these opportunities; what do they see as the benefit for the organization?

¹ Definition adapted from Association for Experiential Education <http://www.aee.org/about/whatIsEE>

² For a typology of work-integrated learning types see Sattler, P. & Peters, J. (2012). *Work-Integrated Learning and Postsecondary Graduates: The Perspective of Ontario Employers*. Toronto: Higher Education Quality Council of Ontario <http://www.heqco.ca/SiteCollectionDocuments/WIL%20Employer%20Survey%20ENG.pdf>

³ Kolb, D. A. and Fry, R. (1975). *Toward an applied theory of experiential learning*, In C. Cooper (ed.) *Theories of Group Process*, London: John Wiley.

- If no, has this been considered and for what reasons do you not offer these activities?
- What barriers to participating in student experiential learning programs might your organization identify?

Individual:

- Have you recruited and/or supervised a student in an experiential learning role?
If yes,
 - Were there things that the host educational institution did that helped make the experience positive for you?
 - Were there things that the host educational institution could have done to make the experience more positive for you?
 - What did you find to be the biggest benefits to participating as a supervisor of an experiential learning opportunity for a student?

Other:

- What are your organization's practices for hiring new graduates?

Follow Up

Career Services will report back to Council in Spring 2014 to share our progress in supporting experiential learning for students.

University Council Thematic Breakout Session #2 Outline: Globalization at Queen's University

Date: Saturday 19 October 2013 (08:40-10:00h)

Description: Councillors are invited to share their ideas regarding how Queen's strong national reputation can provide the foundation for developing the University's international profile. Councillors may wish to draw on their own experiences abroad when commenting on Queen's international strategy.

Facilitators: Jim Lee (Vice-Provost, International)
Ann Tierney (Vice-Provost and Dean, Student Affairs)

Scribe: Barbara Yates, International Office

Equipment required: laptop (preferably Mac) connected to data projector
AV screen
4 flip charts + coloured markers for 4 groups

Background info: Queen's International Statistics 2013 (PDF)
Queen's Internationalization Strategy Framework (PDF)

Part 1 (15 min) - Introduction and Presentation

J. Lee and A. Tierney will give a brief presentation as a background to the breakout session, giving an overview of the Queen's Internationalization Strategy and related institutional initiatives.

Part 2 (35 min) - Breakout Group Session

Participants will be divided into 4 groups based on their own interests to discuss one of the following topics:

1. International student recruitment
2. Internationalization of the curriculum / internationalization at home
3. Raising Queen's international profile
4. Academic and non-academic support for international students

Each group will be asked to discuss a specific topic and make recommendations on how to improve / enhance our efforts in that area.

Part 3 (30 min) - Presentation of Group Work, Comments, and Questions

Each of the groups will be asked to nominate a spokesperson and present the group's ideas and recommendations to all participants.

Queen's University Internationalization Strategy - Year 1

last revised 12 September 2013

Summary of the Internationalization Strategy

The main goals of the Queen's Internationalization Strategy are: (I) to expand and strengthen Queen's international reach through targeted and innovative initiatives and programs, and (II) to ensure staff and students are professionally engaged with the international and intercultural skills to operate effectively in 21st-century global societies and cultures. The internationalization strategy will therefore be centred around two spheres of activity related to these goals, namely: (i) utilizing a variety of initiatives, both internal and external to the University community, that will raise Queen's profile internationally, and (ii) establishing mechanisms, both inside and outside of the formal curriculum, which enable all members of the University community to enhance international and intercultural awareness, perspectives, and competence during their time at Queen's. By ensuring alignment with existing institutional policies and priorities, such as the Academic Plan and Strategic Research Plan, general actions supporting these two goals have been developed based on the following thematic areas: Queen's profile, collaborations and partnerships, organizational and infrastructural supports, curriculum, and intercultural competence. The general actions to be pursued in Year 1 are:

- deepen international engagement in teaching and research through focused efforts in key regional hubs
- promote Queen's as an internationally renowned research-intensive university that provides a high-quality student experience, with a focus to recruiting top students
- increase the number, proportion, and diversity of international students on campus
- strengthen the international and global dimensions of the curriculum of all degree programs at Queen's
- provide students with co-curricular opportunities to incorporate internationalization as part of their university experience

Specific activities associated with each of these general actions have been developed and are further outlined below.

Goal I: Expanding Queen's International Reach

- ***Deepen international engagement in teaching and research through focused efforts in key regional hubs***

Three regions of focus (hubs) have been identified as areas of priority for the Queen's Internationalization Strategy:

Identified activities in Year 1:

- develop BISC engagement plan for BISC
 - develop engagement plan for China
- ***Promote Queen's as an internationally renowned research-intensive university that provides a high-quality student experience, with a focus to recruiting top students***

Identified activities in Year 1:

- develop an international student recruitment strategy to attract high-achieving students - explore the potential of pathway programs
- develop a coordinated international marketing strategy

Goal II: Internationalization at Home

- ***Increase the number, proportion, and diversity of international students on campus***

Identified activities in Year 1:

- achieve international student enrolment targets as set in International Strategy Group report (Sept. 2012)

- ***Strengthen the international and global dimensions of the curriculum of all degree programs at Queen's***

Identified activities in Year 1:

- develop/identify courses which have clearly defined intercultural learning outcomes

- ***Provide students with co-curricular opportunities to incorporate internationalization as part of their university experience***

Identified activities in Year 1:

- launch formal programs which recognize student achievements in gaining global perspectives and competencies through co-curricular and/or academic activities

Queen's University International Statistics Fact Sheet

last updated 26 April 2013

University-wide Statistics

- total # of international undergraduate students ¹: 767 (5% of total undergraduate student population)
- top 5 source countries for undergraduate students ¹: China/Hong Kong (154 - 20%), USA (61 - 8%), South Korea (49 - 6%), United Kingdom (47 - 6%), France (39 - 5%)
- total # of international graduate students ¹: 821 (19% of total graduate student population)
- top 5 source countries for graduate students ¹: USA (173 - 21%), China/Hong Kong (156 - 19%), India (82 - 10%), Iran (67 - 8%), Saudi Arabia (55 - 7%)
- # of international dual-degree programs: 9 (all at Master's level in Queen's School of Business)
- # of cotutelles: 4 [all with French universities](a cotutelle is a specific form of a PhD dual-degree program through the joint supervision of a student at two different universities)
- # of students in non-degree English language programs (Queen's School of English) ¹: 320 from 21 different countries
- # of high-school applications to Queen's from "international" applicants ²: 4125 (14% of all applications) where 35% = Canadians attending high school abroad, 34% = visa students attending high school abroad, and 31% = visa students attending high school in Canada
- types of international activities in which students engage ³: field trips (31%), academic exchange (26%), BISC study abroad (19%), independent study/research (16%), direct enrolment study abroad (4%), internships (4%)
- % of all undergraduates acquiring an international experience during their degree ³: 11%
- geographic regions with the most international activity ³: Europe (44%), USA (21%), Asia (12%)
- # of students enrolled at the Bader International Study Centre ¹: 133 first-year students (5% of all 1st-year students in Arts and Science), 209 upper-year students
- % of international students using QUIC programs and services after arrival: ~50% (estimated)

¹ Based on the 2012-13 academic year; ² Based on the 2013 admission cycle; ³ Based on the 2011-12 academic year

Student Exchanges (based on the 2012-13 academic year)

Undergraduate

- # of countries with which Queen's has active undergraduate exchange agreements: 46
- # of international institutions with which Queen's has active undergraduate exchange agreements: 148
- # of bilateral student exchange agreements: 134
- top 5 countries with which Queen's has the most exchange agreements: France, Australia, China/Hong Kong, United Kingdom, Netherlands
- top destination countries to where Queen's exchange students go: France, United Kingdom, Australia, Singapore, China/Hong Kong
- top source countries from where exchange students to Queen's come: France, China/Hong Kong, United Kingdom, Netherlands, Australia, Singapore
- % of Queen's undergraduate students going on exchange (by Faculty) (total = 519)

<i>Faculty / School</i>	<i>%</i>
Arts & Science	5.4
Engineering and Applied Science	4.7
Business (Commerce program)	82.0
Law (JD program)	18.0
Health Sciences (School of Medicine - MD program)	10.0
Average (across all programs)	11.9

Graduate

- # of countries with which Queen's has active graduate exchange agreements: 22
- # of international institutions with which Queen's has active graduate exchange agreements: 37

Research*Summary of Selected International Research Funding*

Fiscal Year May 1 to April 30. Awards placed in fiscal year on basis of expected start date.

University Fiscal Year & Sponsor	Total Awarded
2007	4,768,109
Canadian International Development Agency	3,010,000
Dept. of Foreign Affairs and Trade	38,500
International Development Research Centre	1,719,609
2008	516,665
Dept. of Foreign Affairs and Trade	472,665
International Development Research Centre	44,000
2009	1,155,870
Dept. of Foreign Affairs and Trade	60,000
International Development Research Centre	861,870
World Bank	234,000
2010	42,500
Dept. of Foreign Affairs and Trade	42,500
2011	1,563,859
African Development Bank	949,125
Bank of Industry (Nigeria)	105,999
Dept. of Foreign Affairs and Trade	46,631
International Development Research Centre	1,000
Islamic Development Bank	144,000
Qatar National Research Fund	317,104
2012	2,412,351
African Development Bank	887,125
Canadian International Development Agency	1,318,326
Qatar National Research Fund	206,900
2013	6,833,338
African Development Bank	1,136,500
Canadian International Development Agency	4,899,660
Dept. of Foreign Affairs and Trade	34,458
International Development Research Centre	450,000
Qatar National Research Fund	312,720
Grand Total	17,292,692

Prepared by: the International Office, with assistance from the Offices of Research Services, Student Affairs, University Registrar, Queen's University International Centre, Faculties and Schools.

University Council Session: Engaging Young Alumni

Facilitators: Tom Hewitt, Chief Development Officer; Jodi Snowdon, Director of Annual Giving; and Liz Gorman, Associate Director, Alumni and Student Engagement, Alumni Relations

The engagement of young alumni (graduates of 10 years or less) in the areas of volunteerism and philanthropy is important to the future success of Queen's University. Recent classes of young alumni are presenting new challenges and opportunities in terms of engagement due to factors such as social media, student debt loads, career prospects, etc. Queen's Office of Advancement is working to understand how Queen's is, or can be, more relevant to young alumni as well as how to keep them engaged in their first years out to foster a lifelong relationship. Our "pipeline" of future volunteers, board members, university leaders and benefactors is dependent on a meaningful engagement with each new graduating class.

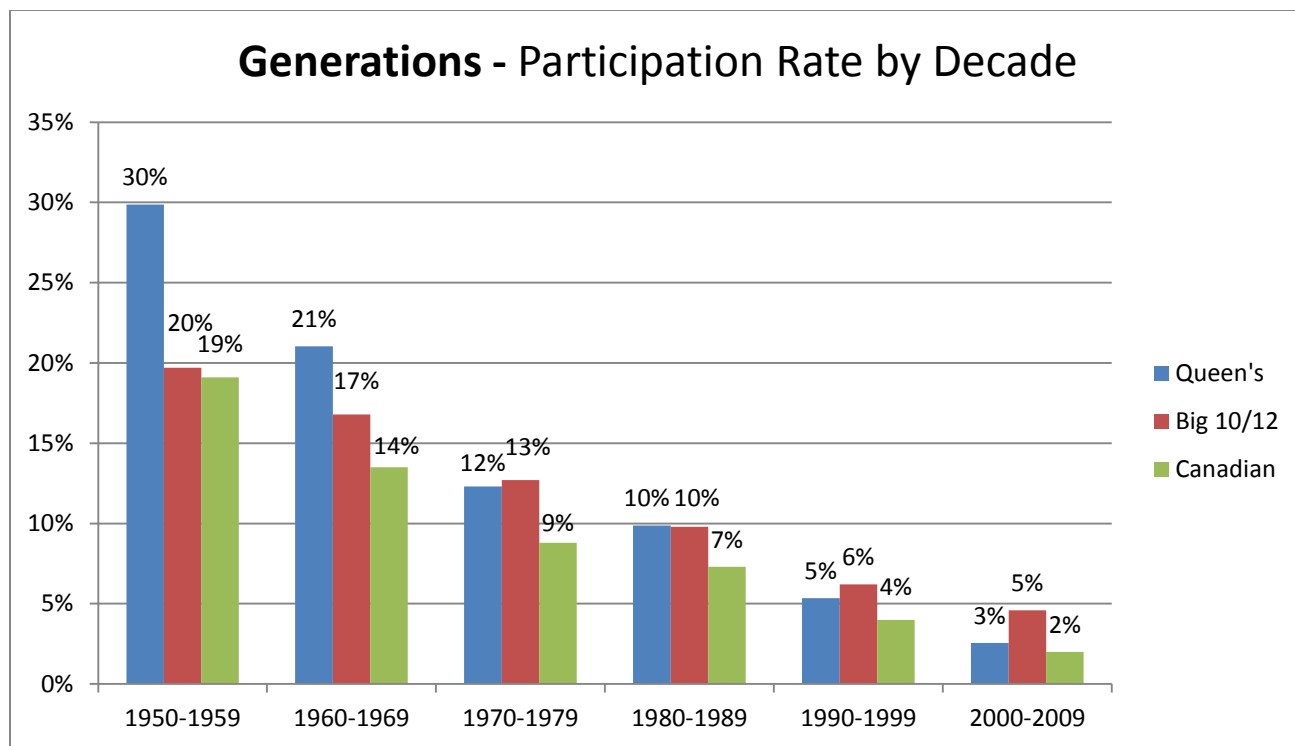
Queen's Alumni Relations currently defines young alumni as those who have graduated with their first Queen's degree in the past 10 years. Under this definition, there are currently 44,830 young alumni in the alumni population, representing 32% of the total alumni population – almost a full one-third.

Money is a pressing concern for many students. While 44% of undergraduate students are able to graduate with no debt, for those that leave with debt, the average debt load is \$22,000. While many young alumni are employed immediately after graduation (the average income two years after graduation from undergrad at Queen's is \$48,000), while others are returning to school to complete grad work, post-degree diplomas, or are under or unemployed for a time. These realities affect how young alumni may wish to connect with Queen's and present opportunities for Queen's to support the transition from students to alumni.

Not surprisingly, most young alumni are concentrated in the Toronto region with strong populations in Calgary, Vancouver, Kingston and Ottawa. Outside of Canada, young alumni are in greatest concentration in New York City, London, UK and Hong Kong. To support these concentrations, young alumni groups have been established in the Branches in Toronto, Ottawa, London, UK (new), and New York City (new). Vancouver, Calgary and Hong Kong Branches have a strong track record of engaging young alumni through a diverse line up of programming. In all Branches, there are opportunities for young alumni to volunteer and serve in leadership roles.

Young alumni have several opportunities to stay current with what is happening at Queen's and in the alumni network through: the Alumni Review magazine (mailed quarterly); electronic newsletters from faculties, departments, and Alumni Relations; social media notices; event invitations, mailings and newsletters from their classes, student clubs and sports teams; and appeals for donations which highlight University priorities and initiatives.

In fiscal year 2012-13, 2% of young alumni made a philanthropic contribution to Queen's (compared to 8% of the overall population). With young alumni representing almost a full third of the population, it becomes clear that their giving behavior significantly impacts this statistic. Their giving participation increased significantly, however, when they were also engaged in a volunteer role through Alumni Relations in the same fiscal year – they gave at a rate of 22%. There is a strong correlation between the giving of time and the giving of money amongst alumni.



*Big 10/12 refers to comparator public institutions in the US including Indiana University, Purdue University, Iowa State University, Rutgers University, Michigan State University, University of Iowa, Ohio State University, University of Michigan, Oklahoma State University, University of Wisconsin, Penn State University

Advancement is beginning to look at how to work differently with the Queen's young alumni population and we are seeking Councilors' perspectives and insight into this population. By reviewing the questions below, discussing with your Queen's networks in advance of the Council meeting, and coming prepared to discuss in the breakout session, Councilors can help inform the next stages in the development of a young alumni engagement plan.

We look forward to your insight.

Discussion Questions

Q1: What are the challenges young alumni are currently experiencing? How can Queen's and/or the Queen's alumni network help with these issues?

Q2: Philanthropy is a choice. What do you believe are the most important influences for young alumni in their decision to support a charity?

Q3: Current practice is to not connect graduates with a philanthropic appeal until six months after graduation. Some think that this should be done immediately upon graduation while others think that Queen's should wait 2 years or 5 years before approaching with a fundraising appeal. What are the upsides and downsides to these windows? Do you believe that young alumni understand the power of participating, at whatever level? How might young alumni prefer to be asked?

Q4: Research shows that this demographic is committed to volunteering. Queen's has a number of ways in which young alumni can engage as volunteers. These include speaking opportunities, mentorship, and roles such as your own in University Council. What are your thoughts/experiences on the importance of engaging young alumni as volunteers for Queen's University? What types of roles might inspire young alumni to volunteer?