



Queen's  
UNIVERSITY

# Comprehensive International Plan

**2015-2019**

**Interim Report, March 2016**



# The Path to Progress



The Queen's University Comprehensive International Plan was launched in August 2015 to align with the four drivers of the Queen's University Strategic Framework 2014-2019. This interim report provides a progress update on the key performance indicators from the international plan, using the baseline year of 2014-15 for reporting purposes.

Guided by the performance metrics of the QUCIP, Queen's is making every effort to position itself as a global leader in academic and research excellence. The Plan is supported by focused international research collaborations, new academic program development at the graduate and undergraduate level, international recruitment efforts, exchange and other study-abroad opportunities, and international alumni engagement. New international initiatives are proceeding in each of the six faculties, the School of Graduate Studies, the Queen's University International Centre (QUIC), the Queen's School of English, and the Office of the Associate Vice-Principal (International). The university's memberships and active participation in the Matariki Network of Universities (<http://matarikinetwerk.org>) and CALDO (<http://www.caldo.ca/en>) help advance international research and education, and build our reputation internationally.

Our Marketing department is evaluating ways to improve international marketing efforts, including most notably the planned launch of a new international Queen's website in April 2016. Our Communications department is actively seeking ways to promote Queen's international achievements consistently through print and digital media, and by building strategic messaging into speech-writing and publications.

The Office of Student Affairs is active in supporting international student success at Queen's and at our study-abroad campus, the Bader International Study Centre (BISC), in Herstmonceux, U.K. The achievement of robust international recruitment results and the provision of meaningful study-abroad experiences for our students require increased services, programs and supports to help students succeed in their transformative learning experience.

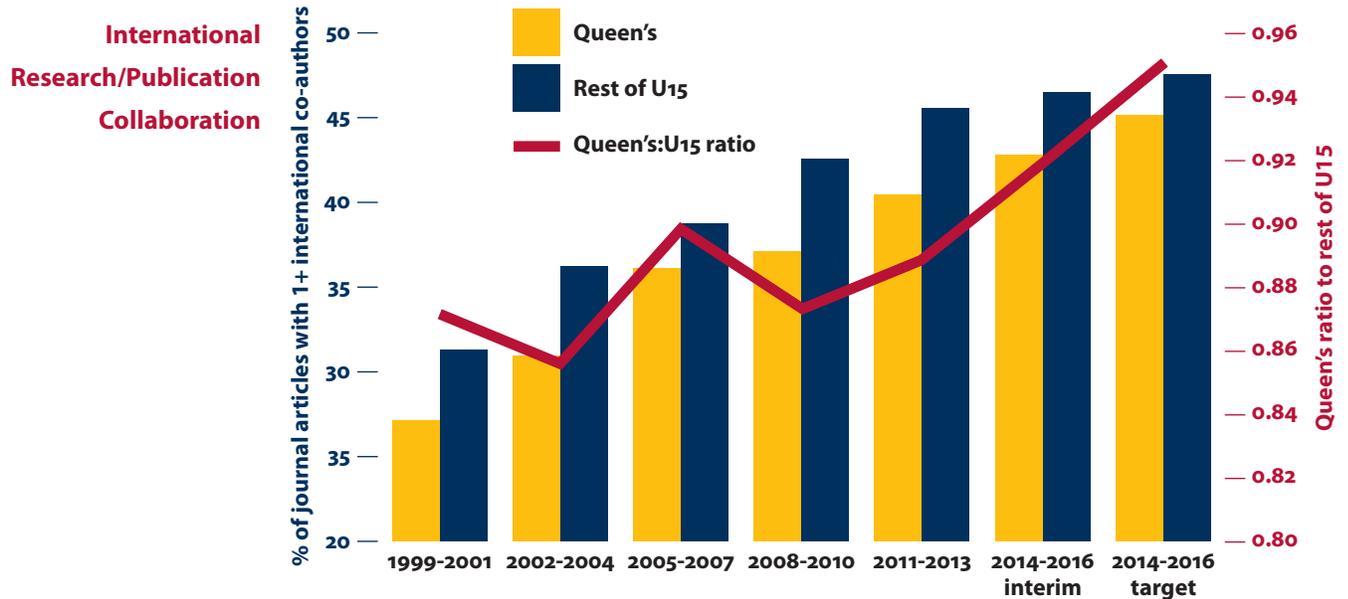
This interim report documents only the beginning of our achievements in the five-year plan. Regular annual reporting on the University's international performance indicators will be aligned with the updates provided on the Queen's University Strategic Framework.

**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 has almost doubled within the U15 over the last 15 years, and Queen's progress has matched this growth; however, Queen's remains slightly below the U15 average. Our goal is to reach or exceed the U15 average by 2019.



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% of total research funding to support global research excellence.

The year 2014-15, the most recent year for which data is available, was a significant year for international research funding at Queen's. A total of \$44M from international sources (based on a three-year rolling average), representing 38% of total research funding, was awarded to Queen's researchers. This includes a significant international clinical trial funded at \$29M. 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 to support international collaboration and mobility, and the allocation of a position within University Research Services with an emphasis on supporting faculty in international grant applications. 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% the number of international awards received by faculty members.

In the past several months, it is worth noting the numerous international awards and accolades received by our faculty, not least of which is the Nobel Prize in Physics, as well as the Breakthrough Prize, both awarded to Professor Art McDonald. In addition, the Fall term saw the announcement of new Fellows of the Royal Society of Canada, 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), and the ECI Prize from the International Ecology Institute.

From September 2014 to August 2015, the Office of the Vice-Principal (Research) (OVPR) coordinated the submission of 64 award nominations, eight of which (or 12.5%) were international.

With the focus on improved global recognition and reputation of our institution, the OVPR is working to increase submissions for international awards. Since September 2015, the OVPR has coordinated the submission of 40 awards, eight of which were international (20%). The results of these awards are pending.

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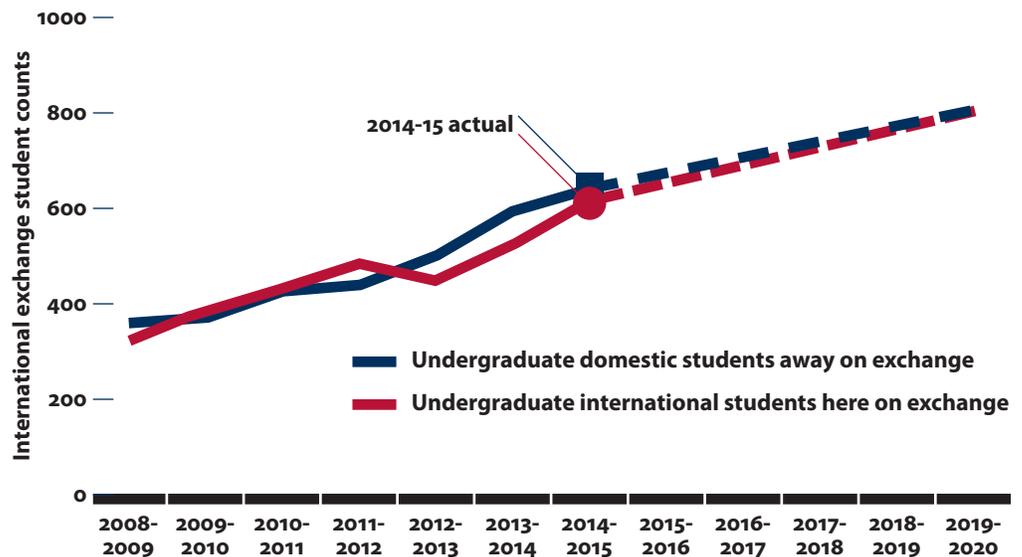
## International Mobility

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

The number of international students on Queen's campus participating in exchange increased from 528 students in 2013-2014 to 614 students in 2014-2015 (an increase of 16%), and the number of domestic students participating in international exchange increased from 594 in 2013-2014 to 641 in 2014-2015 (an increase of 8%). Further progress will be supported by the effective management of strategic international exchange partnerships, which is the responsibility of the Associate Vice-Principal (International) (AVPI).

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 inform the continued development of strategic sustainable partnerships around the globe.

**Inbound and Outbound Students on Exchange**



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

Currently, there are more students going abroad than there are inbound international study-abroad students at Queen's. To increase the number of international study-abroad students studying at Queen's, and achieve a balance, the following initiatives have been launched:

- development in Fall 2015 of three new study-abroad agreements (and renewal of one existing agreement), with three existing partner universities in China – 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 Biology and Economics on a fee-paying basis;
- explore the feasibility of “3 + 1” programs in the Faculty of Engineering and Applied Science to enable enrolment of international students for the final year of their program;
- 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; e.g. the Erasmus Mundus Program in Europe, the Science Without Borders Program<sup>1</sup> in Brazil (responsible for enrolment of nine full-year students and 14 single-term students in 2015-16), and others.

## 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 approved with the University of Stuttgart, Germany in Chemistry at the Master's level; a Dual Master's in Physics, also with Stuttgart, is in the initial planning stages. Two “2 + 2” programs are in the final stages of development. These programs, with Beijing Normal University and Fudan University in China, 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.

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 and other collaborations.

<sup>1</sup> It should be noted that a weakening Brazilian economy has cast doubt on a new application round for 2016 in the Science Without Borders Program (Ciência sem Fronteiras).

# International Enrolment Management

**Increase proportion of incoming international fee-paying undergraduate students to 10% of total incoming undergraduate population.**

Achievement of this goal will mean that the steady state will be reached in 2022-23, when 10% of all undergraduate degree program students will be international fees-paying students.

The number of incoming international fee-paying undergraduate students increased from 258 students in 2014-15 to 352 students in 2015-16\*, a year-over-year increase of 36%. This result places the proportion of incoming international fee-paying undergraduate students at 6.8% of the total incoming undergraduate population. The increase can be attributed to a number of initiatives underway at both the faculty and university level, including the following:

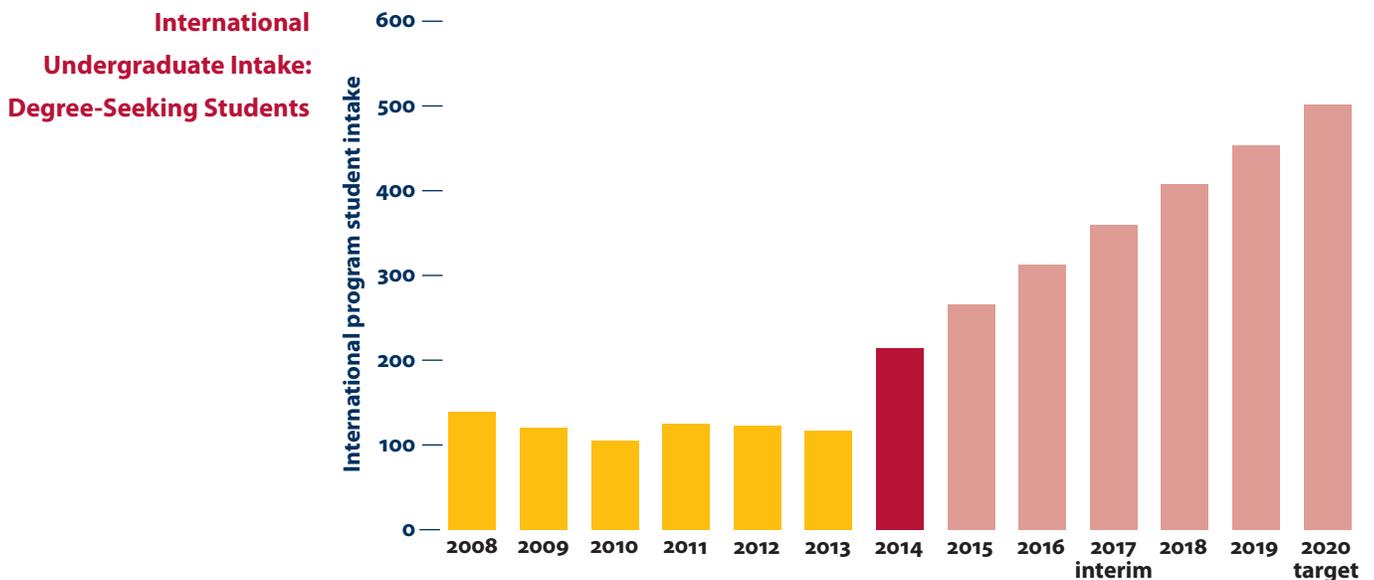
\* this does not include exchange students

- Engagement of a leading international recruitment agency (IDP) to focus our efforts in target markets. Through our work with IDP, we enrolled four students in first year undergraduate degree programs and three students were enrolled in QBridge (Queen's School of English language bridging program). We currently have 31 active applications submitted via IDP for September 2016 entry.
- Addition of a second recruitment and admission resource, based in China (this is in addition to Sunny Wang, based in Shanghai) to:
  - Expand our reach in China and neighbouring markets; and
  - Provide greater support for prospective students during the application, decision and enrolment process.
- The development of three new full-year English language bridging pathways, expanding the university's capacity to make conditional offers (on achieving minimum English language requirements):
  - QBridge: full year English language bridging pathway enrolled 18 students in its first intake. Applications for 2016-17 are up 38% from this time last year;
  - QBridge Accelerated: an intensive eight-week summer English language bridging pathway enrolled 44 students in 2015, which is an increase of 159% from 2014 when 17 students were enrolled in QBridge Accelerated; all 44 students successfully completed the pathway.

- Enhancement of online and webinar contact with prospective international students through new multi-media conference facilities.
- 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.



## Increase proportion of international sponsored graduate students to 10% of total incoming international graduate student enrolment.

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

- Renewal of the agreement with the China Scholarship Council, which provides funding for Chinese PhD degree-seeking students;
- Holding an annual recruiting event where upper-year international undergraduate students funded under the MITACS Globalink program at Ontario and Quebec universities (for study in the Summer term), are invited to visit Queen's to meet with graduate students and potential thesis supervisors;
- Piloting of an English language training program with the School of English, by which sponsored international students, who have been offered conditional acceptance pending achievement of language requirements, can upgrade their English language skills prior to entering graduate programs; and
- Establishment of an industrial internship field option in Master of Engineering programs in Electrical and Computer Engineering and Mechanical and Materials Engineering, targeting international students seeking industrial experience in Canada.

In addition, work is in progress to renew the agreements with the Saudi Cultural Bureau and CONACYT (Mexico) to fund graduate and School of English students. Membership in CALDO (a consortium of nine leading Canadian research universities) also provides opportunities for recruiting funded students, primarily from Latin American countries.

A challenge to meeting the target goal is the uncertainty of the viability of sponsorship programs for graduate students; e.g. the Libyan-North American Scholarship Program and the Science Without Borders program of the Brazilian government. In 2015, six percent of incoming graduate students were externally sponsored; however, the percentage of all currently-enrolled externally-funded full-time international graduate students is 10.8 (up from 9.5% in 2014).<sup>2</sup>

<sup>2</sup> The higher percentage of sponsorship for all current students is due to the fact that students in PhD programs have a greater opportunity for sponsorship than students in programs of shorter duration (e.g. Master's programs), which account for a greater proportion of incoming students.

## 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% 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 percent decrease across Ontario universities over the past three years. Beginning with the 2016-17 academic year, students will 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.

Enrolment in the upper-year program exceeded the target for Fall 2015, as well as for Winter 2016. International (non-Canadian) students accounted for 76% of upper-year enrolment in the Fall term and 17% in the Winter term.

Summer enrolment was very strong in 2015, narrowly missing the target by seven students. Programs included the six-week Summer term (May-June), 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. Projected enrolment for Summer 2016 is expected to match or exceed that of 2015.

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

- improvements to the BISC website to make it more accessible and informative for applicants and those who have accepted offers;
- enhanced use of social media; and
- visits to the BISC by school counsellors from foreign high schools.

Factors that continue to present a challenge to enrolment in both the first-year and upper-year programs are an increasingly restrictive immigration stance by the UK government, and the decline in value of the Canadian dollar and other currencies against the GBP.

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 will be to review the BISC's domestic and international partnerships and make recommendations regarding the development of new partnerships with other universities.

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## International at Home

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

In collaboration with the Vice-Provost Teaching and Learning, the AVPI has begun a three-year pilot project to track **international learning outcomes** through the QUQAP cyclical review process. Data will be included in the second annual QUCIP report.

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. Changes to the ISC will incorporate intercultural competencies training and adjust the proportion of language acquisition, interdisciplinary learning, and study-abroad, in order to make the program more accessible to students across disciplines. The program will relaunch 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%, and increase number of faculty and staff trained by 60%.**

In the Fall term of 2015, 240 students completed intercultural training programs. A total of 425 students are expected to complete these programs by April 2016. This represents a 21% 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 enrolled in intercultural training programs. A total of 180 staff and faculty are expected to complete these programs by April 2016. This represents a 100% 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; e.g. Bachelor of Education students (Introduction to Aboriginal Education), and Occupational and Physical Therapy students in the School of Rehabilitation Therapy.

An on-line intercultural training module, developed by Queen's, is available to all graduate students through MyGradSkills.ca.

Queen's is known for training programs delivered to international educators from other Canadian universities, and several international universities. Coordinated by the Queen's University International Centre (QUIC), the International Educators Training Program (IETP) has been offered continuously since 2003. Late last year, Queen's joined forces with the Canadian Bureau for International Education (CBIE), a national membership organization dedicated to the promotion of Canada's international relations through international education, for joint delivery of IETP course offerings. The collaboration is aimed at revitalizing the IETP and further expanding the reach of professional development opportunities for the international educator community.

### **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 **Global Salon Series** with the Isabel Bader Centre for the Performing Arts (IBCPA). This is a pilot series of three 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. Departments and units on campus sponsor pairs of tickets and distribute them to various groups on campus, including participants in programs at the Queen's University International Centre (QUIC). Each performance includes a pre-concert reception, providing an opportunity for students to meet the artist(s), senior university administrators, faculty, and staff.

## 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:

- **Strengthening the international alumni presence in five priority regions:**

California, New York, UK, 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.

- **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.



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