



Queen's  
UNIVERSITY

Queen's University  
Comprehensive  
International Plan (QUCIP)  
**Annual Report 2018-2019**





# Building on Queen's international collaboration

Queen's University has continued on the path of internationalization, advancing the goals that were defined in the Queen's University Comprehensive International Plan (2015). Queen's has exceeded the targets in some key areas and made progress in other areas. Queen's success in advancing international objectives is due to valuable collaborations across the university community, including deans, faculty, staff, students, and alumni. The progress that has been made is directly attributable to the significance and value that Queen's as a whole community has placed on global engagement.

In 2018-2019, internationalization has continued to be stable through the transition of senior leadership at Queen's. This period of stability allowed Queen's to focus on developing the international programs and activities already in place, streamlining processes, and focusing on experiential learning outcomes for student participants.

During the 2018-2019 academic year, Queen's hosted two major student conferences to help build international bridges and forge increased understanding of indigeneity and cross-cultural communication. In February 2019 Queen's hosted the Japan Canada Academic Consortium's (JACAC) 10th annual Student Forum that brought together Canadian and Japanese students from 14 universities for a program that focused on politics in an era of global change. Students came away with an increased understanding of Japan-Canada relations and friendships of lasting significance. In summer 2019 Queen's hosted the 4th gathering of the Matariki Indigenous Student Mobility Program. This program focused on Indigenous language, learning, and land. Through community-based learning, students, faculty, and Indigenous leaders from Dartmouth, Durham, Otago, Uppsala, and Western Australia collaborated with Queen's participants to explore Indigenous pasts, presents, and futures and to honour traditional ways of knowing, learning, and teaching.

This report provides updates on progress towards the goals set in 2015 that reflect the four pillars of the Queen's University Comprehensive International Plan (QUCIP): international research engagement, international mobility, international enrolment management and international at home.



# International Research Engagement

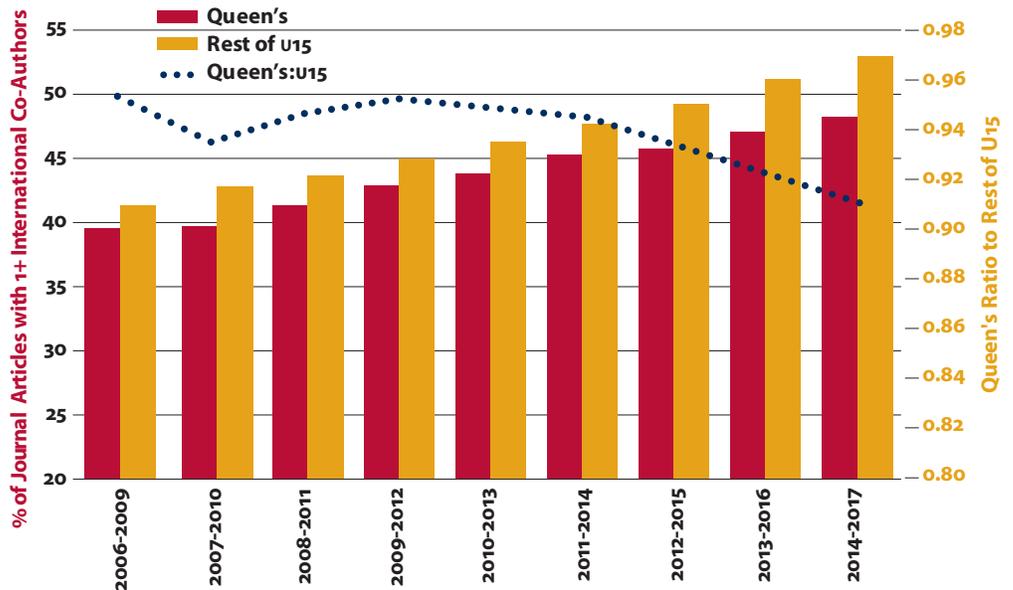
**Increase international co-publication collaboration at the same rate it has been increasing, with Queen’s approaching the U15 average by 2019.**

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

International research engagement has been measured 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 CWTS Leiden Ranking). There are many forms of international research collaboration that are not captured by this metric.

Our 2019 goal is to achieve an ICI equal to 95% of the U15 average. Since the start of the QUCIP, Queen’s ICI has steadily increased, and is now at 47.5%. However, the ICI within U15 universities has increased more rapidly than the Queen’s ICI, and we are not on track to meet this target.

**Figure 1 – International Research/Publication Collaboration**



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

Four of the most notable awards (grants, contracts, or clinical trials) in 2018-2019 were made to the Canadian Cancer Trials Group (CCTG). International research funding increased in 2018-2019. The total international research funds awarded was C\$75 million. The three-year rolling average of international research funding awarded<sup>1</sup> was C\$48.8 million, up from C\$36.1 the year before.<sup>2</sup> International funding as a percentage of the total increased from 19.9% in 2017-2018 to 23.9% in 2018-2019.<sup>3</sup> This increase largely resulted from additional funding under clinical trials.

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

In 2018-2019, the Office of the Vice-Principal (Research) coordinated the submission of 89 award nominations, 24 (27%) of which were international. Queen's faculty members have received a number of prestigious international awards and honours this year. Some examples:

- Dr. John Smol (Biology) was named a Fellow of the Royal Society (London), one of only three Queen's professors ever inducted.
- Professor Stephen Hughes (Physics, Engineering Physics and Astronomy) received a Humboldt Research Award to carry out research projects of the researchers own choice in cooperation with specialist colleagues in Germany.
- Dr. Cathleen Crudden (Chemistry) won the 2019 Arthur C. Cope Scholar Award, given by the American Chemical Society in recognition of outstanding achievements in the field of organic chemistry. Dr. Crudden is one of only a handful of Canadians to be chosen for this honour in the award's 32-year history.
- Dr. Jean Hutchinson (Geological Sciences and Geological Engineering) was named the 2019 Glossop Medal Lecturer, sponsored by the Engineering Group of the Geological Society (UK), the highest distinction in Engineering Geology worldwide.
- Dr. J. Curtis Nickel (Urology) received the Mostafa Elhilali Award from the Société Internationale d'Urologie.
- Dr. Richard Reznick (Dean, Faculty of Health Sciences) has been awarded an honorary fellowship from the Royal College of Surgeons – the highest honour the organization can confer.

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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. 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 September 9, 2019.



# International Mobility

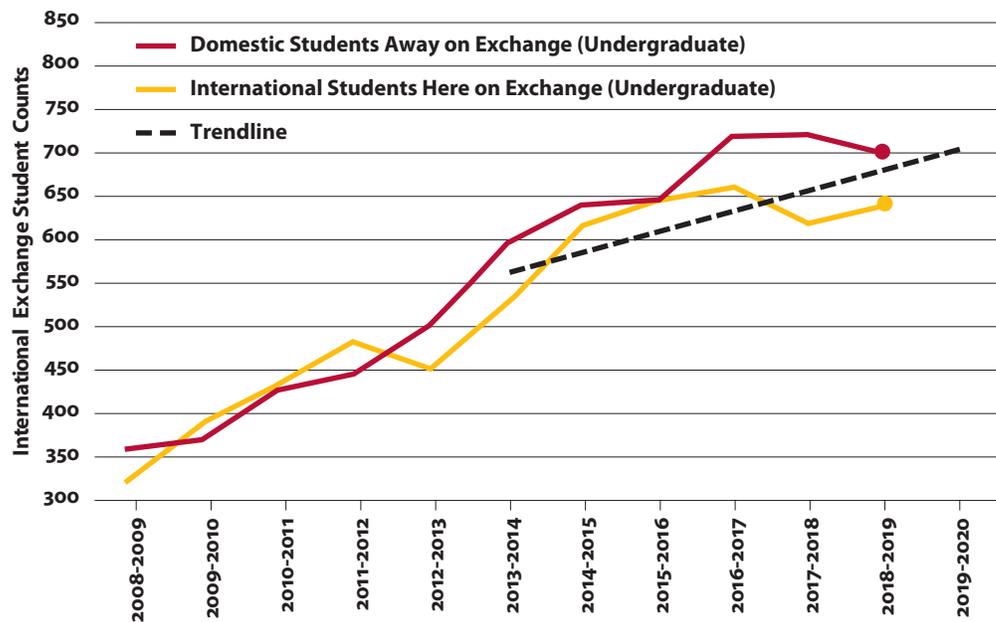
## Increase the number of undergraduate students participating in international exchange by 25%.

Queen's measures student international engagement using the number of students participating in international academic exchange under the umbrella of reciprocal exchange agreements with 183 universities worldwide. Our goal is to increase undergraduate participation in exchange by 25% over the period from 2014 to 2019.

In 2018-2019, 1,355 undergraduate students participated in exchange (713 Queen's students away on exchange and 642 students studying at Queen's on exchange), a slight increase of 1.3% from the previous year. Participation has increased 19% since 2013-2014, and based on preliminary 2019-2020 exchange numbers, the university is on track to achieve its 25% increase target by 2020.

Growth in exchange activity is supported by the continuous implementation of new exchange partnerships.

**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.**

The number of study-abroad students enrolled directly at a university outside of Canada has continued to increase. Compared with the previous year, in 2018-2019 the number of Queen’s students studying abroad increased by 41%. This increase is 19% less than the increase between 2016-2017 and 2017-2018. The number of incoming study-abroad students remained roughly the same as in previous years. As a result, the gap between the number of incoming and outgoing study-abroad students decreased slightly from 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.**

Ten new international collaborative academic programs have been created since the launch of the QUCIP in 2015. In 2018-2019, the Stephan J.R. Smith School of Business signed an articulation agreement with Peking University in China. This collaborative program allows Queen’s students to study for two years in Kingston and another two years at Peking University, receiving a degree from both institutions.

**Table 1: International Collaborative Degrees**

| 2015-2016   | 2016-2017   | 2017-2018   | 2018-2019                           |
|---|---|---|-------------------------------------|
| <b>Master of International Business (MIB) – ESSEC Business School Paris-Singapore</b><br><b>MIB – University of Queensland</b><br><b>MSc – University of Stuttgart</b><br><b>2+2 BAH – Beijing Normal University</b><br><b>MIB – Cass Business School</b> | <b>Master of Education – South China Normal University</b><br><b>MIB – Universidade Católica Portuguesa</b><br><b>Wisdom Tree – Design Thinking (pilot)</b> | <b>Master in Chemical Engineering – Zhejiang University</b> | <b>2+2 BCom – Peking University</b> |



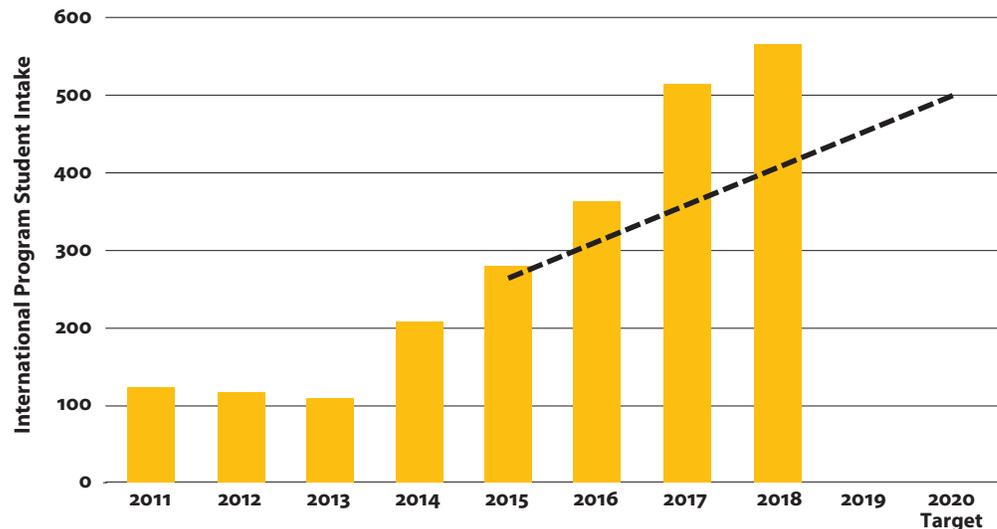
# International Enrolment Management

## 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, research, and all aspects of campus life. Queen's aims for fee-paying international students to account for 10% of our incoming undergraduate class by 2019.

Enrolment data for fall 2018 illustrates the success of our international recruitment initiatives. We have already exceeded our 2019 target, with 565 undergraduate international students (11.9% of the total) arriving to study at Queen's (compared to just over 100 students per year between 2011 and 2013). This success results from a number of long-standing 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**



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

In 2017-2018, Queen's exceeded the target for recruitment of international-sponsored-graduate students. In 2018-2019, 17% 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, Mastercard Foundation, Mexico's Consejo Nacional de Ciencia y Tecnología (CONACYT), Libyan-North American Scholarship Program (LNASP), and the China Scholarship Council (CSC).

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

In 2018-2019, the Bader International Study Centre (BISC) saw consistent enrolment, although numbers remained below full enrolment capacity of 175 students. For the upper-year program, fall 2018 enrolment increased by 11 students over the previous year, winter 2019 enrolment saw a decrease of 6 students, and summer continued to be the most popular term for upper-year students with an increase of 7 students over the previous year.

18% of first-year students and 14% of upper-year students identified as international. Five countries other than Canada were represented at the BISC: China, United States, Trinidad and Tobago, Hong Kong, and Kazakhstan.

**Table 2 – BISC Enrolment by Semester**

| <b>Term</b>        | <b>First Year</b> | <b>Upper Year</b> | <b>Total</b> |
|--------------------|-------------------|-------------------|--------------|
| <b>Fall 2018</b>   | <b>124</b>        | <b>16</b>         | <b>140</b>   |
| <b>Winter 2019</b> | <b>124</b>        | <b>16</b>         | <b>140</b>   |
| <b>Summer 2019</b> | <b>N/A</b>        | <b>113</b>        | <b>113</b>   |

Undergraduate Admission and Recruitment undertook several activities to increase enrolment at the BISC, especially in upper-year programs. This included many marketing and outreach initiatives, delivering targeted digital marketing campaigns aimed at Queen's and non-Queen's students, on-campus class visits, booth set ups in high-traffic student areas and in departments and faculties, and specialized conversion events for interested on-campus students. First-year recruitment initiatives included over 110 individual high-school visits and attendance at several international study-abroad events. The BISC also saw the completion of the science and innovation lab space, which has allowed the BISC to offer the Concurrent Education Program (Bachelor of Science) program.



# 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 Comprehensive International Plan, with specific reference to curriculum, research, and student mobility. Since existing programs complete the QUQAP process every seven years, only a small number of programs have responded to this international-focused question to date.

Academic units across the university are continuing to increase the number of opportunities for international experiences for students by providing international learning and research prospects 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 an increasing number of departments at Queen's provide students with experiential learning opportunities in discipline-specific areas, deepening their practical knowledge.
- The International Studies Certificate (ISC) 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. The ISC combines language acquisition with cultural and interdisciplinary learning and includes a study-abroad component.
- Students can submit research papers to The Undergraduate Awards (UA) in competition with over 200 institutions worldwide. In 2018, Queen's had eight highly commended winners, who placed in the top 10% in each subject category.
- The Principal's Development Fund – International Visitors Program furthers internationalization in the classroom and the research environment by providing subsidies for Queen's scholars to host faculty from outside Canada and to travel to Matariki Network of Universities partner institutions.
- BISC students continue to participate in the Matariki Network of Universities' Global Citizenship Forum, which brings together students to develop grass-roots initiatives on Global Citizenship.
- Queen's faculty members can apply for the International Experiential Learning and Field Programs award which provides funding for travel to develop, sustain, and enhance international field or experiential learning programs to further internationalize the student learning experience.

**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 the 2018-2019 academic year, 2,281 students participated in intercultural training at the Queen's University International Centre (QUIC), a 62% increase over the previous year. This growth was largely due to increased engagement with student leaders and student-government-affiliated groups. In January 2019 the Intercultural Awareness Certificate (IAC) program, delivered by QUIC and Four Directions Indigenous Student Centre, was offered online for the first time. 53 of the 2,281 students participated online.

The number of faculty and staff members who participated in intercultural training continued to grow strongly in 2018-2019. 525 faculty and staff participated in intercultural training through Human Resources, including Learning Catalogue workshops and customized training or the Queen's University International Centre, a 63% increase over the number of participants in the previous year.

**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 fourth successful year in 2018-2019. The Series brought together domestic and international students to deepen intercultural awareness and a sense of community through music. Faculties and units across campus sponsor pairs of tickets, which the Isabel matches one-to-one. The tickets are 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 artists, senior university administrators, faculty, staff, and alumni. In 2018-2019, approximately 130 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, United Kingdom, China, and Hong Kong**

2018-2019 saw strategic connections developed in priority international regions for the Office of Advancement.

In Beijing, the AVPI and the Office of Advancement worked with the Dunin-Deshpande Queen's Innovation Centre (DDQIC) to launch the seventh Global Network node. The Global Network engages Queen's alumni to provide mentorship to young entrepreneurs participating in DDQIC's start-up programming. A pilot program was launched in Hong Kong to offer DDQIC's Design Thinking Workshop to the alumni audience, to further engage innovation node volunteers and the alumni community.

In London, UK, the Alumni Branch hosted a premiere event with Queen's alumna and BBC Chief International Correspondent Lyse Doucet, which also featured a special reception for alumni of the Bader International Study Centre. Principal Woolf hosted an event in Bermuda, the first in many years, to engage alumni on the island. In the United States, alumni engagement events were hosted in New York City, San Francisco, Silicon Valley, Los Angeles, Portland, and Boston.

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

## **2. Increasing philanthropic support for international priorities**

The Office of 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
- Support for exchange opportunities.

# Looking Ahead

During a time of transition in the senior leadership, the focus has been on enhancing international programs and activities currently in place, creating new experiential learning opportunities for students, and building international relationships and partnerships. Assembling a compendium of Queen's current global engagement across campus is also underway to facilitate planning for the next comprehensive international plan.

A new comprehensive international plan will be required as a priority to set a new global strategy for Queen's that builds on the values and aspirations identified through the Principal's Conversations and other consultations. While the current plan effectively identifies priorities and documents progress, we recognize that the university's place in the world is ever-evolving. University-wide conversations are critical about the global framework of such key elements of the university as teaching and learning, research, innovation, global community, and industry collaborations. With renewed focus and mandate, the university also has the opportunity to consider global engagement as a means to promote equity, diversity, and inclusion goals through a broad vision for "international at home" and to advance our understanding of compelling global questions.



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