



IAU ISAS PANEL SITE VISIT QUEEN'S UNIVERSITY

PRELIMINARY OBSERVATIONS, FINDINGS AND RECOMMENDATIONS

Kingston, 9-11 May 2022

MAIN GOALS OF ISAS 2.0

AT QUEEN'S: **PLANNING AND STRATEGY**

- Accompany Queen's as it reflects on and analyzes its current achievements in internationalization
- Consider how internationalization can help achieve institutional goals
- Mobilize institution-wide reflection
- Identify strengths and potential as well as weaknesses and obstacles
- Based on the university's self-assessment and new institutional strategy, consider and recommend how the university can best adjust its internationalization approach moving forward

BASIS OF THE PRELIMINARY PANEL OBSERVATIONS AND RECOMMENDATIONS

- Queen's strategic reflection and resulting documents, such as:
 - Components of an emerging strategy; report on the Principal's conversation, 2020
 - Queen's Strategic Framework, 2021
 - Global Engagement Strategy Working Group summary, August 2021
- Several documents framing the discussion such as:
 - Accord on the Internationalization of education (ACDE), 2014
 - Decolonizing International Education, Kumari Beck's presentation, 2021
 - QU administration's Declaration of commitment to address systemic racism 2020
 - Report on the Student Experience, 2021

BASIS OF THE PRELIMINARY PANEL OBSERVATIONS AND RECOMMENDATIONS

- **Queen's Self-Assessment Report, April 2022**
- Meetings and discussion with diverse QU faculty, staff and student representatives at all level, across many disciplines and service areas during the 3-day site visit in May 2022

MAIN PANEL OBSERVATIONS

- Highly disruptive and unprecedented period during which ISAS reflection took place – 2 years since agreement between QU and IAU was signed!
- Impact of this period on university operations has been multiple and includes tremendous effort, learning, adjustment and innovations, some of which will remain
- QU's ISAS agreement coincided with start of new leadership, development of new vision and strategy and numerous senior-level personnel changes.

MAIN PANEL OBSERVATIONS

- The institutional leadership has placed high importance on global engagement; the link with the overall institutional vision, mission and strategy is clear.
- The senior leadership is very committed to a values-based approach to Global Engagement
- This is an opportune time to redefine Queen's approach to Global Engagement

MAIN PANEL OBSERVATIONS

- There is a high level of institutional decentralization resulting in fragmentation, duplication of services, inefficiencies and potential for inequities
- Institution-wide information on partnership agreements, on international internships, exchanges, visiting faculty/researchers and outbound students is insufficient
- Research at QU is driven by individual faculty, is diverse and internationally connected offering great potential to enhance the global engagement strategy
- Surprising absence of an undergraduate graduation requirement for language learning; a policy which would be consistent with a robust strategy for Global Engagement.

MAIN PANEL OBSERVATIONS

- The campus environment has been characterized as not being inclusive and welcoming, and is experienced as such, especially by international students, both inside and outside the classroom
- Some international students report experiencing stereotyping, micro aggressions, discounting of opinion and isolation
- There is a high level of appreciation for the work of the QUIC among international students

KEY COMMENDATIONS

- Very well prepared self-assessment report, with a clear concern to achieve clarity of concepts and a shared understanding of complex issues.
- The proposed series of priority initiatives in the Global Engagement Working Group report (August 2021)
- The overall strategic direction includes a commitment to implementing EDII and to use the SDGs as an over-arching framework for the approach to Global Engagement
- The values, vision and priorities of the Working Groups reflect a real desire for a global engagement strategy that resists the highly commercial approach to internationalization promoted by the Canadian federal government

KEY COMMENDATIONS

- Recognition that curriculum is a critical element to advancing the Global Engagement strategy
- Decision to undertake course tagging which facilitates curricular navigation for students as they progress towards global competence
- Adoption of and commitment to implement Degree Level Expectations which include reference to global learning as a starting point to curricular reform
- The coordinated and VP International-led response to COVID 19 was successful and highly appreciated by the university community

KEY COMMENDATIONS

- The adoption of regular Student Barometer surveys to monitor student experience and benchmark
- QU has launched a process that demands difficult conversations and will raise discomfort, misunderstanding and even possibly hurt feelings; yet this is necessary work to achieve the ambition of institutional transformation

MAIN RECOMMENDATIONS

Strategy and Policy

- Develop and adopt a financing strategy to ensure adequate, predictable and regular funding is available to support the Global Engagement undertakings
- To reach a geographically diversified global engagement strategy, QU needs to articulate how institutional partnerships for student exchanges, research collaboration and even international student recruitment can be pursued
- Strive to ensure that all international partnerships and collaborations are based on bi-directional learning

MAIN RECOMMENDATIONS

Strategy and Policy

- Each Faculty should have its own global engagement strategy developed with the support of the VPI and directly related to the university-wide strategy, and reflect their respective unique needs, objectives, ambitions
- To respond to existing demand and cater to anticipated growth in student international exchanges, VPI in collaboration with Deans should develop a strategy and explore all avenues that may facilitate this
- To capitalize on international research engagement, research activities need to be more visible and linked to graduate education,

MAIN RECOMMENDATIONS

Governance and Structures

- The VPI mandate and reporting lines need to be aligned with the role of leading and coordinating a comprehensive institution-wide global engagement strategy
- To mitigate risks, develop a protocol to ensure that all international agreements are reviewed by the VPI prior to final institutional sign-off
- Regular meetings between the Deans and the VPI that provide opportunities for substantive exchanges on global engagement strategy and initiatives should be held
- Given the centrality of interdisciplinarity to global engagement, removing barriers and establishing new pathways to facilitate inter-faculty collaboration are needed

MAIN RECOMMENDATIONS

Actions

- Provide incentives and mechanisms to recognize intentional faculty leadership in global engagement initiatives
- Include considerations of all aspects of global engagement in academic performance reviews and merit assessments.
- Criteria for faculty and staff recruitment should articulate a preference for experience in activities that reflect global engagement
- A program in support of piloting curricular design that successfully integrates the Global learning dimension with considerations of SDGs and EDII should be considered.
- Intercultural, anti-racism and de-colonization training for current and new faculty and staff should be offered and opportunities for international teaching and research experiences for faculty should be made available

MAIN RECOMMENDATIONS

Actions

- Shift from the ‘deficit model’ perception of international students, by soliciting their perspectives to advance the global engagement agenda
- Promote co-creation or co-design of international research projects with partners abroad in order to ensure mutuality of benefits and impact
- To enhance accountability for global engagement activities, create and agree upon a centralized monitoring system based on a set of indicators that are both qualitative and quantitative
- Develop a simple and centralized system of collecting and disseminating Information about global engagement activities, resources, opportunities and achievements

MAIN RECOMMENDATIONS

Actions

To minimize risk associated with international mobility make compliance with OCASP mandatory, undertake a revision of the policy and increase its user-friendliness

Ensure that a standard approach to pre-departure orientation for all outbound students is taken and that their reflection on the learning gained by mobility is monitored and shared

QUIC needs to increase and promote programming which bridges the gaps between international and domestic students and gives greater visibility to the richness of global engagement

NEXT STEPS

- Site visit to Bader College by 2 panel members planned for June 6-8, 2022
- Preparation of a draft ISAS report based on the present presentation of preliminary findings and recommendations
- QU to review draft and correct any factual errors or mis-interpretation of facts
- Final report submitted to QU, including recommendation to IAU concerning the ISAS Learning Badge for Planning and Strategy
- Decision with respect to the dissemination of this presentation or the final ISAS Report is at the discretion of QU
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FINAL REMARKS

- Members of the ISAS Panel – Harvey Charles, Alessandra Scagliarini, Giorgio Marinoni and Eva Egron-Polak express their sincere thanks
- For all the preparatory work undertaken by QU under the leadership of Sandra van Otter
- To all the members of the Steering Committee and Working Groups for their profoundly thoughtful reflection on Global Engagement at Queen's University
- For the excellent coordination of the site visit at QU
- For the honest and reflective discussions with all faculty, staff and students

FOR ADDITIONAL COMMENTS OR QUESTIONS

Please contact the VP, International
at vp.international@queensu.ca