



Queen's
UNIVERSITY

Queen's University
Comprehensive
International Plan (QUCIP)
Annual Report 2017-2018





Building a More International and Inclusive Queen's

At the heart of internationalization at Queen's University is a spirit of collaboration and creativity in research and scholarship, whether on main campus in Kingston, Ontario, at the Bader International Study Centre (BISC), or with our international partners around the world. As we near the completion of the first international strategy for Queen's, we are proud of the excellent progress we have achieved on many of the targets identified in the *Queen's University Comprehensive International Plan (QUCIP)*.

An important element of internationalization activities in 2017-18 was a focus on equity, diversity and inclusion. Queen's achieved an increase in the number of students who studied in China through the Canada Learning Initiative in China (CLIC). This program provided students with generous financial assistance and increased opportunities for study outside of Europe and Australia. Queen's was also proud to announce that in summer 2019 we will be hosting the Matariki Indigenous Student Mobility Program (MISMP), a two-week experiential learning initiative focused on Indigenous knowledge. This event will be an excellent opportunity to strengthen Queen's connections with Indigenous communities in Ontario and around the world.

Our accomplishments also included increases in international student recruitment, student and staff participation in intercultural training, and the number of students studying at the BISC, as well as the ongoing development of a robust global student exchange program. The Association of Public and Land-Grants Universities (APLU) acknowledged Queen's internationalization efforts by naming the university as a finalist for its Institutional Award for Global Learning, Research and Engagement.

The success of internationalization at Queen's can only be sustained through the collective effort and shared tenacity of all members of the Queen's community in Canada and abroad. Let's ensure that we continue to build a supportive and welcoming environment for our students, staff and faculty members, one in which diversity, knowledge and inquiry are respected and appreciated.



International Research Engagement

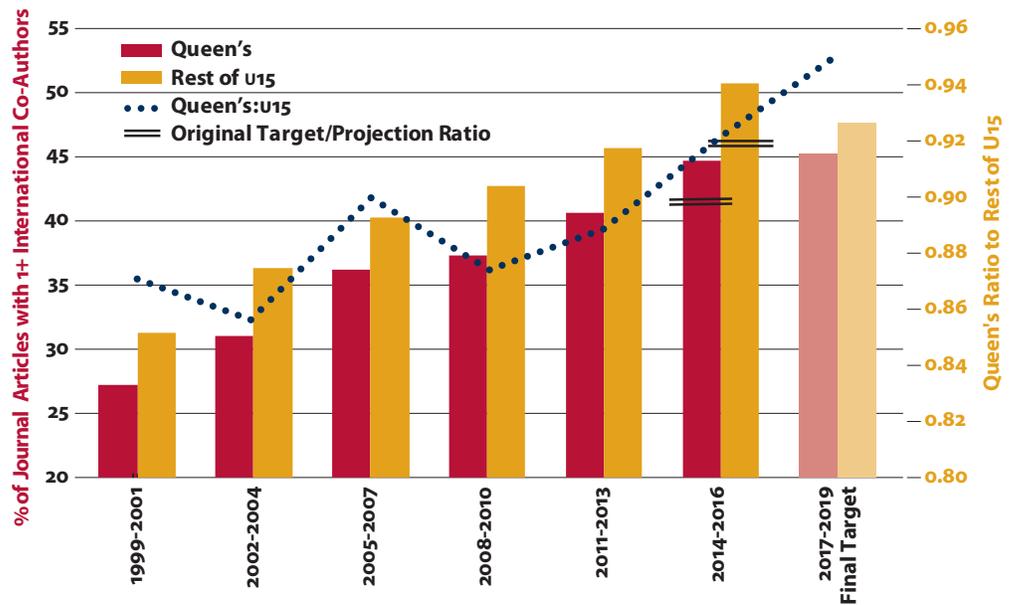
Increase international co-publication collaboration at the rate it has been increasing, with Queen’s approaching the U15 average by 2019.

Reports by the Government of Canada’s Advisory Panel on Healthcare Innovation (the Naylor Report) and the Canadian Research Coordinating Committee (CRCC) stress the importance of strengthening Canada’s position in international research. Tri-Council and government funding competitions have reflected this, further emphasized by the CRCC advocating for the creation of “a new tri-agency fund for international, interdisciplinary, fast-breaking, high-risk research”.

Queen’s measures international research engagement using the “international collaboration index” (ICI), which indicates the number of refereed journal articles with both a Queen’s co-author and one or more international co-authors, expressed as a percentage of all refereed journal articles over a 3-year period (with data provided by Elsevier).

Our 2019 goal is to achieve an ICI equal to 95% of the U15 average; we are on track to achieve or come very close to achieving this goal. The ICI within U15 universities has increased from just over 30% (1999-2001) to over 50% (2014-16) – an increase higher than projected only 3 years ago. The Queen’s:U15 ratio has kept pace with this growth and now stands at 44.6% (92% of the U15 average).

Figure 1 – International Research/Publication Collaboration



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

Queen's researchers received some prestigious research funding awards in 2017-18. Notable awards (grants, contracts or clinical trials) include C\$650,000 from the Andrew W. Mellon Foundation for Indigenous material culture curriculum initiatives in the Master of Art Conservation program; C\$436,000 from The Leo Foundation (Denmark) for studying treatments of skin disorders; C\$2.3 million from the National Institutes of Health (NIH, USA) to support the Canadian Collaborating Clinical Trials Network; and C\$23.8 million from the National Cancer Institute (USA) for mammographic imaging screening trials. Two additional grants from NIH, which is the world's largest public sponsor for health sciences research, were valued at C\$303,000 and C\$311,000 each, and contributed to Queen's continued ability to succeed in the very competitive international research landscape.

Queen's experienced a decline in international research funding in 2017-2018. The three-year rolling average of international research funding awarded¹ was C\$36.1 million, down from C\$61.3 million the year before.² As the three year average of total funding awarded declined only slightly, international funding as a percentage of the total decreased from 27.9% in 2016-17 to 18.1% in 2017-18.³ This decline largely resulted from the completion of a large clinical trial. A new trial that will have a significant positive impact on international funding totals will commence in 2018-19.

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

In 2017-2018, the Office of the Vice-Principal (Research) coordinated the submission of 93 award nominations, 24 (26%) of which were international. Queen's faculty have received a number of prestigious international awards and honours this year. For example, Dr. Kelly Suschinsky (Psychology), a post-doctoral fellow at Queen's, was awarded a L'Oréal-UNESCO 2017 Excellence in Research Fellowship, one of the top awards for women working in scientific research; Dr. Margaret Moore (Political Studies) was awarded the 2018 Olaf Palme Visiting Professorship by the Swedish Research Council for the autumn term 2018, and Dr. Arthur B. McDonald (Physics, Engineering Physics and Astronomy) was inducted as a foreign associate of the National Academy of Sciences in the United States.

1 It is important to note the difference between "awarded" research funding and research "revenue". This report addresses awarded research funds. This is different from the research revenue metrics reported in the Strategic Framework. Specifically, awarded amounts are attributed to the year in which the grant or contract was started and, in effect, anticipate future income.

2 Since research funding can vary widely year to year, QUCIP reports the rolling average of international research funding awarded in the fiscal year under review and the rolling averages of the two previous fiscal years (where values presented for a single fiscal year are calculated as the average of totals from that year and the two previous years) to reveal overall trends in performance.

3 Data is derived from TRAQ, a portal through which Queen's researchers report awarded domestic and international grants and contracts. Data is current as of October 2, 2018.



International Mobility

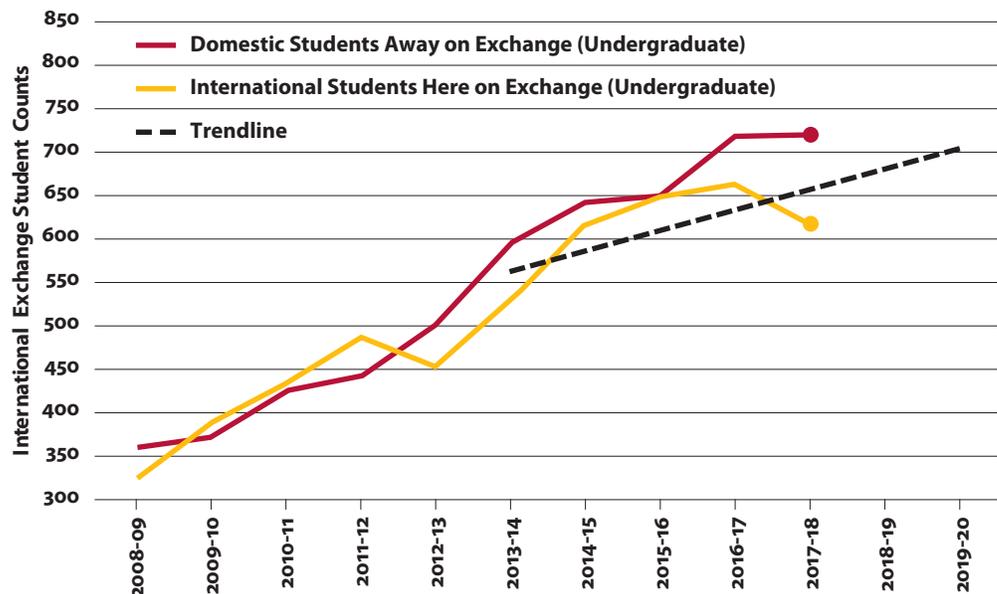
Increase the number of undergraduate students participating in international exchange by 25%.

Queen's measures student international engagement using the number of students participating in international academic exchange, under the umbrella of reciprocal exchange agreements with 157 universities worldwide. Our goal is to increase undergraduate participation in exchange by 25% between 2014 and 2019.

In 2017-18, 1,338 undergraduate students participated in exchange (720 Queen's students away on exchange and 618 students studying at Queen's on exchange), a slight decrease of 3% from the previous year. Nevertheless, participation has increased 19% since 2013-14, and based on preliminary 2018-19 exchange numbers, the university is on track to achieve its 25% increase target by 2019.

Continued growth in exchange activity will be supported by implementation of new exchange partnerships, such as Queen's first trilateral exchange program between the National University of Singapore, University of St Andrews (UK), and Queen's. Faculties and central service units will also develop mechanisms to attract more inbound exchange students to Queen's. The provision of enhanced academic and non-academic supports to both incoming and outgoing exchange students remains a priority for the institution.

Figure 2 – International Students Here on Exchange and Queen's Domestic Students Away on Exchange



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

In contrast to an exchange student, a study abroad student enrolls directly at an international university. In 2017-18, the number of Queen's students studying abroad increased 60%, while the number of incoming study abroad students remained roughly constant. As a result, the gap between the number of incoming and outgoing study abroad students continued to increase relative to the previous year.

Rapid increase in the number of Queen's students studying abroad has been a trend over the course of QUCIP implementation. This increase is the result of a growing number of international students at Queen's choosing to study in their home countries over the summer months.

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

Nine of a targeted ten new international collaborative academic programs have been created since the launch of the QUCIP in 2015. In 2017-2018, the Faculty of Engineering & Applied Science signed a Dual Master's Degree in Chemical Engineering with Zhejiang University.

Table 1 – International Collaborative Degrees

2015-16	2016-17	2017-18
Master of International Business (MIB) – ESSEC Business School Paris-Singapore MIB – University of Queensland MSc in Chemistry – University of Stuttgart 2+2 BAH – Beijing Normal University MIB – Cass Business School	Master of Education – South China Normal University MIB – Universidade Católica Portuguesa Wisdom Tree – Design Thinking (pilot)	Master in Chemical Engineering – Zhejiang University

Queen's also expanded the number of short-term academic programs that allow students to study abroad or bring students to Queen's. For example, the Department of Geography and Planning developed a new field course with Beijing Normal University (BNU), to be alternatively hosted by Queen's and BNU. The Faculty of Education and School of English created four customized short-term programs to offer teacher development and/or English language training to students from Panama, Japan, Ukraine and Spain.



International Enrolment Management

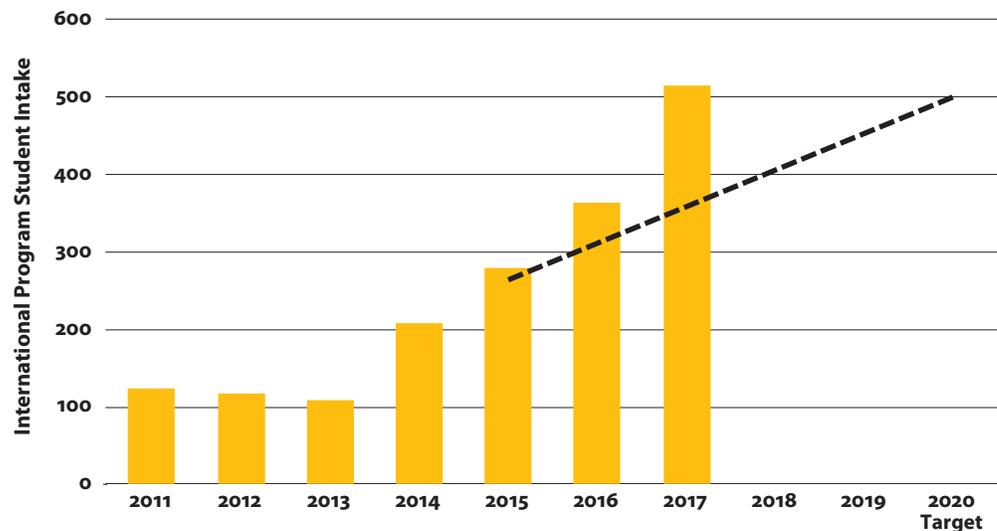
Increase proportion of incoming international fee-paying undergraduate students to 10 per cent of total incoming undergraduate population.

International students bring enormous benefits to Queen's by contributing global and diverse perspectives to the classroom and to all aspects of campus life.

Queen's aims for fee-paying international students to account for 10% of our incoming undergraduate class (about 500 students) by 2019; if international intake is maintained at the 10% level, the entire student body will be comprised of 10% international students by about 2022-23.

Enrolment data for fall 2017 illustrates the success of our international recruitment initiatives. We already exceeded our 2019 target, with 516 undergraduate international students arriving to study at Queen's (compared to just over 100 per year between 2011 and 2013). This success results from a number of longstanding international recruitment, English language training and bridging pathway, and student service initiatives introduced in previous years, and from Queen's growing reputation in priority markets.

Figure 3 – Queen's International Undergraduate Intake: Program Students



International enrolment decisions continue to be guided by the *Comprehensive International Plan*, the *International Undergraduate Recruitment Plan* and 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.

In 2017-2018, Queen's exceeded its target for recruitment of international sponsored graduate students. Just over 20% of incoming international graduate students were sponsored by external, non-Canadian sources. Primary sources of funding included the Cultural Bureau of the Embassy of Saudi Arabia, China Scholarship Council (CSC), Mastercard Foundation, Libyan-North American Scholarship Program (LNASP), and Mexico's Consejo Nacional de Ciencia y Tecnología (CONACYT).

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

In 2017-2018, the Bader International Study Centre (BISC) saw an increase in enrolment, although numbers remained below full enrolment of 175 students. Fall 2017 enrolment increased by 18 students over the previous year, and winter 2018 enrolment increased by 29 students. 24% of first year students and 56% of upper year students identified as international. Nine countries other than Canada were represented at the BISC, including China, Japan, Romania, Kazakhstan and the UK.

Table 2 – BISC Enrolment by Semester

Term	First Year	Upper Year	Total
Fall 2017	130	5	135
Winter 2018	130	22	152
Summer 2018	N/A	106	106

Undergraduate Admission and Recruitment undertook a number of activities to increase enrolment at the BISC, especially in upper year programs. This included working with the new Director, Digital Marketing and Communications - Student Affairs, to develop an overarching marketing and outreach strategy; delivering targeted digital marketing campaigns aimed at both Queen's and non-Queen's students; and launching a campus-wide awareness-raising initiative in high-traffic student areas and in departments and faculties. The BISC is also spending £1.5 million on science and innovation lab space.



International at Home

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

The Queen's University Quality Assurance Process (QUQAP) is a review that academic units undertake to ensure high quality of new and existing academic programs. In 2016-2017, a question was added to the QUQAP cyclical program review to track initiatives academic units are undertaking to support the goals of the QUCIP, with specific reference to curriculum, research and student mobility. Since current programs complete the QUQAP process every seven years, only a small subset of programs have responded to this international focused question to date. Updates on the findings from this question will be reviewed in future reports.

Academic units across the university are providing more international learning and research opportunities for students, and increasing the number of international faculty and speakers on campus. Some activities aimed at achieving these outcomes include:

- International field courses for graduate and undergraduate students offered by a number of departments at Queen's. For example, the Department of Biology offers field courses in China, Central America and South America.
- The International Studies Certificate (ISC), available to all Queen's undergraduate students and intended for those who wish to enhance their undergraduate degree with a formal international program of study. The ISC combines language acquisition with cultural and interdisciplinary learning, and includes a study abroad component.
- Co-supervision of PhD students by faculty at Queen's and universities outside of Canada.
- The Undergraduate Awards (UA), through which students can submit research papers in competition with over 200 institutions worldwide. In 2017, Queen's had one global winner and four highly commended winners.
- The Principal's Development Fund – International Visitors Program, which enhances internationalization in the classroom and the research environment by providing funds for Queen's scholars to host faculty from outside of Canada and to travel to Matariki Network of Universities (MNU) partner institutions.
- Global Citizenship Forum, which brings together students from across the MNU network to develop grass roots initiatives on global citizenship.
- Queen's-Dartmouth Research Development Fund, through which Queen's faculty can apply for funding to strengthen research collaboration between Queen's and Dartmouth, the only North American MNU members.

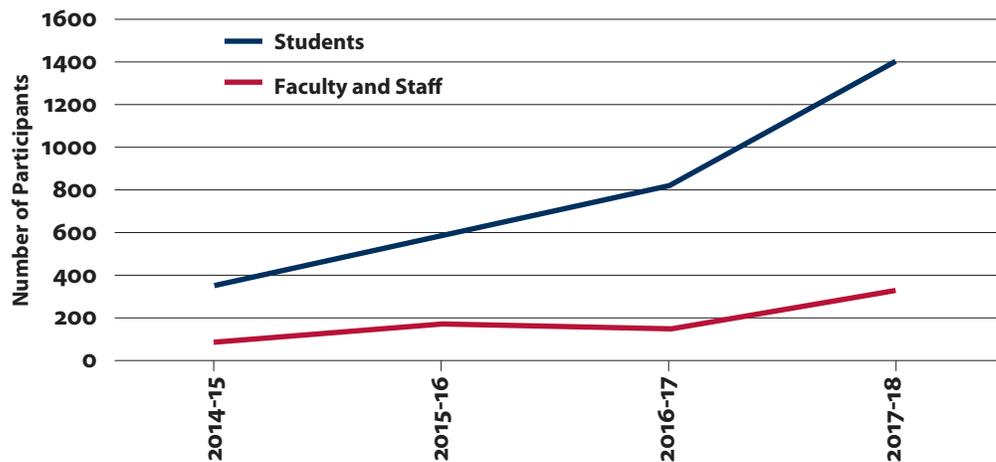
Increase number of students participating in intercultural training by 15 per cent, and increase number of faculty and staff trained by 60 per cent.

Queen's surpassed targets for intercultural training participation during the first year of the plan, and has continued to see high growth in participation, especially amongst students. In academic year 2017-18, 1401 students took part in intercultural training at the Queen's University International Centre (QUIC), a 72% increase over the previous year. This growth was largely due to engagement of student leaders and student government affiliated groups.

The number of faculty and staff who participated in intercultural training also grew substantially in 2017-2018. 322 faculty and staff participated in intercultural training through Human Resources or QUIC, more than double the number of participants the previous year.

In 2017-18, QUIC and Four Directions Indigenous Student Centre collaborated to add an Indigenous Culture & Experience module to the Intercultural Awareness Certificate Program. This change has resulted in more thorough representation of Indigenous knowledge, experience and voice within the structure of the Intercultural Awareness Certificate (IAC) program and is providing additional opportunities for Queen's students to access Indigenous teaching and perspectives on campus.

Figure 4 – Participation in Intercultural Training



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

The International at Home Event Series at the Isabel Bader Centre for the Performing Arts had a third successful year in 2017-18. The Series brought together domestic and international students to deepen intercultural awareness and sense of community through music. Faculties and units across campus sponsored pairs of tickets, which the Isabel matched one-to-one. The tickets were distributed to international and domestic students to attend a performance together. Each performance included a pre-concert reception, providing an opportunity for students to meet the artists, senior university administrators, faculty, staff and alumni. During 2017-18, approximately 200 students attended the performances.



Alumni Relations and Advancement

The Office of the Associate Vice-Principal (International) (AVPI) is collaborating closely with the Office of Advancement in two priority areas:

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

2017-2018 was a productive year for Queen's in all priority regions. In May 2017, in honour of its 175th anniversary, Queen's hosted a special ceremony and gala dinner in Hong Kong for alumni, and current and prospective students. Alumni in the Asia-Pacific region were invited to participate in a ceremony similar to Convocation in order to re-confirm their commitment to their Queen's degree and celebrate their status as alumni. An honorary degree was presented, the first outside of Canada, to Mr. Justice Kin Kee Pang, Arts'70, a longtime volunteer leader and a retired Judge of the High Court in Hong Kong. Following the ceremony, alumni attended a gala dinner with a keynote presentation by Nobel Laureate Dr. Arthur B. McDonald.

In Shanghai and Hong Kong, AVPI and Advancement worked with the Dunin-Deshpande Queen's Innovation Centre (DDQIC) to launch Global Network nodes. The Global Network engages Queen's alumni to provide mentorship to young entrepreneurs participating in DDQIC's start-up programming.

Queen's also hosted a successful event in Singapore for alumni, exchange students, international university partners, and prospective students and parents. The panel discussion was on the topic of "Queen's Dialogue: Innovating for the Future".

In the United States, delegations to New York and California were hosted by Dr. Barbara Crow, Dean of the Faculty of Arts & Science, and Dr. Kevin Deluzio, Dean of the Faculty of Engineering & Applied Science, respectively. The New York event featured alumni speaker Ali Velshi, Artsci'94, LLD'16, MSNBC Anchor. The San Francisco event promoted Queen's research and its connection to student entrepreneurial efforts by featuring researcher Aris Docoslis and student entrepreneur Christian Baldwin (Spectra Plasmonics). Los Angeles alumni attended an event with Dean Deluzio in conversation with President of the NFL Network, Mary Ann Turcke, Sc'88, MBA'97.

To create volunteer leadership in small international markets, a new Global Alumni Ambassadors program was developed to expand international alumni engagement and create a broader infrastructure to support university international priorities.

Advancement will continue to harness the energy and enthusiasm of international alumni volunteers to host and welcome visiting senior leaders, participate in recruitment and conversion events abroad, and welcome and connect with international and exchange 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 awards
- Support for international students on campus, and
- Support for exchange opportunities.



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