



Comprehensive International Plan 2015-2019

Annual Report 2015-2016





A Collective Effort



Queen's University launched its first comprehensive international plan in August 2015 to align with the four drivers of the Queen's University Strategic Framework 2014-2019. This first annual report provides an update on the key performance indicators of the international plan for the year 2015-16, using the baseline year of 2014-15 for reporting purposes. Since last August, I have observed that there is a solid commitment at Queen's to advancing international education and research, and the international plan is helping the Queen's community focus our efforts and work toward common goals. The existence of this plan has increased our international prominence and has signalled to our international partners that Queen's is committed to an open and inclusive international approach.

This report contains details of Queen's international achievements in 2015-16 and examples of how we have integrated marketing, communications and alumni engagement into our institutional strategies. Queen's has achieved significant international research funding and award accolades in the first year of implementation of the plan. Our international recruitment team and our international exchange coordinators in the faculties are to be commended for their work to increase the diversity of our international student population on campus. Deans, faculty members and staff are dedicated to developing new and creative academic programs and research projects in collaboration with our international partners. The programs and activities in the International at Home pillar are providing opportunities for a meaningful international education experience for all students.

Thank you to colleagues who have contributed to our success in achieving the metrics set out in the plan.

We are off to a terrific start!

A handwritten signature in black ink that reads "Kathy O'Brien".

Kathy O'Brien
Associate Vice-Principal (International)

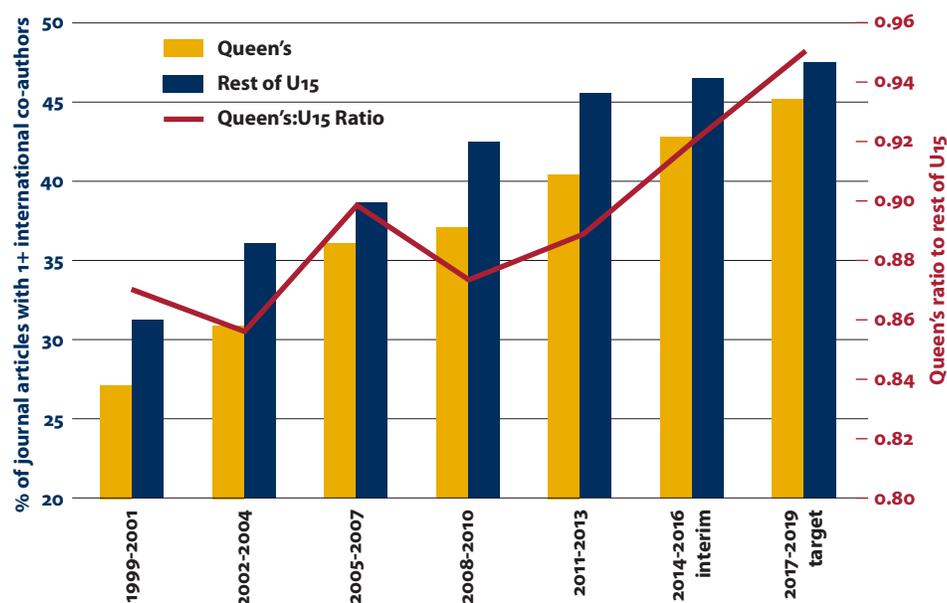
International Research Engagement

Increase international co-publication collaboration at the rate it has been increasing, with Queen’s approaching the U15 average by 2019.

We measure international research collaboration as the number of refereed journal articles with both a Queen’s author and one or more international co-authors, expressed as a proportion of all refereed journal articles, over moving 3-year windows. Data are provided by Elsevier, a data/analytics and publishing company. International research collaboration has almost doubled within the U15 over the last 15 years, and Queen’s progress has matched this growth, but Queen’s remains slightly below the U15 average. Our goal for 2019 is to achieve and maintain international research collaboration at the U15 average rate.

The next 3-year reporting window will be 2014-2016 inclusive, and results will be available for the 2017 Strategic Framework Year Three Implementation Report. We distribute discipline-specific versions of international collaboration data to academic units to inform their activities.

International Research/Publication Collaboration



Note: International research collaboration is measured as the number of refereed journal articles with both a Queen’s author and an international co-author, expressed as a proportion of all refereed journal articles.



Increase research funding from external international sources to 40 per cent of total research funding to support global research excellence.

In 2015-16, approximately \$19 million in research funding was awarded from international sources. The three-year rolling average is \$47.6 million, which represents 35.2 per cent of overall research revenue. This is an increase from 34.8 per cent in 2014-15. The three-year rolling average includes funding for a significant international clinical trial awarded in 2014-15, and distributed over a three-year period at approximately \$29 million annually. While it will be a significant challenge to match the achievements of 2014-15 in successive years, doing so is important to ensure that Queen's is internationally engaged and renowned.

Since the adoption of the Comprehensive International Plan in fall 2015, a number of steps have been taken to support our faculty members' international engagement. These include the establishment of a dedicated international funding stream within the Queen's Research Opportunities Funds program to support international collaboration and mobility. Additionally, we continue to emphasize those areas of institutional and international strength as we build relationships with key international partners, including China, Singapore and the United Kingdom.

Increase by 25 per cent the number of international awards received by faculty members.

The past year saw an impressive level of recognition for our faculty through awards and accolades, not least of which is the Nobel Prize in Physics, as well as the Breakthrough Prize, both awarded to Professor Emeritus Art McDonald. In addition, faculty received international recognition from the American Physical Society (APS), the Institute of Electrical and Electronics Engineers (IEEE), and the Institute of Physics (IOP), along with a Lifetime Achievement award from the Society for Music Perception and Cognition (SMPC), Fellowship in the National Academy of Engineering (USA), and the ECI Prize from the International Ecology Institute.

From May 1, 2015 to April 30, 2016, the Office of the Vice-Principal (Research) (OVPR) coordinated the submission of 75 award nominations, 14 of which (or 19 per cent) were international. It is important to note that not all award applications are coordinated centrally and several of the major international awards, such as the Nobel Prizes, cannot be applied to directly but rather, are selected by external bodies based on reputation.



With the focus on improved global recognition and reputation of our institution, the OVPR is working to increase submissions and success rates for international awards and has partnered with the Governor General's Enhancing Global Recognition for Canadian Research Excellence initiative. The goal of the initiative is to boost Canada's research profile on the global stage by offering an inventory of international research awards and facilitating external reviews of draft applications.

University Relations (Communications and Marketing) works collaboratively with the OVPR to increase awareness of Queen's international research prominence. Communications regularly promotes researchers and research projects with global influence through several channels, including the *Queen's Gazette* (print and online), the *Alumni Review*, and the Annual Report, as well as through central social media pages.

Specific initiatives in the past year include:

- Extensive coordination of promotion surrounding Dr. McDonald's Nobel win, particularly through the media relations team's efforts, as well as through coverage in the *Gazette* of the Nobel awards ceremony in Sweden, and ongoing support of Dr. McDonald's activities and honours through all channels.
- Coverage of major international awards to Queen's researchers, including John Smol and the ECI Prize, Lola Cuddy and the SMPC Lifetime Achievement award, and Kerry Rowe's election to the National Academy of Engineering in the U.S.
- Ongoing coverage in the *Gazette* of international delegation visits to Queen's, as well as Queen's delegation visits abroad, all of which help to solidify international research collaborations and initiatives.
- Ongoing promotion of Queen's researchers in international media publications. The media relations team regularly connects researchers with global media outlets for interviews related to their research, helping to build Queen's profile and research prominence on a global scale.



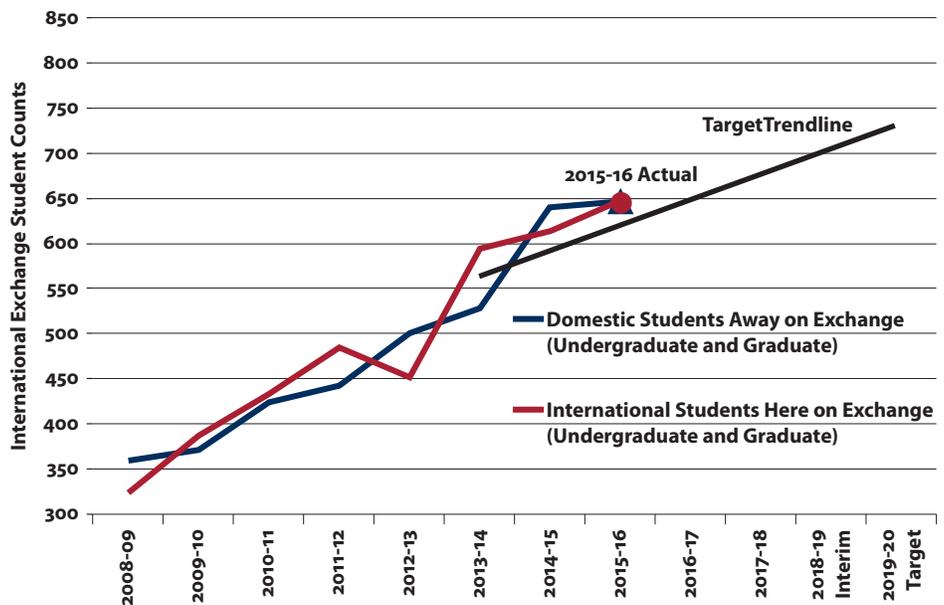
International Mobility

Increase the number of undergraduate students participating in international exchange by 25 per cent.

The number of Queen's students participating in international exchange increased by nine per cent from 594 in 2013-14 to 647 in 2015-16, while the number of international exchange students on Queen's campus increased by 22 per cent from 528 in 2013-14 to 646 in 2015-16. The slightly slower rate of growth in participation of Queen's students (compared to that for international students) allowed the two sectors to balance, which was a goal of the pan-campus Partners and International Mobility Strategy group (PIMS) struck by the AVPI earlier this year. As can be seen in the graph below, we are on track to increase the total number of students participating in international exchange by 25 per cent by 2019-20.

In fall 2015, the AVPI completed a comprehensive audit of international academic partnerships, collecting data on student flow, and other measurable outcomes. The results of this audit will continue to inform the development of strategic sustainable partnerships around the globe.

International Students Here on Exchange and Queen's Students Away on Exchange



Increase the number of incoming study-abroad students to balance with the number of outgoing study-abroad students.

In 2015-16, there was a 124 per cent increase in the number of inbound study-abroad students, and an 85 per cent increase in the number of outbound study-abroad students. While there are still more students going abroad than there are inbound international study-abroad students at Queen's, the gap is closing. To increase the number of international study-abroad students studying at Queen's, and achieve a balance, the following initiatives have been launched:

- Completion and implementation of four new study-abroad agreements (and renewal of one existing agreement), with four universities in China – Chinese University of Geosciences Beijing, Fudan University, Shanghai University of Finance and Economics, and Beijing Normal University. These agreements facilitate one or two terms of study for Chinese students in the departments of Biology, Economics, and Geological Sciences and Geological Engineering, on a fee-paying basis. A fifth agreement, which will see students of Shantou University Business School in Shantou City, Guangdong Province, study in Queen's department of Economics, is in the final stages of development.
- Curriculum matching in several programs of the Faculty of Engineering and Applied Science with those offered by potential partners, to enable enrolment of international students in "3 + 1" programs, in which they complete the final year of their degree at Queen's.
- Work with international consortia, and funding organizations and agencies, to sustain existing mobility programs and attract new programs that fund study on a fee-paying basis; for example, the Erasmus Mundus Program in Europe, the Science Without Borders Program¹ in Brazil (responsible for enrolment of nine full-year students and 14 single-term students in 2015-16), and others.

¹ It should be noted that a weakening Brazilian economy has cast doubt on the future of the Science Without Borders Program (Ciência sem Fronteiras).



Increase new international collaborative academic programs by 10, in both undergraduate and graduate disciplines.

Against a target of 10 new collaborative undergraduate and graduate programs, one new International Dual Degree agreement has been signed between Smith School of Business and ESSEC Business School Paris-Singapore; this is at the master's level – the Queen's degree is the Master of International Business (MIB). Two additional Smith Dual Degrees are in development (Universidade Católica Portuguesa, Faculdade de Ciências Económicas e Empresariais, and The University of Queensland).

The first-ever dual research degree has been signed with the University of Stuttgart, Germany, in chemistry at the master's level. The Faculty of Education, together with the School of Graduate Studies, is working on a dual degree master's program in education with South China Normal University in the city of Guangzhou, Guangdong Province, P.R.C. This program, once finalized, may form a model for such programs with other partner universities.

One "2 + 2" program was signed in March 2016 with Beijing Normal University; a second, with Fudan University in Shanghai, is in development. These programs result in awarding of a Queen's Bachelor of Science degree in the discipline of biology, following study by students at Queen's in the third and fourth years. The Faculty of Arts and Science worked with the Canadian University Dubai (CUD) on an agreement that will see a cohort of undergraduate students transfer annually to Queen's to complete the final two years of their program in the School of Computing. This agreement was signed in October 2016 during a visit to campus by the President of CUD.

Queen's senior administrators are working with counterparts in member institutions of the Matariki Network of Universities (MNU) on the feasibility of joint and dual degree programs, co-tutelles, and other collaborations.



- The introduction this past year of a year-long on-campus English language pathway (QBridge) for academically qualified students lacking the necessary English language proficiency, which complements the 4-month summer QBridge program which accommodated 44 students in 2015-16 (up from 17 the prior year);
- Pre-arrival seminars and live chats were launched by the Queen's University International Centre for incoming international students to ease their academic transition to Queen's;
- Intercultural training modules accessible to all members of the Queen's community were introduced in 2015;
- Enhancement of marketing materials and collateral targeted at international students and parents, including the International Viewbook
- Earlier assessment of applications, leading to earlier offers of admission, and allowing more time for students to acquire visas and/or study permits, as required.

Realization of this target will depend not only on the success of our international undergraduate recruitment initiatives, but also on other factors including residence capacity and student support services. In recognition that student services are a vital part of a Queen's student learning experience and essential to a student's academic and personal success, a Student Services Strategic Planning Framework was developed and shared with the Queen's community in December 2015. A multi-disciplinary *ad hoc* committee, established by the provost, developed the priority themes of Health and Wellness, Transition Support, Academic Support, and Skills Development and Student Engagement. Many units across campus will be held accountable for developing strategic actions and tactics to support the four priority areas.

In 2015, the Queen's University International Centre (QUIC) initiated an internal assessment to ensure that its operations, programs, and services were aligned to support increased international student enrolment/exchange targets as identified in the QUCIP, and meet increased intercultural training goals. A new director of QUIC was appointed in January 2016.

International recruitment activity will continue to be guided by the [Comprehensive International Plan](#), the International Undergraduate Recruitment Plan and by the [Long-Term Strategic Enrolment Management Framework](#).



Increase proportion of international sponsored graduate students to 10 per cent of total incoming international graduate student enrolment.

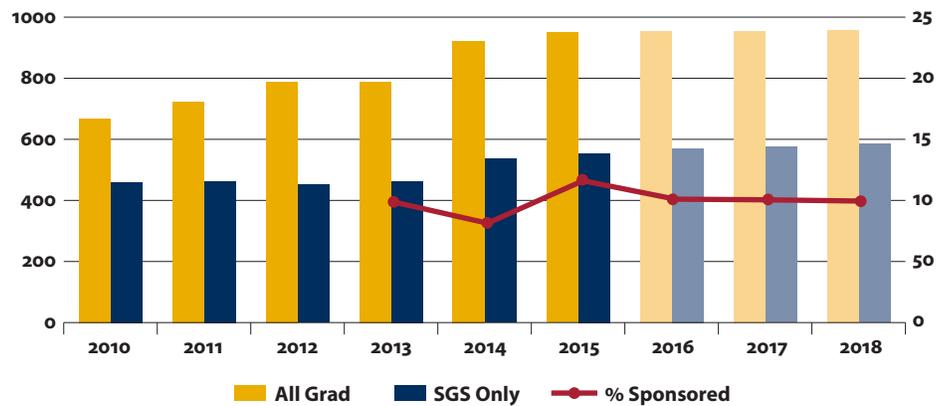
The number of international applicants seeking admission to Queen's Graduate Studies climbed by nearly four per cent over the past year. Funding is a frequent obstacle to admitting highly qualified international applicants and for this reason, efforts to increase our attractiveness to sponsored students are ongoing. Several initiatives have been undertaken to increase the proportion of sponsored graduate students, including:

- Renewal of agreements with the China Scholarship Council and the Consejo Nacional de Ciencia y Tecnología (CONACYT), which provide funding for Chinese PhD and Mexican master's and PhD degree-seeking students, respectively.
- Coordination of an annual recruiting event in which we bring upper-year international undergraduate students funded under the MITACS Globalink program at Ontario and Quebec universities to Queen's for the day. The students tour the campus, meet with graduate students and potential thesis supervisors and enjoy a summer barbecue.
- An English-language training program (School of English) has been successfully launched, to provide sponsored international students who have been offered conditional acceptance pending achievement of language requirements, the opportunity to upgrade their English language skills. Successful candidates are then admitted to graduate studies.
- Renewed membership in CALDO (a consortium of nine leading Canadian research universities) provides opportunities for recruiting government-sponsored students and supporting graduate student exchanges, primarily from Latin American countries.

A challenge to meeting the target goal is the uncertainty of the viability of sponsorship programs for graduate students. The suspension of the Science without Borders Program of the Brazilian government is an example of this uncertainty which has had an immediate impact. In 2015, six per cent of incoming graduate students were externally sponsored; however, the percentage of all currently enrolled externally-funded full-time international graduate students was 10.8 (up from 9.5 per cent in 2014), with the majority funded through the Cultural Bureau of the Embassy of Saudi Arabia, with which Queen's has an agreement.



International Graduate Students and percentage sponsored



Number of registered international graduate students and the percentage sponsored by international sources. Legend: All Grad = all graduate programs plus those of Smith School of Business; SGS only = all graduate programs other than those of Smith School of Business.

The School of Graduate Studies welcomes incoming international students at the start of the fall and winter terms with a reception and information session about the many services available to support their academic, professional, and personal success. A handbook for international graduate students provides prospective and current students with information about Canada, Ontario, Kingston, and Queen's to assist with transitioning themselves and family members into their new community ([International Graduate Handbook](#)). In partnership with the Queen's University International Centre, students and families find social and academic supports and opportunities to be part of an excellent learning environment and cross-cultural community.

Maintain full enrolment at 175 students at the Bader International Study Centre (BISC) for all three semesters.

The Science stream (QIS), introduced into the first-year program in fall 2015, accounted for 30 per cent of applications, allowing the BISC to meet the projected QIS first-year enrolment target, and mitigated a decline in Arts applications. The decline in Arts applications, from 661 in 2014-15 to 444 for 2015-16, is consistent with a province-wide trend that has seen a 12 per cent decrease across Ontario universities over the past three years. Beginning with the 2016-17 academic year, students have the opportunity to apply directly to the Concurrent Education-Arts option at the BISC. The addition of this pathway as a program choice on the application is expected to bolster the overall enrolment in first year Arts by up to 10 students.



Other program developments in support of this goal include the new Law and Politics Field School for upper-year students in the winter term.

Total enrolment at the BISC for the 2015-16 academic year was:

Fall 2015	126
Winter 2016	124
Summer 2016	156

Summer enrolment continues to be strong. The Global Law program, and specialty programs, such as the Field School in Global Project Management, the Field School in British Archaeology, and Interdisciplinary Studies in Global Health and Disability, have diversified the course offerings at the BISC and are driving enrolment during the summer term.

The BISC is working pro-actively with University Relations and the Faculty of Arts and Science to enhance marketing and communications efforts, which include:

- A new marketing strategy aimed primarily at prospective first-year students to increase application and thereby conversion, leveraging the use of external digital marketing platforms and a targeted media buy.
- Improvements to the BISC website to make it more accessible, user-friendly, and informative for applicants and those who have accepted offers.
- Enhanced use of social media, photography, and videography.
- Visits to the BISC by school counsellors from foreign high schools.

The increasingly restrictive immigration stance by the U.K. government continues to present a challenge to enrolment in both the first-year and upper-year programs. It is still too early to assess the long-term impact of the recent decline in value of the GBP vs. the Canadian dollar.

In 2015, the provost created the BISC Enrolment Management and Recruitment Task Force to support the university's overall strategic enrolment management planning, while taking into consideration the distinctive nature of the BISC. Part of the mandate of this task force is to review the BISC's domestic and international partnerships and make recommendations regarding the development of new partnerships with other universities.



International at Home

Introduce a three-year pilot project to track international learning outcomes through the QUQAP cyclical review process.

2015-16 was the first year of a three-year pilot to track learning outcomes through the QUQAP cyclical program review process. More data from this pilot project will be reported in the second annual implementation report on the QUCIP. In the second year of the project, responses will be analyzed to assess whether changes are required in the description of what programs are asked to track with regard to international learning outcomes.

In addition, the following initiatives have been implemented to help ensure a meaningful international education experience for all students:

- **The Principal's Teaching and Learning Awards – International Education Innovation Award**, launched in 2015, recognizes excellence and honours outstanding efforts by individuals or groups who contribute to the creation or revitalization of internationalization of curriculum in programs or courses. The inaugural award was granted to the Global Development Studies 305 “Cuban Culture and Society” course.
- **The International Studies Certificate (ISC)** is a study option offered by the International Programs Office, in cooperation with the language departments and the Faculty of Arts and Science. This option is available to all Queen's undergraduate students, and is intended for those who wish to enhance their undergraduate degree with a formal international program of study. Recent changes to the ISC incorporated intercultural competencies training and adjusted the proportion of language acquisition, interdisciplinary learning, and study-abroad, in order to make the program more accessible to students across disciplines. The revised program relaunched in September 2016.
- Queen's University joined **The Undergraduate Awards (UA)** in 2015 as an affiliate partner. UA is a non-profit, pan-discipline international academic awards program. UA provides senior undergraduate students with the opportunity to engage with international peers, have their work published in the annual academic *Undergraduate Journal*, attend the all-expenses-paid UA



Global Summit in Dublin, Ireland, and join the UA Alumni Network. This program provides undergraduate students with an alternative to study-abroad and exchange through a short-term international experience, connections to top level universities for those choosing to pursue graduate studies, and lifelong networking opportunities. In addition, Queen's faculty may choose to participate on student research/project review panels, providing access to high-calibre graduate candidates, and connections to other experts in their research field.

Increase number of students participating in intercultural training by 15 per cent, and increase number of faculty and staff trained by 60 per cent.

In the fall term of 2015, 292 students completed intercultural training programs; 294 students completed training in the winter term, and another 10 in the summer term. A total of 596 students completed these programs in academic 2015-16. This represents a 69 per cent increase over 2014-15 enrolment, exceeding the goal (of 400 students) in the first year alone. Also in the fall term of 2015, 60 staff and faculty participated in intercultural training workshops. Another 110 staff and faculty participated in workshops by April 2016. This represents a 90 per cent increase over 2014-15 enrolment, exceeding the goal (of 150 participants) in the first year alone.

In addition, staff in Student Affairs present intercultural training modules as part of the curriculum in courses at the undergraduate and graduate levels; for example, Bachelor of Education students (Introduction to Aboriginal Education), Occupational and Physical Therapy students in the School of Rehabilitation Therapy, and MBA students in the Smith School of Business.

The School of Graduate Studies offers a suite of workshops for graduate students and post-doctoral fellows aimed at enhancing intercultural competency delivered under the umbrella of *Expanding Horizons* workshop series, including Intercultural Competency Training, Indigenous Cultural Competency, and Religious Literacy. In addition, an online intercultural training module, developed by Queen's, is available to all graduate students through MyGradSkills.ca.



Identify one institutional cross-cultural event each year that will engage the Queen's community in celebrating international at home.

The AVPI is co-host of the **International at Home Series** with the Isabel Bader Centre for the Performing Arts (the Isabel). This is a series of three to four performances by international and Canadian performers. The purpose of this collaboration is to provide an opportunity to bring domestic and international students together to deepen their intercultural awareness and sense of community through music, and to enhance international student networks at Queen's. Faculties and units across campus sponsor pairs of tickets, which the Isabel matches one-to-one. The tickets are then distributed to international and domestic students to attend a performance together. Each performance includes a pre-concert reception, providing an opportunity for students to meet the artist(s), senior university administrators, faculty, and staff. During 2015-16, the inaugural year of the series, close to 200 students attended the performances.



Alumni Relations and Advancement

The AVPI is collaborating closely with the Office of Advancement, whose international priorities for the next four years include the following areas of focus:

1 Strengthening the international alumni presence in five priority regions:
California, New York, U.K., China, and Hong Kong.

Advancement will develop five sustainable “alumni engagement hubs.” Each will capitalize on the influence of alumni leaders and innovators, inviting their volunteer contributions of intellectual capital, advocacy, and access to networks, and facilitating their willingness to help each other and the university.

Advancement will continue to harness the energy and enthusiasm of alumni volunteers to host and welcome visiting senior leaders, participate in recruitment and conversion events, and welcome and connect with international students.

2 Increasing philanthropic support for international priorities

Advancement will continue to seek support for the university’s international priorities from benefactors, both in Canada and beyond, including funding for:

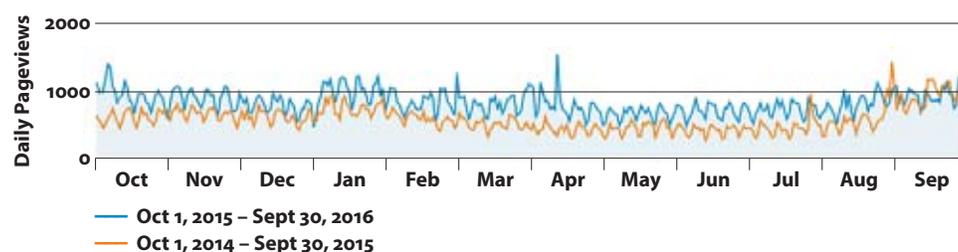
- Scholarships to attract world-class scholars and researchers
- Undergraduate and graduate student awards
- Support for international students on campus, and
- Support for exchange opportunities.



Creating Awareness and Communicating Queen's International Priorities

The Office of the Associate Vice-Principal (International) works closely with University Relations (Communications and Marketing) to communicate the goals of the Comprehensive International Plan and to raise awareness of Queen's international priorities and initiatives among internal and external audiences.

The new international website was launched in the spring of 2015 and has significantly enhanced international profile and awareness:



For each month of the period Oct. 1, 2015 to Sept. 30, 2016 pageviews significantly increased over the previous period of Oct. 1, 2014 to Sept. 30, 2015.

For Oct. 1, 2015 – Sept. 30, 2016, as compared to the previous year, pageviews on all pages that fall under queensu.ca/international as well as queensu.ca/apply/international were 293,704, an increase of (+44 per cent)

The top pages were queensu.ca/apply/international: 125,929 pageviews (+31 per cent) and queensu.ca/international: 28,354 pageviews (+202 per cent)

Other initiatives include:

- International stories featured prominently in both the *Gazette* online, and the print edition.
- *Queen's Alumni Review* runs a dedicated international edition of the magazine.
- Focused international update in the university's Annual Report.
- Marketing worked closely with Student Recruitment in the development of the International Viewbook.
- Direct communications to internal stakeholders.
- Promotion of international stories, visits, and events on Queen's social media channels.
- Development of targeted international marketing videos (including The School of English).





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