



Queen's
UNIVERSITY

Comprehensive International Plan 2015-2019

Annual Report 2016-2017





More than Halfway to Success

It has been two years since Queen's University launched the *Comprehensive International Plan 2015-2019 (QUCIP)* to align with the objectives of the *Queen's University Strategic Framework 2014-2019*. In this short time, Queen's has achieved some transformational change for the better. Our undergraduate and graduate student populations are now approximately 10% and 20% international respectively, providing much needed diversity and adding a new vitality to our campus. Accordingly, we have made a commitment to prioritizing diversity, equity and inclusion considerations into all aspects of our university community, and we have achieved some remarkable partnerships to raise our international profile. This annual report provides an update on the key performance indicators in the QUCIP for the year 2016-2017, the half-way point for plan implementation.

The whole Queen's community can be very proud of our achievements to date. We have already met or exceeded a number of our targets, including those for intercultural training, and international undergraduate and graduate student enrolment. The university has also embarked on one of its most ambitious international engagements to date. With a generous grant from the Mastercard Foundation, Queen's has partnered with the University of Gondar to implement a \$24-million, 10-year program to advance inclusive education for young people with disabilities in Ethiopia and other African countries.

The excellent results of internationalization at Queen's can be seen every day in the growing diversity of our students, the global impact of our research, the international content in our curriculum, and the engagement of our global alumni. Thank you to deans, faculty members, staff, students and alumni for contributing to our success in achieving the metrics set out in this plan. Every step of this strategy has provided valuable learning about people, processes, and new approaches to ensure Queen's continues to adapt and remain dynamic in an ever-changing world.



Kathy O'Brien
Associate Vice-Principal (International)

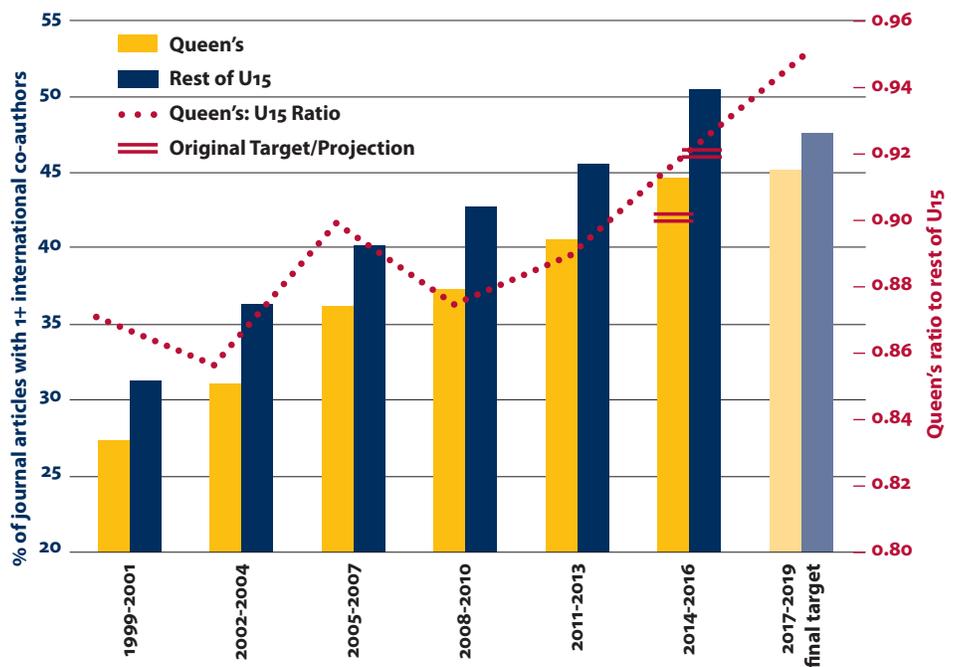
International Research Engagement

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

International research collaboration is intrinsic to Queen's internationalization efforts and raising our profile internationally. The *Queen's University Comprehensive International Plan 2015-2019 (QUCIP)* and the *Queen's University Strategic Framework 2014-2019* measure international research engagement using the international collaboration index (ICI) which measures the number of refereed journal articles with both a Queen's 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).

The QUCIP aims to achieve an ICI equal to 95% of the U15 average by 2019; the university is 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 nonetheless increased to 92%. The next reporting window will capture 2017-19 and will be reported in the Fall of 2020.

Figure 1: International Research/Publication Collaboration

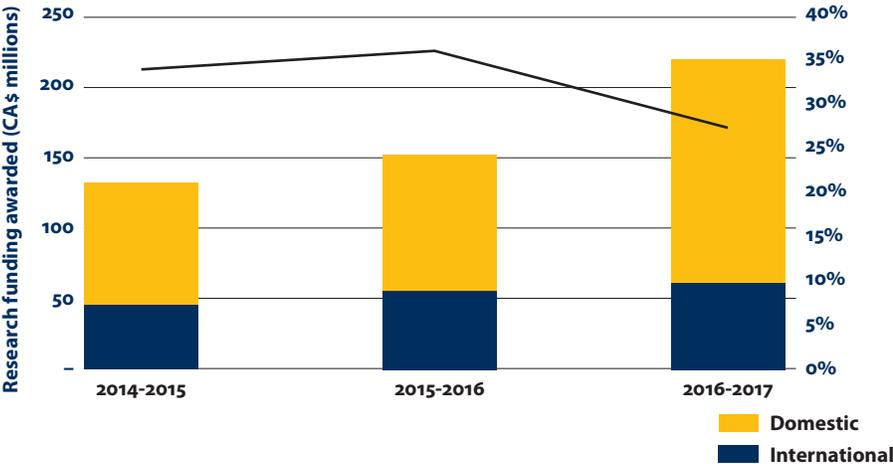


Increase research funding from external international sources to 40% of total research funding to support global research excellence.

Queen's had a very successful year in attracting external research funding. The three year rolling average in research funding awarded¹ (both domestic and international) increased 43% in 2016-17.²

With respect to international funding awarded, the three year rolling average in 2016-17 was \$61.3 million, an increase over 2015-16. International as a percentage of total research funding declined to 27.9% from approximately 36% the previous year, as a result of a more significant increase in domestic than international research funding.³

Figure 2: Three-Year Rolling Average of Research Funding Awarded



This increase in domestic funding is strongly connected to Queen's research success internationally. For example, due to Queen's excellence in particle astrophysics, Queen's received \$63.7 million from the Government of Canada's Canada First Research Excellence Fund to form the Canadian Particle Astrophysics Research Centre, and \$57.4 million from the Canada Foundation for Innovation and the Ontario Ministry of Research, Innovation and Science for SNOLAB.

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 average of international research funding awarded in the year under review and two previous fiscal 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 26, 2017.

Domestic funding provided essential resources for advancing Queen's international research agenda in 2016-2017. For example, Canada's Queen Elizabeth II Diamond Jubilee Scholarship provided \$449,000 to fund the Network for Equity in Maternal and Child Health, which will include partnerships between researchers in Health Sciences at Queen's and institutions in Asia, Africa, South America, and the Canadian North.

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

In 2016-2017, the Office of the Vice-Principal (Research) coordinated the submission of 71 award nominations, 17 (24%) of which were international. Two awards have been successful to date. Chemistry Professor Tucker Carrington received the prestigious Humbolt Research Award-one of only 100 recipients worldwide across all disciplines. Political Studies Professor John McGarry, was a co-recipient of the 2017 Distinguished Scholar Award from the Ethnicity, Nationalism and Migration Studies section of the International Studies Association. Due to long award processing timelines, success rates will be revisited in future QUCIP annual reports.

The university has undertaken a number of steps in 2016-2017 to support the faculties in their efforts to raise their international profile and engage in international research, including:

- Hiring an Assistant Director, Grants and International Research Development to create a strategy to help Queen's attain more international research funding.
- Hiring three in-faculty Research Projects Advisors to help faculty identify and secure research grants, both domestic and international.
- Awarding \$100,000 under the Queen's Research Opportunities Funds (QROF) for initiatives involving international partners.
- Continuing partnership with the Governor General's Enhancing Global Recognition for Canadian Research Excellence initiative, a federal government program that identifies international awards and assists universities in externally reviewing award applications.
- Initiating a research communications strategy in University Relations. The strategy will help to support faculty research activities and amplify external awareness of Queen's research strengths and the impact of Queen's research, scholarship and innovation.



International Mobility

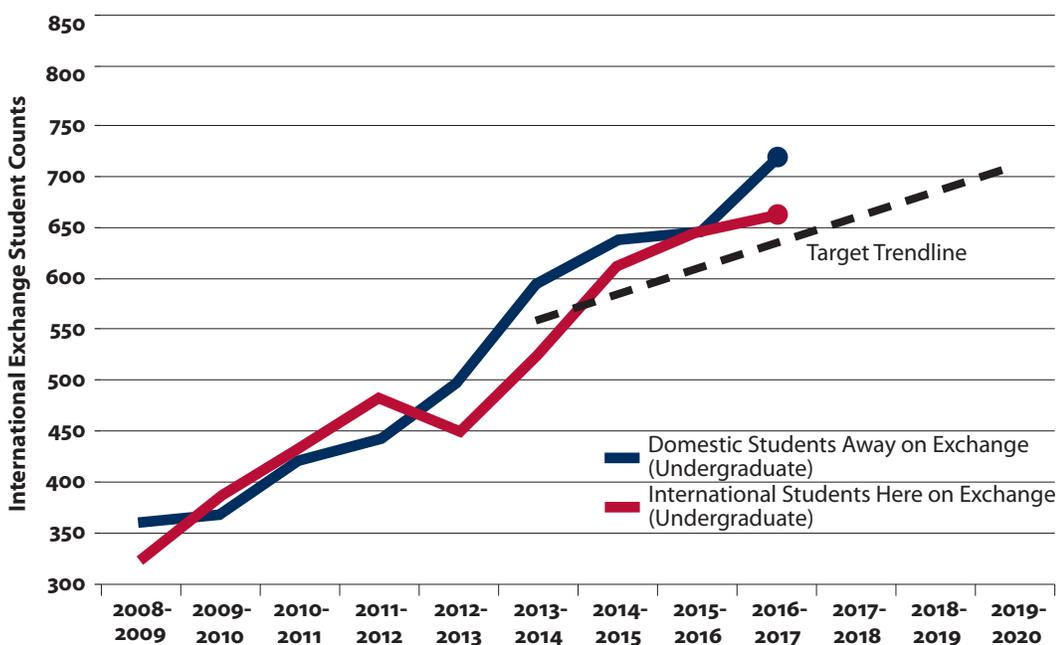
Increase the number of undergraduate students participating in international exchange by 25%.

Studying outside of Canada is associated with enhanced learning and skill development outcomes. Queen's has reciprocal agreements with 197 partners worldwide through which a Queen's student can study at a non-Canadian university.

Queen's has almost reached its 2019 target for undergraduate exchange participation. In 2016-2017, 1,381 students took part in exchange (718 Queen's students away on exchange and 663 students studying at Queen's on exchange), an increase of 23% over 2013-14 and well above our target trend line. Continued growth in exchange activity will be supported by new exchange partnerships and the provision of appropriate services to students here and away on exchange.

In 2016-2017, Queen's focused on increasing the accessibility and inclusivity of international mobility by developing new programming and increasing financial support. The university launched its first diversity focused international mobility program called the Matariki Indigenous Student Mobility Program (MISMP). Three students and a faculty lead travelled fully-funded to the University of Otago in New Zealand for a program focused on Indigenous knowledge systems and Maori culture. Queen's also secured funding through the Canada Learning Initiative in China (CLIC) program for 24 Queen's students to study fully-funded in China for a semester.

Figure 3: Undergraduate 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 contrast to an exchange student, a study abroad student enrolls directly at an international university. In 2016-2017, the number of Queen's students studying abroad increased 50%, while the number of incoming study abroad students declined by more than 50% (from approximately 60 to 30). As a result, the gap between the number of incoming and outgoing study abroad students increased relative to 2015-2016. The rapid increase in outbound study abroad 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.

Eight of a targeted 10 new international collaborative academic programs have been created since the launch of the QUCIP in 2015.

Queen's launched two new dual degree programs in 2016-2017. The Faculty of Education finalized the Master of Education Dual Degree offered with South China Normal University (SCNU) in Guangzhou, China. Smith School of Business added Universidade Católica Portuguesa as a partner school for the Master of International Business (MIB), allowing students to earn both a Smith MIB degree and an International Master of Science in Management from a leading Portuguese university.

Queen's also embarked on a pilot partnership with Wisdom Tree, China's largest provider of online education. Dr. Sidneyeve Matrix, Associate Professor, Film and Media, delivered a Design Thinking course in Fall 2017/Winter 2018 as Queen's first offering on the platform.

Table 1: International Collaborative Degrees

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



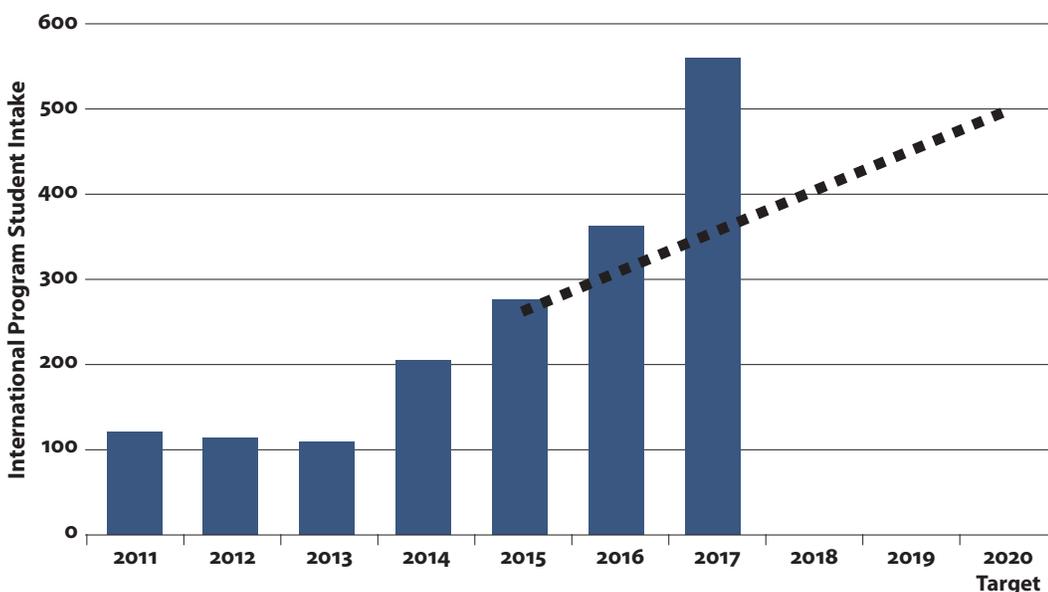
International Enrolment Management

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

The presence of a critical mass of international students on campus benefits both international and domestic students by broadening their global perspective. The QUCIP aims for fee-paying international students to account for 10% of the incoming undergraduate class (about 500 students) by 2019; if international *intake* is maintained at the 10% level, the entire undergraduate student body will be comprised of 10% international students by 2022-23.

In 2016-2017, international fee-paying students comprised 8.4% of the total incoming undergraduate population. Preliminary enrolment data for Fall 2017 indicates that Queen's has already exceeded its 2019 target of 10%, with approximately 560 undergraduate international students arriving to study at Queen's (compared to just over 100 per year between 2010 and 2013). This success results from enhanced international recruitment, English language training and bridging pathways, and student service initiatives introduced previously but continuing today, supplemented with more recent activity (e.g. an international student experience survey in the Faculty of Engineering and Applied Science).

Figure 4: Queen's International Undergraduate Intake: Degree-Seeking 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 2016-2017, Queen's achieved its target for recruitment of international sponsored graduate students. Just over 10% of incoming international graduate students were sponsored by external, non-Canadian sources. Primary sources of funding included the China Scholarship Council (CSC), the Cultural Bureau of the Embassy of Saudi Arabia, and Mexico's Consejo Nacional de Ciencia y Tecnología (CONACYT).

Several initiatives have been undertaken to increase the proportion of sponsored graduate students, including:

- Continuation of agreements with the China Scholarship Council (CSC) and CONACYT, which provide funding for Chinese PhD and Mexican master's and PhD degree-seeking students respectively.
- Coordination of an annual recruitment event at Queen's for upper year international undergraduate students who are funded under the Mitacs Globalink program at Ontario and Quebec universities.
- Participation in the 2016 CSC Recruitment Fair in Beijing and Shanghai to showcase Queen's graduate and research opportunities to Chinese students.
- Collaborative membership in CALDO, a consortium of nine leading Canadian research universities that provides opportunities for recruiting government-sponsored graduate students, primarily from Latin American countries. Agreements are in place with Chile, Columbia and Mexico.
- Enhanced professional development programming to support the graduate student experience and offer experiential learning opportunities. For example, in 2016, School of Graduate Studies launched the PhD-Community Initiative, a new addition to the Expanding Horizons program, to provide students with the opportunity to work in inter-disciplinary teams to assist local community organizations in addressing a particular issue or challenge.



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

In April 2017, Queen's appointed Dr. Hugh Horton as the new Vice-Provost and Executive Director of the Bader International Study Centre (BISC), effective July 1, 2017. Dr. Horton will be overseeing a strategic planning process that will position the BISC as a centre for international learning and research, increase enrolment, and raise the profile of the BISC at Queen's and amongst our international partners.

Overall enrolment at the BISC in 2016-2017 remained below the QUCIP target of 175 students for each semester.

Table 2: BISC Enrolment by Semester

Term	First Year	Upper Year	Total
Fall 2016	109	10	117
Winter 2017	107	16	123
Summer 2017	0	135	135

The majority of students attending the BISC during the fall and winter semesters were enrolled in the first year program. In 2016-2017, the BISC continued to diversify the degree programs offered in the first year by adding a Concurrent Education stream. The new stream proved popular, attracting 22 students (relative to a target of 10). Overall, first year enrolment increased by 8 students relative to Fall 2015.

Summer enrolment in specialty programs, such as the International Law program, continues to be strong. Dr. Horton is working across faculties, schools and units at Queen's to develop new specialty programs to enhance summer enrolment.

Achieving enrolment targets is the BISC's highest priority. It is currently implementing the recommendations of the BISC Enrolment Taskforce. In Fall 2017, the BISC welcomed the largest first year class ever and 16% of students at the BISC are international. In the coming year, focus will turn to ensuring strong student numbers at the upper year level. Two new staff have been hired in University Admissions and Recruitment dedicated to BISC student recruitment; academic programs are being reviewed to ensure they meet student needs and interests; and we will be focusing international recruitment efforts on a small number of university partners where we have seen strong interest in BISC programs.

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 current programs complete the QUQAP process every seven years, only a small subset of programs have responded to this international-focused question to date.

In response to the recommendations made in the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) and the Truth and Reconciliation Task Force (TRCTF), the Equity, Diversity, and Accessibility section of the review was further revised in June 2017. These revisions more explicitly prompt units to set specific and measurable equity goals, which are critical to creating more equitable internationalization at Queen's.

Academic units across the university are increasing international experiences for students by providing international learning and research opportunities, 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 are 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)** is available to all Queen's University 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.



- **The Principal's Teaching and Learning Awards – International Education Innovation Award**, launched in 2015, recognizes excellence in the internationalization of curriculum. The 2016-2017 award was granted to Associate Professor Ajay Agarwal, Department of Geography and Planning, for his graduate international field course that focuses on urban planning in India.
- **Co-supervision of PhD students** by faculty at Queen's and universities outside of Canada.
- **Queen's participates in The Undergraduate Awards (UA)**, the world's leading undergraduate research awards program. UA provides students the opportunity to submit research papers in a competition with over 200 institutions worldwide. In 2016, a Smith School of Business student was recognized as a Highly Commended winner (top 10% of submissions) in the Business 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 of Canada and to travel to Matariki Network of Universities (MNU) partner institutions.
- **Matariki Network of Universities (MNU) Inaugural Lecture Series** – In February 2017, Queen's hosted the Matariki Lecture Series as part of Queen's 175th Anniversary celebrations. Dr. Denise Anthony, Vice Provost (Academic Initiatives) and Professor of Sociology at Dartmouth College, spoke on the theme "Big Data, Cybersecurity and Healthcare". The lecture was livestreamed for MNU partners around the world, as well as the Queen's community, and was recorded and uploaded to YouTube.

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 in the first year of the plan, and has continued to see growth in participation, especially amongst students. Intercultural training for students is delivered through the Queen's University International Centre (QUIC). In academic year 2016-2017, 814 students participated in intercultural training activities at QUIC, a 37% increase from 2015-2016. This strong growth was partially driven by enrolment of 102 students in the new for-credit intercultural training course developed by QUIC and the Department of Languages, Literature and Cultures.

The number of faculty and staff on campus who have participated in intercultural training continued to increase in 2016-2017 but at a slower rate than the year before. 156 staff and faculty participated in workshops organized by Human Resources in 2016-2017, compared to 170 in 2015-2016.

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 second successful year in 2016-17. The Series brought together domestic and international students to deepen intercultural awareness and 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. During 2016-17, over 200 students attended the performances. Queen's staff presented the success story of this event at the 50th Annual Conference for the Canadian Bureau for International Education (CBIE).

In November 2016, Queen's expanded activities for **International Education Week**. Some events included an international photo contest showcasing the international experiences of Queen's students, an international exchange fair, World Link Trivia Night, and tours of the university's Agnes Etherington Art Centre for international students, staff and families. These events aimed to recognize diversity on campus, introduce international students to senior administration, and promote opportunities to study abroad.



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

In 2016-2017, AVPI and Advancement worked with the Dunin-Deshpande Queen's Innovation Centre (DDQIC) to launch Global Network hubs in the U.K., Los Angeles, San Francisco and New York City. The Global Network engages Queen's alumni to provide mentorship to young entrepreneurs participating in DDQIC's start-up programming. Although only a few months old, the Global Network hubs have become excellent examples of how the Queen's global community can come together to create economic and social impact.

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 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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