

# *Indicators of Performance*

2000 update: *Measuring Excellence*

*Preparing LEADERS and CITIZENS for a GLOBAL SOCIETY*

## *Students*

Demand for a Queen's Education  
Top-Notch Entrants to First Year  
Graduate Studies  
Gender Composition  
National and International Character  
Scholarships and Student Assistance  
Rhodes Scholars  
Graduates

## *Professors*

Quality of Teaching  
Killam Awards  
Steacie Awards  
Gender Composition

## *Research*

Research Funding  
Comparative Performance  
Technology Transfer

## *Supporting the Learning Environment*

Student-to-Faculty Ratios  
Library Services  
Acquisitions Funding

## *Student Satisfaction*

Learning Experience  
Services, Counselling and Facilities

*“Our twenty-first century Vision... demands an unyielding commitment to excellence in our laboratories, in the application of information technology, and in the broader learning environment at Queen’s... The unparalleled involvement by our students, coupled with excellence in the classroom and laboratory, is what makes Queen’s graduates unique. It is also the key to the legendary Queen’s Spirit. ”*

principal leggett’s “queen’s at the crossroads”,  
queen’s alumni review, september/october 2000

## *Queens Vision*

To be the quality leader in Canadian higher learning, developing exceptional students and scholars for citizenship and leadership in a global society.

## *Queens Mission*

The University will build on the strength of Queen’s – students, faculty, staff and alumni – to be among the best of internationally known universities in Canada recognized for:

- The exceptional quality of undergraduate and graduate students and programs in the arts, sciences and professions;
- The intellectual power and value of research and scholarship by faculty members and students;
- The exemplary service of the University and that of its graduates to the community, the nation, and the community of nations.

*"We must commit to ensuring that 100 years from now those who look back on what was accomplished by Queen’s in the twenty-first century will be as filled with awe and pride as we are now with the accomplishments of our forbearers. ”*

principal leggett’s “queen’s at the crossroads”,  
queen’s alumni review, september/october 2000

Queens University was established in 1841 by Royal Charter of Queen Victoria. In the intervening century and a half, it has grown into a mid-sized institution that offers undergraduate, graduate and professional degrees in 15 faculties, schools and colleges, and draws its faculty and students from across Canada and around the world.

Queens has achieved an extraordinary level of success since its establishment, and the new century holds opportunities to surpass these already high standards. The University's Vision for the new century serves as the foundation for this ascent to new levels of accomplishment. "Queens will earn its place among the world's best universities. Indeed...no other university in Canada is better positioned to succeed." (Principal Leggett's "Queens at the Crossroads", *Queens Alumni Review*, September/October 2000).

In the material that follows, Queens performance toward this end is illustrated based on a combination of stand-alone indicators and in comparison to other institutions across the country. This set of Canadian institutions, deemed to be 'similar' by virtue of their size and breadth of undergraduate and graduate activity and level of research activity, represents many of the major universities in the country. However, there are still significant differences among them. Total full-time enrolment ranges from 11,193 at Dalhousie to 40,420 at Toronto. Montreal, Toronto and UBC are large urban campuses with significant part-time enrolments. Some universities are recognized by their provincial governments as centers of specialization (Guelph – agriculture, Ottawa – bilingual higher learning) and receive additional funding as a result. Funding levels vary from province to province. Despite these differences, it is important for Queens to continually review its performance and use the results to further improve the learning environment. 'Update 2000' is Queens fifth performance indicator report since its introduction in 1992. Building on earlier efforts it helps to gauge and reinforce a collective commitment and progress in the direction of future goals.

## Queens Students

### Demand for a Queen's Education

Applications to Queens direct-entry programs are presented in *Figure 1*. The ratio of applicants to available places is increasingly competitive, thereby maintaining a high admission standard. The demand for Commerce continues to grow and currently attracts almost fourteen applicants for every available space.

### Top-Notch Entrants to First Year

As mentioned, strong application demand translates into very high admission standards. *Figure 2a* illustrates the percentage of incoming students from Ontario secondary schools who are designated as Ontario Scholars. Queens remains well above the provincial average for all Ontario Universities, with close to 86 percent of 1999/2000 applicants earning this distinction. Queens relative position has continued to remain significantly higher than other Ontario Universities (*Figure 2b*).

Queens achieves a similar level of excellence on a national scale, as shown in *Figure 2c*. The average entering grade of Queens students for 1999 was almost 88 percent, the highest in the country.

Additionally, sixty-eight first-year Queens students were awarded the inaugural Canadian Millennium Scholarship for 2000, which was more than any other institution in the country, and more than three times its *pro rata* share. The recipients were selected on the basis of their academic achievements, service to their communities and their capacity for leadership.

### Graduate Studies

Queens continues to be a leader with respect to the intensity of graduate studies as measured by the percentage of graduate enrolment (*Figures 3a* and *3b*). Queens maintains its position among the top 6 universities in Canada, providing a clear indication of success in pursuing a key dimension of the University's mission.

### **Gender Composition**

Gender composition of the Queen's student community shows an increasing proportion of women in every faculty and level of study over the past several decades, as shown in *Figures 4a, 4b* and *4c*. *Figure 4d* illustrates the gender balance of each undergraduate program and shows that the overall proportion of women in these programs has continued to increase, reaching almost 55 percent in 2000.

### **National and International Character**

An important characteristic of Queen's is the 'national' and the 'international' nature of its student community. Queen's attracts students from all over the world (*Figure 5a*) and from east to west within Canada (*Figure 5b*). Relative to the provincial average for Ontario Universities, Queen's attracts a greater proportion of students from other provinces (*Figure 5d*) and this proportion has continued to grow in recent years.

As a founding member of the Canadian University Study Abroad Program (CUSAP), Queen's continues to provide international education through the International Study Centre in England.

A 2001 snapshot of the geographic location of Queen's alumni indicates that our graduates settle in all corners of the world (*Figure 5e*).

### **Scholarships and Student Assistance**

Queen's University has a long-standing history of being committed to ensuring that scholarship and bursary funds are available to entering and continuing students at Queen's. In recent years Queen's has increased this commitment through both fund-raising efforts and by contributing more from its operating budget to fund scholarships and bursaries which serve to reward achievement and to help meet the financial needs of students. In response to the current fiscal and economic climate, institutions across the country have appropriately increased the percentage of operating revenues allocated to financial assistance. Queen's continues to increase its support of scholarship and student assistance funding and is now more than ever a solid leader in this area among Canadian Universities (*Figure 6*).

### **Rhodes Scholars**

*Figure 7* illustrates the success of Queen's students in Rhodes Scholar competitions – an indicator of the recognized quality of the learning environment and the excellence of students.

### **Graduates**

Queen's ranks as the leader in the proportion of students who graduate and who complete their degree within one year of their expected graduation date (*Figure 8a*). *Figure 8b* illustrates the number of Queen's graduates since 1992.

## *Professors*

### **Quality of Teaching**

The outstanding caliber of Queen's professors is a key strength of the University and is recognized through an annual survey of graduating students and an annual program of internal teaching and research awards (*Figure 9a*), as well as by the first place ranking in Canada of national awards to faculty (*Figure 9b*).

Queen's has 3.5 times its *pro rata* share of prestigious Killam Awards (*Figure 10*) and the recognition of younger scholars is evident in the share of Steacie Memorial Fellowships (*Figure 11*).

### **Gender Composition**

While the proportion of women gaining PhDs has increased steadily in Canada, the proportion of women faculty appointed at Queen's has, on average, remained higher than the proportion of women doctoral graduates in Canada over the past twelve years. In 1997 and 1998, women represented more than half of all new faculty appointments (*Figure 12*).

## Research

Research funding continued its trend of a marked increase in the 1990s as compared to the 1980s, as shown in *Figure 13*. Significant fluctuations in overall research funding at Queen's throughout the 1990s are due mainly to the variations in cash flow of a small number of very large projects, predominantly the construction of the Sudbury Neutrino Observatory (SNO). Queen's has maintained a stable proportion of research funding at about 35 percent of operating revenue since 1998, while other institutions have increased their funding in this area (*Figure 14a*).

Despite this, Queen's has significantly improved its national relative position of researchers generating percentage share of granting council funding over the same time period (*Figure 14b*).

### Technology Transfer

Queen's established its office of technology transfer, PARTEQ, in 1987 as one of the first organizations of its kind in Canada. The patent portfolio of PARTEQ has grown significantly in the past few years (*Figure 15*) due largely to the strength of Queen's researchers in the areas of life science, biosciences and pharmaceuticals. Queen's-led drug developments have produced the majority of the recent revenues and have buoyed PARTEQ to the most profitable centre of its kind in Canada.

## Supporting the Learning Environment

The quality of Queen's learning environment is influenced and shaped by many factors including an emphasis on personal interaction, support services and the availability of a wide range of learning resources and diverse experiential opportunities. Queen's has a strong student-to-faculty ratio compared to other institutions in the country (*Figure 16*). Relative to other Canadian institutions, Queen's is a solid leader in the proportion of operating revenues allocated to library services (*Figure 17*) and library acquisitions (*Figure 18*).

## Student Satisfaction

An annual survey of graduating students initiated in 1994 provides an opportunity to systematically measure another aspect of performance, levels of student satisfaction at Queen's. Intellectual stimulation, enjoyment, and a balance between theory and practice have been ranked by students as the three most important characteristics of their learning experience in every survey in the past six years. There has been an overall increase in the degree of satisfaction with the learning experience since 1996 (*Figures 19a and 19b*), and student satisfaction with Queen's facilities and services remains strong (*Figure 20*). The results of this survey are distributed to deans and directors annually and form an integral part of Queen's continuous improvement process.

## Summary

The Queen's vision to be the quality leader in higher learning in Canada continues to be applicable within an environment characterized by rapidly changing technologies, emerging new economies and increasing enrolment demands. Achieving this vision requires a sustained commitment to quality improvement and a reliable method of monitoring performance in all areas.

The performance indicators presented here provide a snapshot of Queen's and illustrate key benchmarks of institutional performance. The learning process is complex and difficult to capture in a quantitative manner, yet these indicators do suggest a degree of accomplishment and a commitment to excellence in teaching, research and service to students.

A monitoring of performance is critical at a time of new and increased pressure upon universities in this province. As noted in a recent paper by the Council of Ontario Universities:

“Ontario's universities are at a critical juncture in the quality of their work. In striving to enhance quality, they face major challenges:

- To accommodate a large expected surge in enrolment in the coming decade;
- To find and fund first-rate faculty who will be needed to teach the larger number of students and to replace an unusually large wave of anticipated retirements; and

- To fulfill their basic functions of education and research and to assist in meeting rising expectations about the leadership role Ontario could play in innovation and research.”

David C. Smith, Council of Universities, “How will I know if there is Quality”, March 2000.

These challenges occur within an ongoing environment of funding pressure and uncertainty. However, an encouraging sign is the Ontario government's SuperBuild program, launched in February 2000, which has contributed \$50.8 million to funding for new infrastructure at Queen's. The funds will contribute to the construction of a new Chemistry building, the renovation of Victoria School to house the School of Business, and an Integrated Learning Centre serving interdisciplinary projects. Other capital projects being planned are new residence facilities and a new Cancer Research Institute.

Navigating challenges while seizing opportunities provides the best strategy for improvement and fulfillment of the Queen's commitment to quality. 'Update 2000', together with other published performance reports, aims to provide relevant, constructive information to be applied toward the continued realization of these goals.

## Further information available

Faculty and School Annual Academic Calendars

Guide to Undergraduate Studies (Annual)

Queen's University Audited Financial Statements, and Annual Financial Report  
Report on the Annual Budget

Report to Contributors (Annual)

Undergraduate Learning Experiences at Queen's, Annual Results from the Exit Poll  
Queen's University [www.queensu.ca](http://www.queensu.ca)

Office of the Principal and Vice-Chancellor [www.queensu.ca/principal](http://www.queensu.ca/principal)

Office of the Vice-Principal (Academic) [www.queensu.ca/vpac](http://www.queensu.ca/vpac)

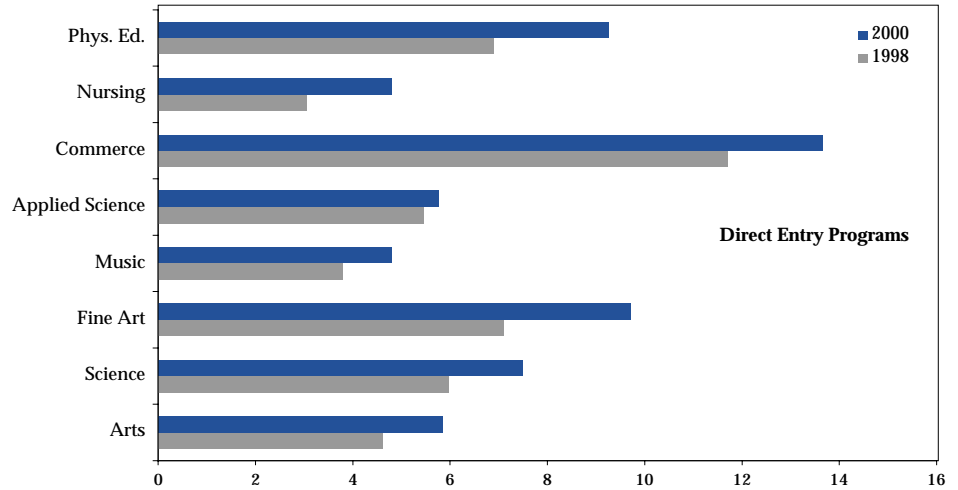
Office of the University Registrar [www.queensu.ca/registrar](http://www.queensu.ca/registrar)

Office of Advancement [advancement.queensu.ca](http://advancement.queensu.ca)

Admissions and Student Recruitment Visitors' Centre [www.queensu.ca/liaison](http://www.queensu.ca/liaison)

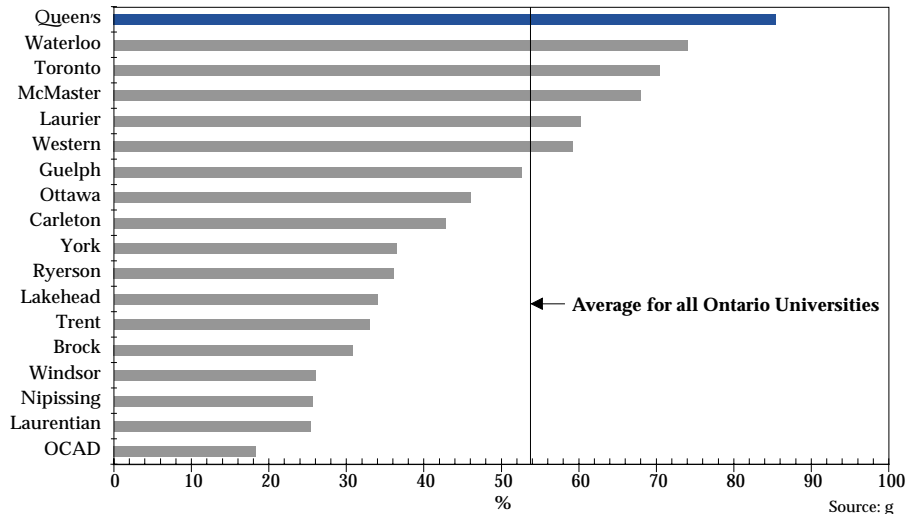
*admission...  
tough  
competition*

**Figure 1 Undergraduate applicants per available space**



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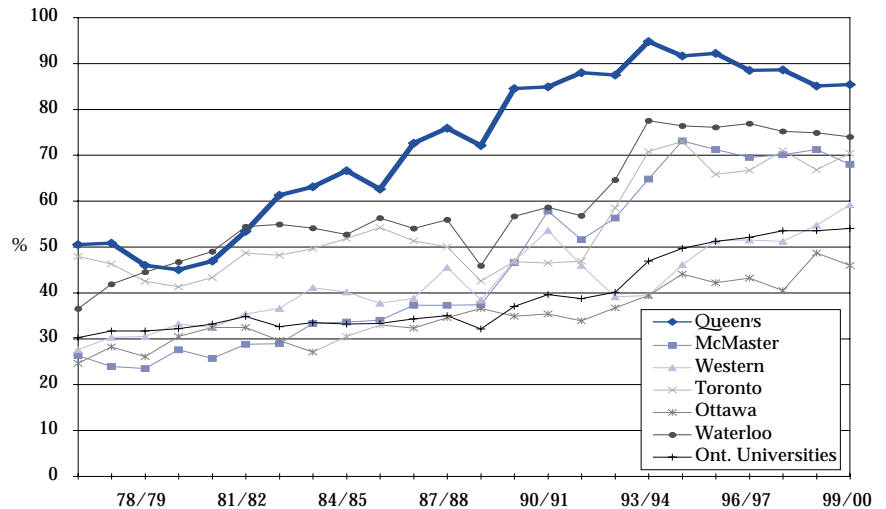
**Figure 2a Ontario Scholars as a percent of OAC registrants (1999/2000)**



*students  
with  
high  
potential*

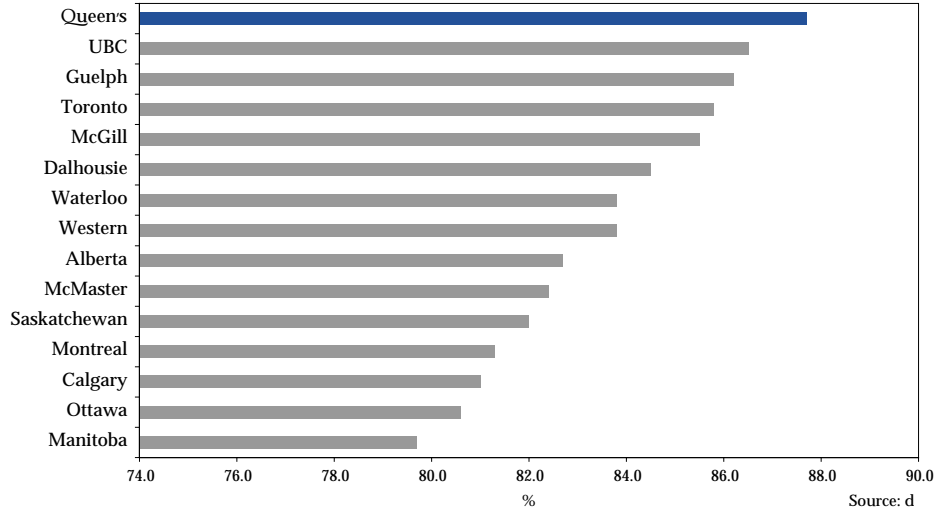
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**Figure 2b Ontario Scholars as a percent of OAC registrants**



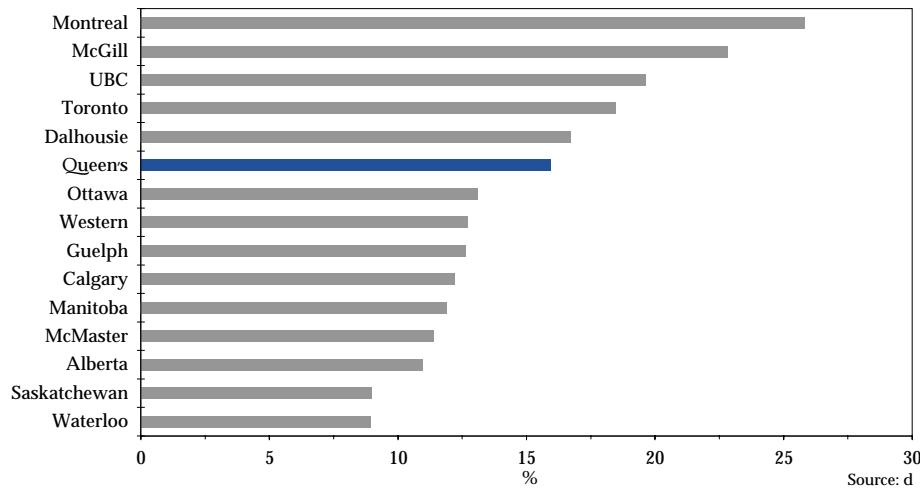
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**Figure 2c Average entering grade of full-time first year students**



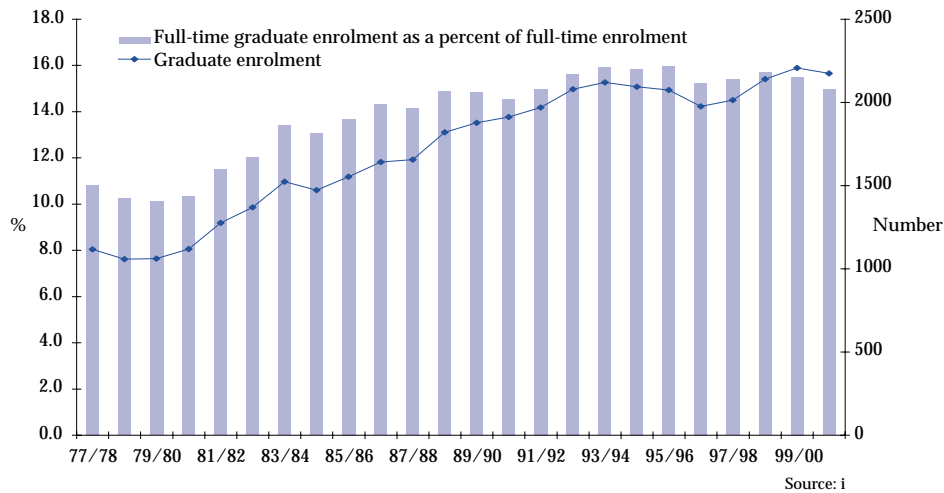
*top of the class*

**Figure 3a Full-time graduate enrolment as a percentage of full-time enrolment 1998/99**



*more than a century of graduate studies*

**Figure 3b Full-time graduate enrolment**



**Figure 4a** Enrolment and distribution of male and female students

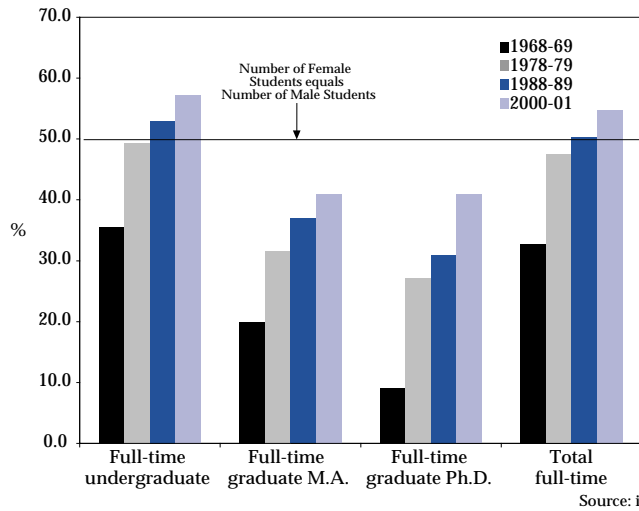
Total Full-time and Part-time Enrolment	1968-69		1978-79		1988-89		1998-99		2000-01	
	Total	% Female	Total	% Female	Total	% Female	Total	% Female	Total	% Female
Full-time Undergraduate	5897	35.5	9268	49.4	10395	52.9	11584	56.0	12360	57.2
Part-time Undergraduate	187	51.9	2017	67.5	3244	68.7	2411	66.1	2314	65.3
Full-time Graduate M.A.	558	19.9	775	31.6	1203	36.9	1465	40.0	1471	41.0
Full-time Graduate Ph.D.	376	9.0	283	27.2	616	31.0	688	36.9	702	40.9
Part-time Graduate	17	17.6	509	30.6	430	47.4	365	53.2	409	54.0
Total Full-time	6831	32.7	10326	47.4	12214	50.2	13737	53.3	14533	54.8
Total Part-time	204	49.0	2526	60.1	3674	66.2	2776	64.4	2723	63.6

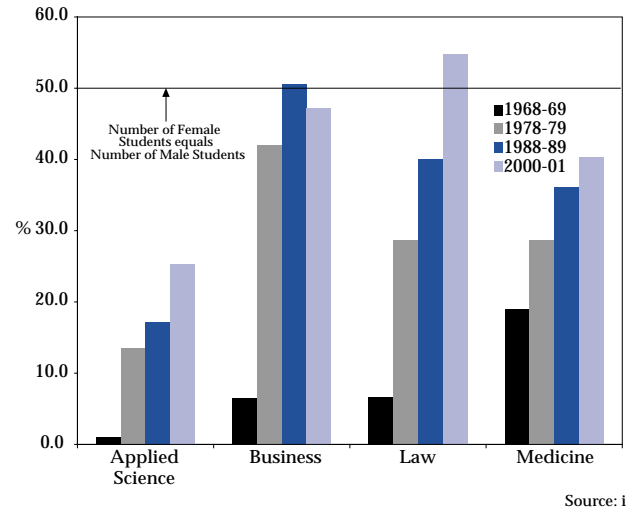
Faculties - Undergraduate Full-time Enrolment	1968-69		1978-79		1988-89		1998-99		2000-01	
	Total	% Female	Total	% Female	Total	% Female	Total	% Female	Total	% Female
Applied Science	1253	1.0	1574	13.5	1617	17.2	1988	26.2	2209	25.4
Arts and Science	3310	52.1	5186	58.8	6210	60.2	6544	62.6	7282	64.8
Business	325	6.5	752	42.0	765	50.6	808	45.3	796	47.2
Education	194	56.7	612	65.2	642	69.0	581	76.6	631	73.2
Law	302	6.6	442	28.7	452	40.0	468	54.9	453	54.7
Medicine	358	19.0	303	28.7	310	36.1	306	37.6	339	40.0
Nursing	85	98.8	207	99.5	226	96.5	236	93.2	274	93.4
Rehab. Therapy	70	100.0	192	94.3	173	83.8	238	78.2	247	86.6

Source: i

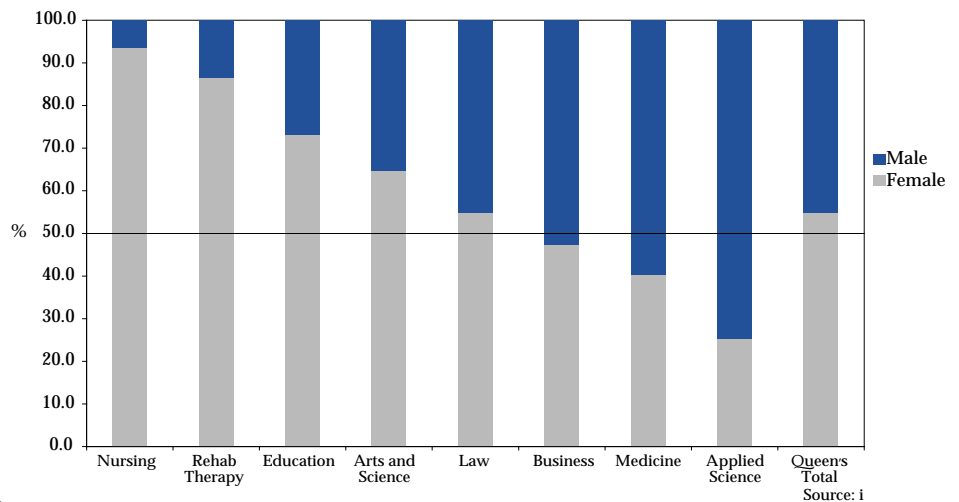
**Figure 4b** Female students as a percent of total



**Figure 4c** Female students as a percent of total – selected programs (full-time undergraduate)



**Figure 4d** Gender balance in faculties 2000-01 (full-time undergraduate)



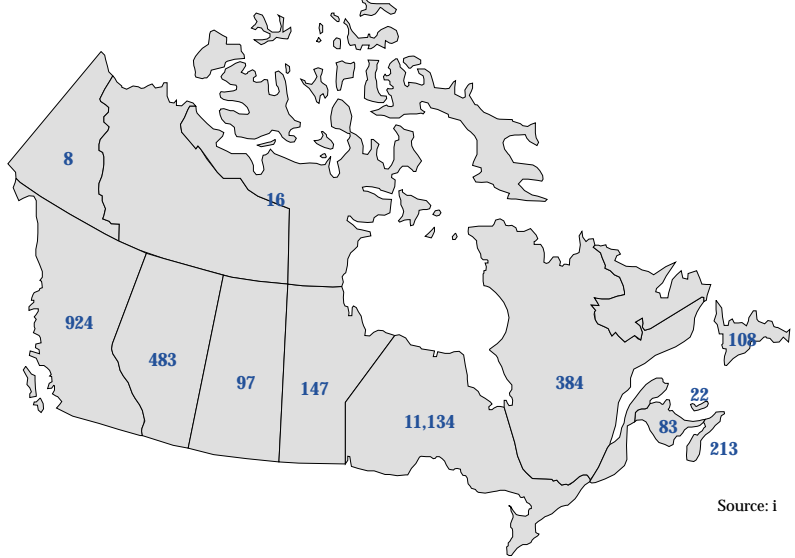
*the changing gender balance*

**Geographic source of full-time enrolment at Queen's – 2000-01**

**Figure 5a By Geographic region**

Asia	407
Australia and New Zealand	18
Caribbean	42
Central America	38
Central Asia	38
Central Europe	56
Middle East	108
Northern Africa	26
North America – Canada	13,652
North America – USA	257
Northern Europe	144
Russia	4
South America	34
South East Asia	44
Southern Africa	56
Southern Europe	36

**Figure 5b Enrolment by province**

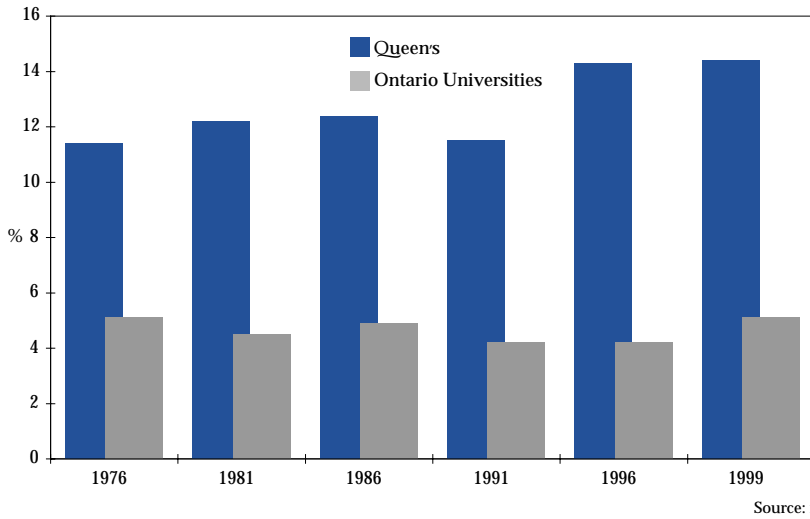


Source: i

**Figure 5c Queen's students on exchange**

Asia	9
Australia and New Zealand	11
Central America	6
Central Europe	20
North America	1
Northern Europe	113
South America	1
South East Asia	3

**Figure 5d Percent of 1st year students from provinces other than Ontario**



Source: i

*growing  
global*

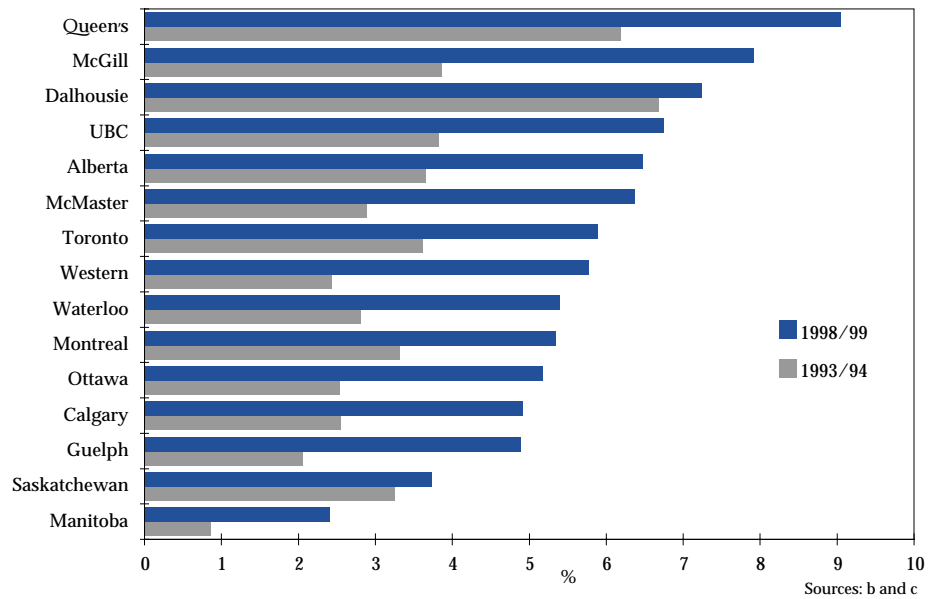
**Figure 5e Geographic location of alumni (Fall 1997)**



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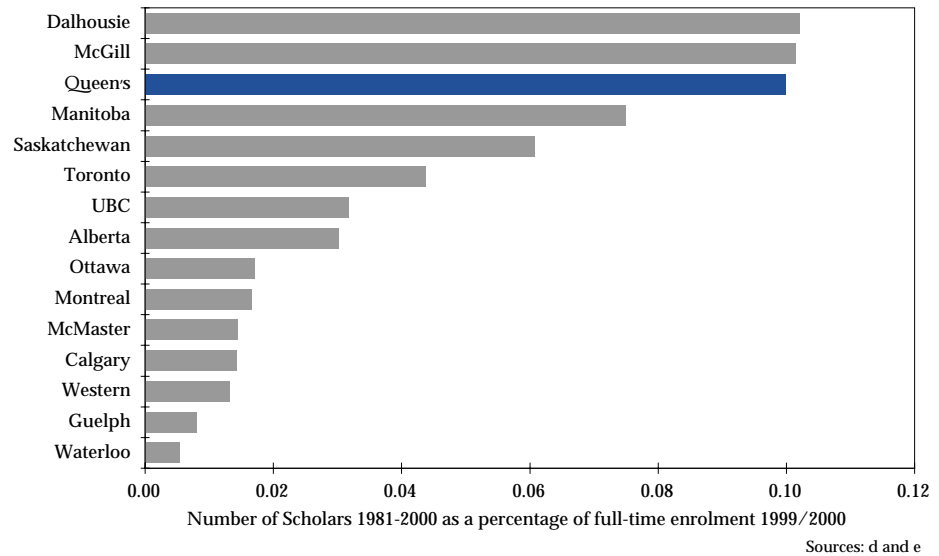
*funding  
for excellence*

**Figure 6 Scholarship and bursary funding as a percent of operating revenue**



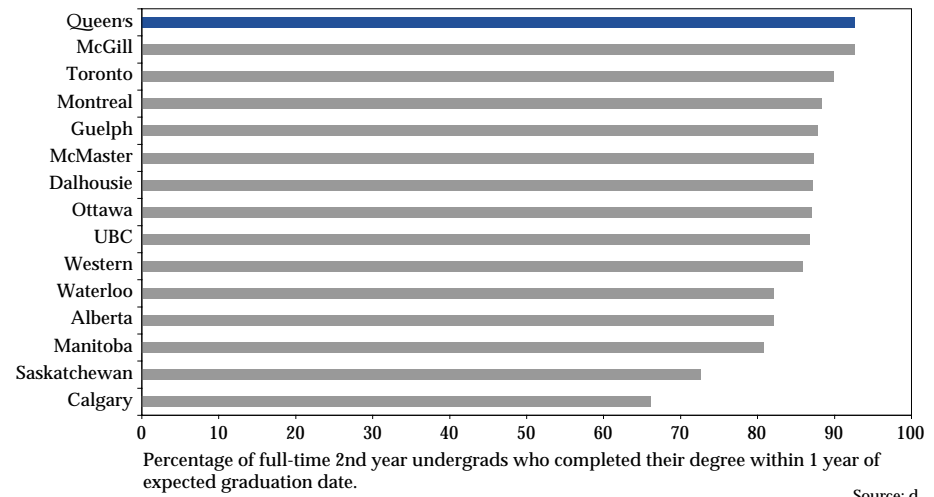
*recognizing  
excellence*

**Figure 7 Canadian Rhodes Scholars relative to full-time enrolment**



*quality  
leader...*

**Figure 8a Proportion who graduate 1999**



**Figure 8b Queen's degrees awarded 1992 to 2000**

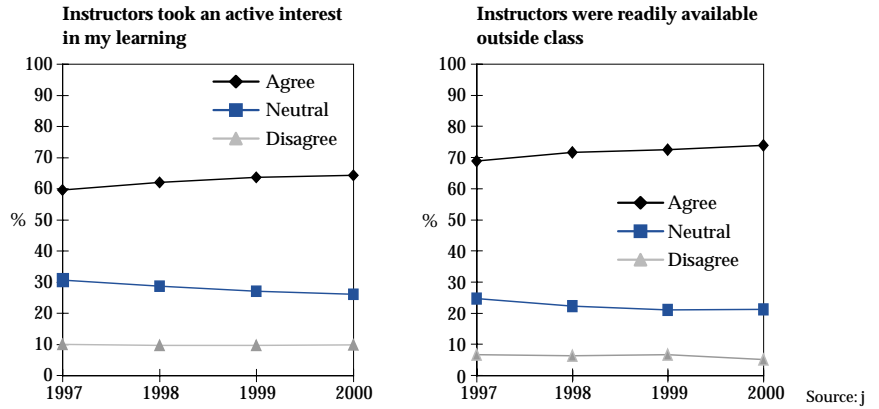
	1992	1993	1994	1995	1996	1997	1998	1999	2000
<b>Arts</b>									
<i>General (BA)</i>	620	555	574	547	516	482	500	388	443
<i>Honours (BAH)</i>	769	779	809	793	729	663	641	654	658
<i>Fine Arts (BFA)</i>	32	18	27	22	22	22	27	26	22
<i>Phys Ed (BPHE)</i>	72	80	80	77	68	74	74	84	80
<i>Music (BMUS)</i>	27	40	25	33	40	25	30	27	32
<i>Masters (MA and MAC)</i>	154	186	173	169	165	130	167	154	163
<b>Science</b>									
<i>General (BSC)</i>	88	115	128	172	171	203	233	215	225
<i>Honours (BSCH)</i>	334	328	348	403	422	458	386	278	306
<i>Masters (MSC)</i>	113	141	112	127	139	164	168	143	130
<b>Applied Science</b>									
<i>BSCE</i>	411	404	386	431	461	416	431	392	427
<i>Masters (MSCE)</i>	55	76	77	72	76	70	72	50	58
<b>Business</b>									
<i>BCO</i>	198	171	190	183	207	177	188	202	221
<i>Masters (MBA)</i>	114	119	151	147	200	166	140	255	261
<b>Education</b>									
<i>BED</i>	723	688	679	693	688	714	611	591	630
<i>Masters (MED)</i>	36	45	40	33	46	49	35	34	44
<b>Grad Studies</b>									
<i>Industrial Relations (MIR)</i>	25	38	38	38	44	34	31	30	26
<i>Policy Studies (MPA)</i>	64	60	66	52	49	61	43	39	62
<i>Urban and Regional Planning (MPL)</i>	30	21	19	18	30	19	17	22	19
<b>Law</b>									
<i>LLB</i>	166	142	153	146	151	157	166	160	177
<i>Masters (LLM)</i>	7	17	11	9	13	2	12	5	7
<b>Medicine</b>									
<i>MD</i>	72	72	73	71	71	73	78	73	75
<i>Nursing (BNSC)</i>	54	57	62	64	80	69	51	61	64
<i>Rehab Therapy (BSC)</i>	48	55	73	73	80	82	81	76	79
<b>Theology</b>									
<i>Masters (MDIV)</i>	8	5	12	9	14	11	10	9	10
<b>Phd</b>									
	140	127	146	143	134	147	144	128	115
<b>Total</b>	4,360	4,339	4,452	4,525	4,616	4,468	4,336	4,096	4,334

degrees  
of quality

Source: i

*students  
have  
their say*

**Figure 9 Queen's University teaching awards – 1999/2000**



**applied science**

- Civil Engineering Teaching Assistant Award
- Civil Engineering Teaching Award
- Education Catalyst Award (Chemical Engineering)
- First Year Teaching and Learning Award
- Golden Apple Award
- Teacher Assistant Award (Electrical and Computer Engineering)
- Electrical and Computer Engineering Teaching Award

**arts and science**

- Arts and Science Award for Excellence in Teaching Physics
- Arts and Science Undergraduate Society – W. J. Barnes Teaching Excellence Award
- Biology Award for Excellence (Demonstrators)
- Biology Departmental Student Council Award for Excellence in Teaching
- Graduating Class Award for Excellence in Teaching Chemistry
- Teaching Assistant Prize in Psychology
- William Patrick Doolan Award (Chemistry)
- Howard Staveley Teaching Award (Computing and Information Systems)
- Excellence in Teaching Assistance (Computing and Information Systems)

**business**

- Commerce '89 Professor-Student Life Award
- MBA Society Teaching Excellence Award
- School of Business Teaching Excellence Award (Commerce)

**education**

- Golden Apple Award

**law**

- Queen's Law Students' Society Teaching Award

**medicine**

- Faculty of Medicine Education Award
- PAIRO Excellence in Clinical Teaching Award
- W. Ford Connell Award for Excellence in Teaching

**nursing**

- Nursing '84 Award for Excellence in Clinical Teaching
- Reddick Award for Excellence in Nursing Education

**physical and health education**

- Physical and Health Education Student Association (PHESA) Teaching Award

**rehabilitation therapy**

- Blue Star Award for Teaching Excellence

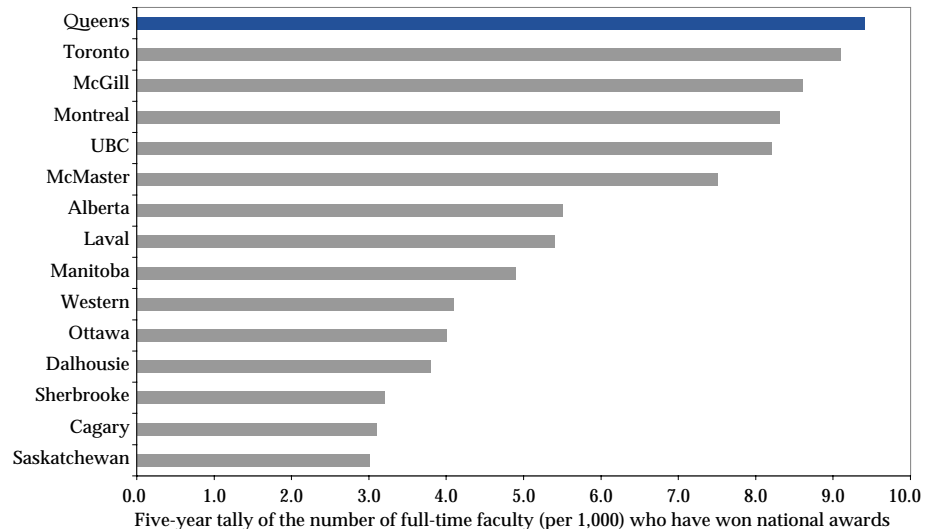
**university-wide awards**

- Alumni Award for Excellence in Teaching
- Frank Knox Award

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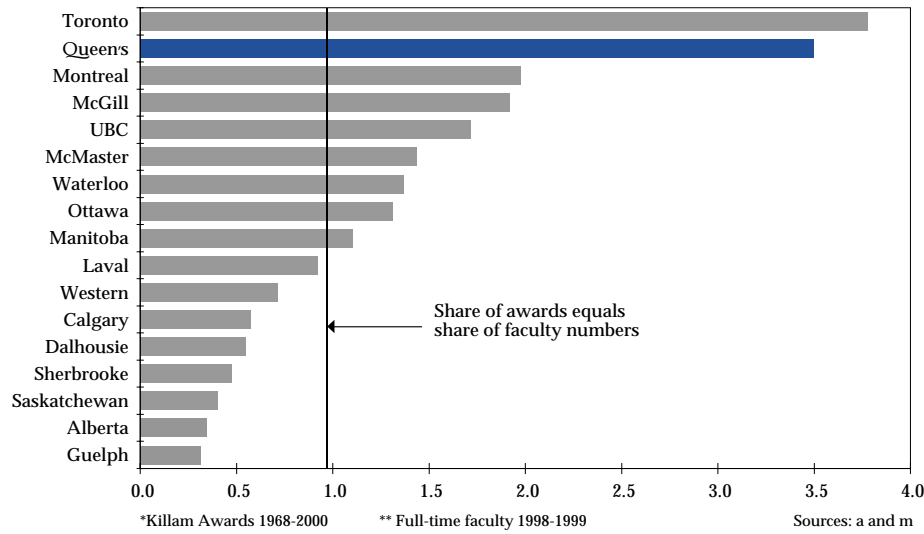
*faculty...  
leadership  
and excellence*

**Figure 9c Awards to full-time faculty (1999)**



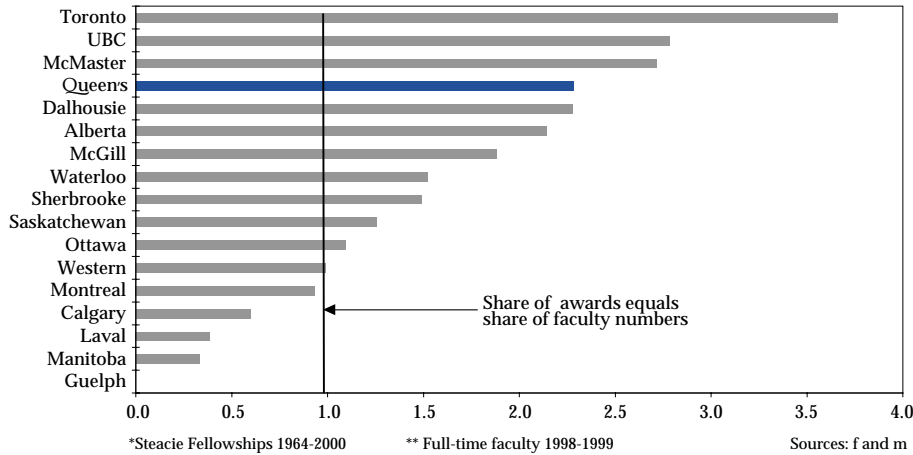
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**Figure 10 Killam Awards\* relative to share of non-medical faculty\*\***



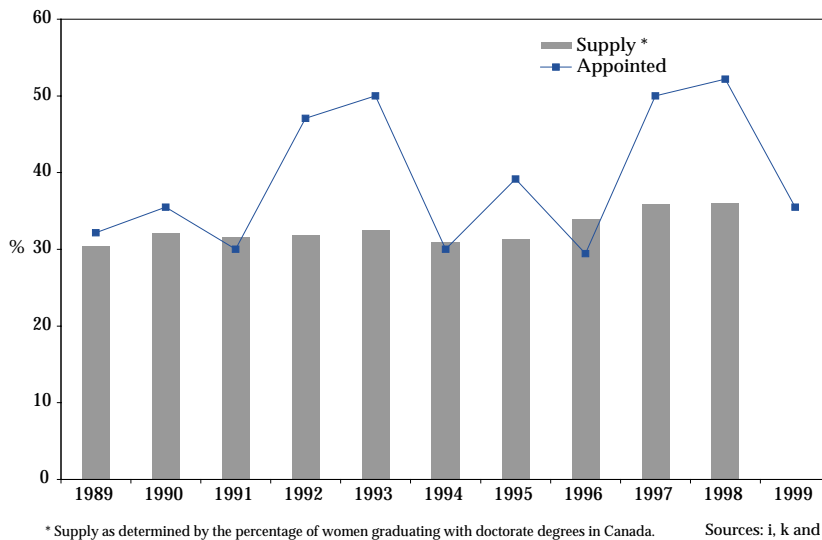
*a measure  
of distinction*

**Figure 11 Steacie Fellowships\* relative to share of non-medical faculty\*\***



*recognizing  
brilliant  
minds*

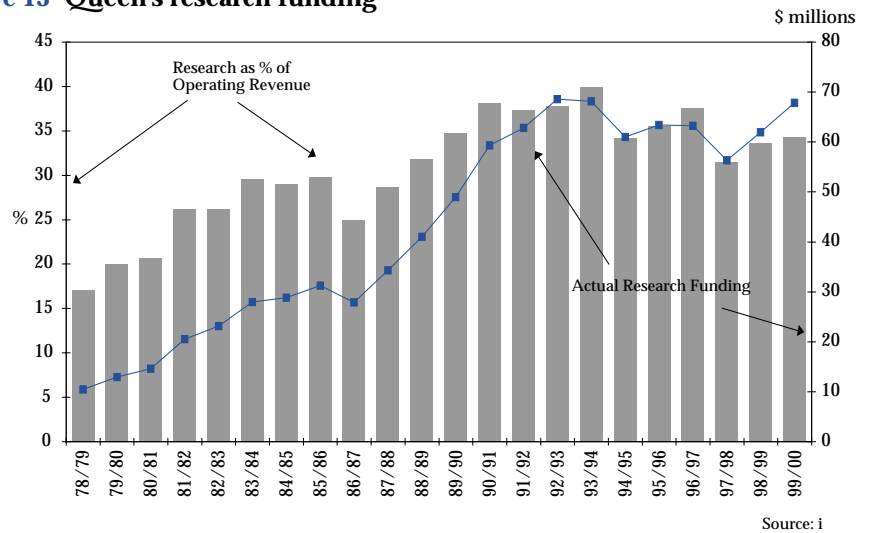
**Figure 12 Women appointed to continuing faculty positions at Queen's**



*balance  
in faculty  
renewal*

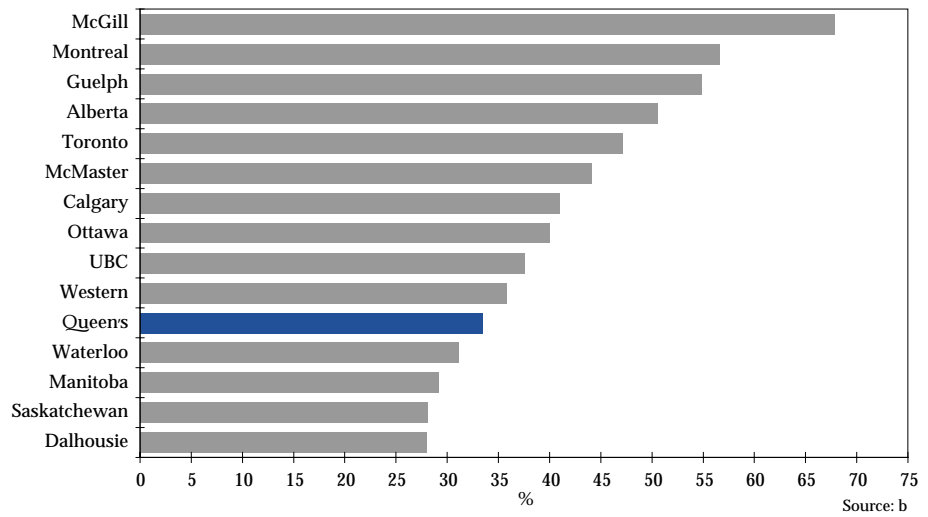
*outstanding  
people  
solving  
complex  
problems*

**Figure 13 Queen's research funding**



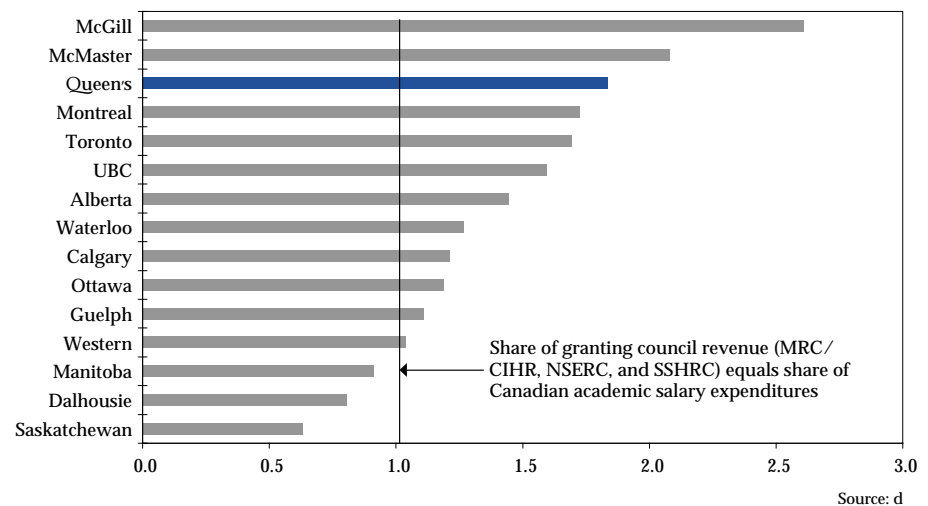
*research  
intensity*

**Figure 14 Research funding as a percent of operating revenue (1998/99)**

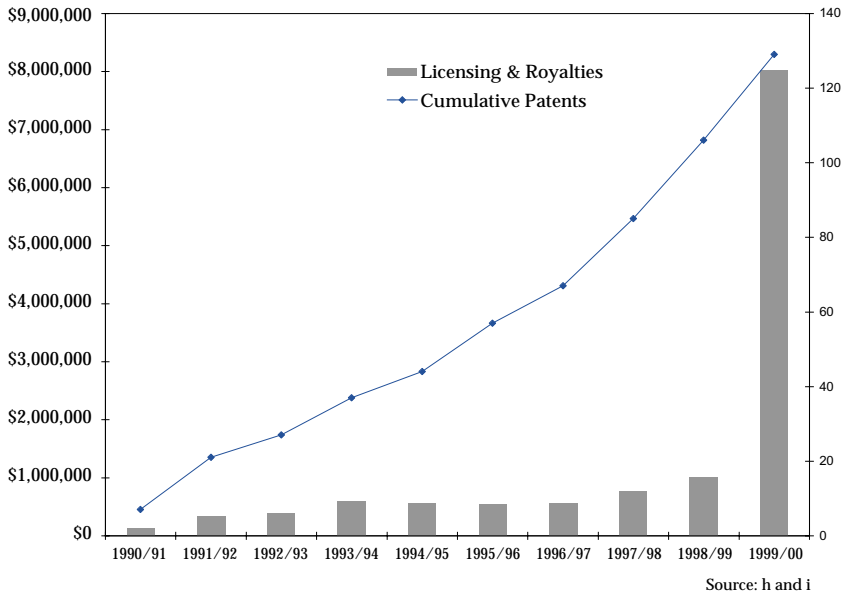


*research  
in Canada...  
the majors*

**Figure 14b Ratio of % share of granting council revenue to % share of Canadian academic salaries (1998/99)**

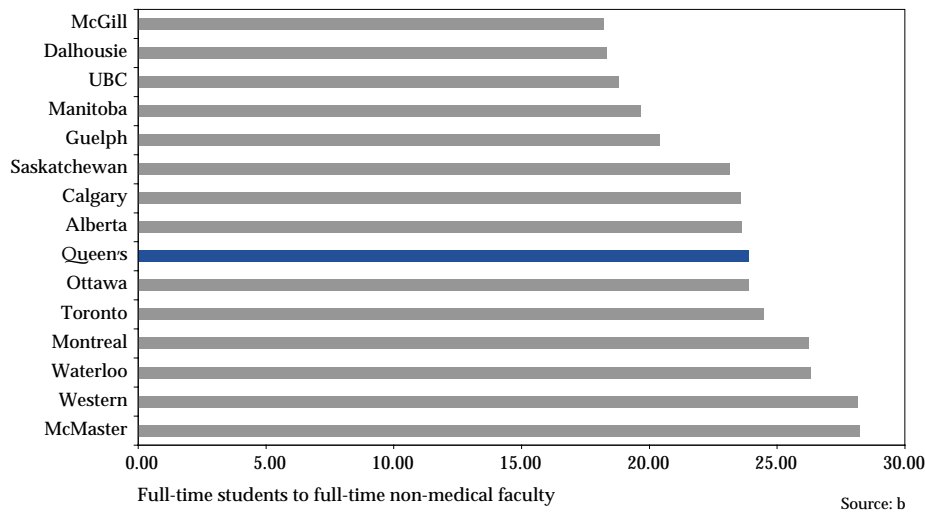


**Figure 15 Queen's researchers**



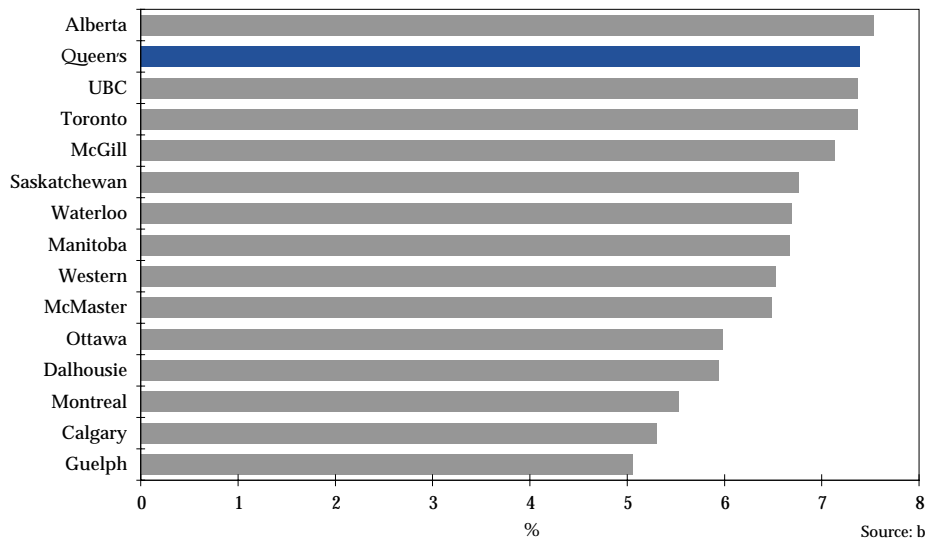
*technology transfer*

**Figure 16 Student-to-faculty ratios (1998/99)**



*paying attention to class size*

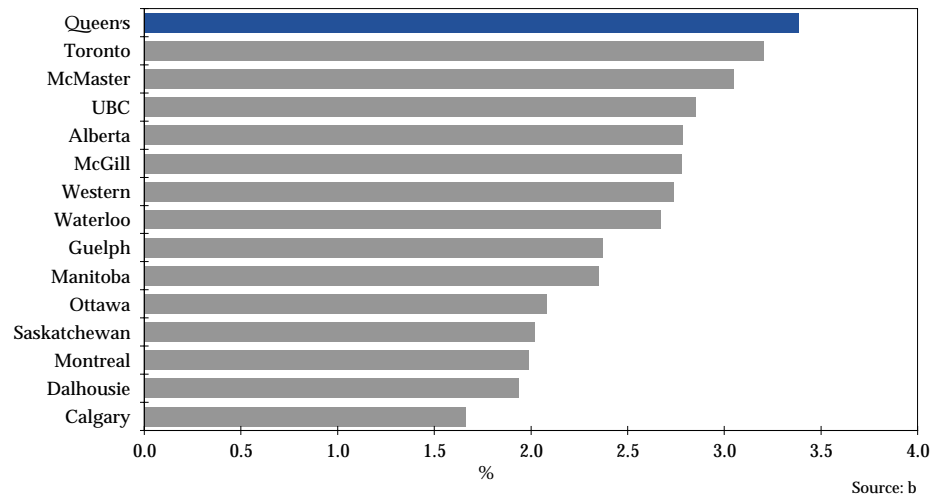
**Figure 17 Library funding as a percent of operating revenue (1998/99)**



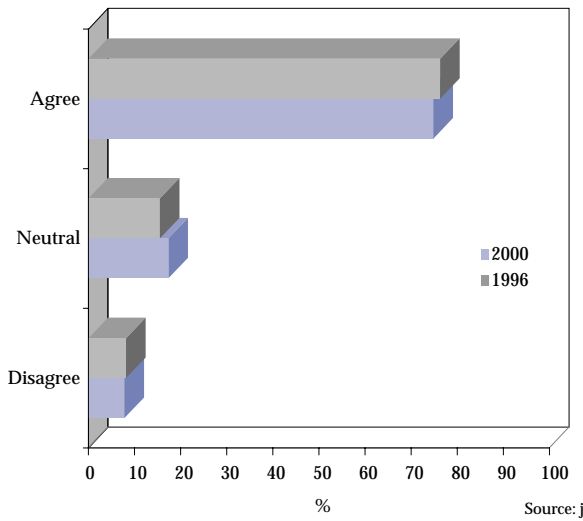
*enriching the learning environment*

*expanding  
learning  
resources*

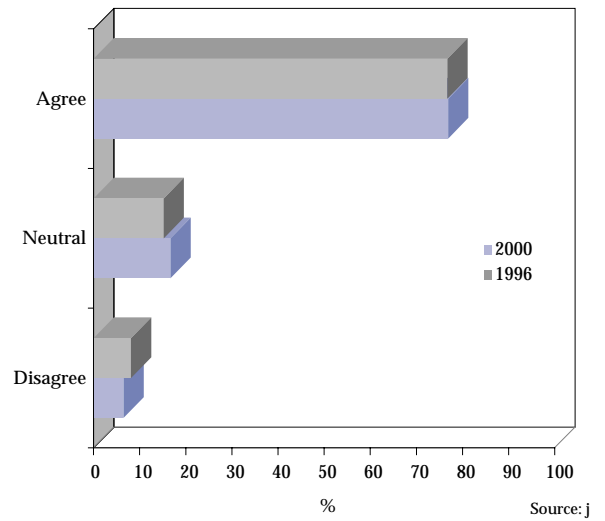
**Figure 18** Library acquisition funding as a percent of operating revenue (1998/99)



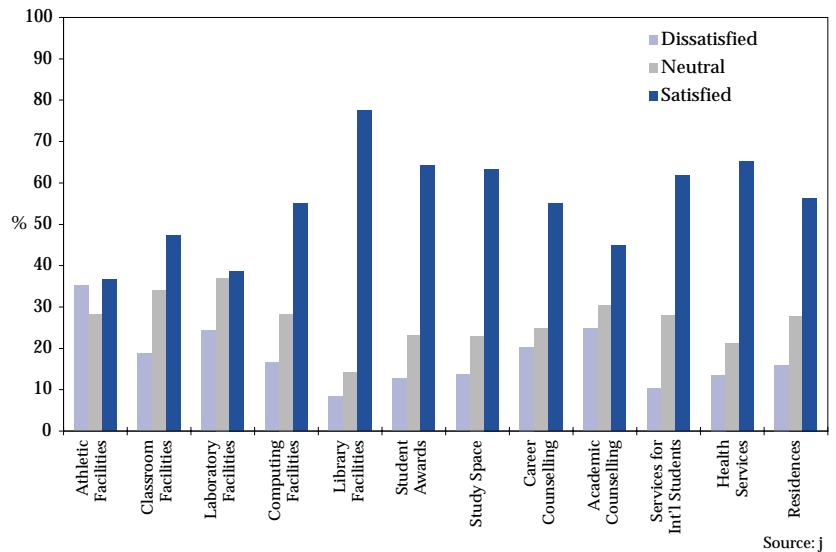
**Figure 19a** Overall, my learning experience has been enjoyable



**Figure 19b** Overall, my learning experience was intellectually stimulating



**Figure 20** Index of student satisfaction at Queens – 2000



*'customer'  
satisfaction*

## Notes

- 1 Performance indicator sources are listed on each figure.
- 2 Update 2000 indicator figures 6, 13, 14, 17 and 18 relative to operating revenue in order to provide the most comprehensive measure of resources available to support total university operations.
- 3 Killam Awards are part of the larger Killam Trust Programs administered by the Canada Council for the Arts and are among Canada's most distinguished research awards in support of academic excellence.
- 4 The prestigious Steacie Memorial Fellowships offered by the Natural Sciences and Engineering Research Council are awarded to enhance the career development of outstanding and highly promising scientists and engineers who are staff members of Canadian universities. Up to four fellowships are awarded annually for a two-year period.

## Sources

- a Canada Council for the Arts – Killam Research Fellowships.
- b Canadian Association of University Business Officers, Financial Statistics of Universities and Colleges, 1998-99.
- c Canadian Association of University Business Officers, Annual Report (various years).
- d Maclean's Annual Ranking Universities, 1991-2000 publications, and Maclean's Survey Data 1991-2000 (distributed by aucc).
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- h Parteq
- i Queens University, various internal documents.
- j Queens University annual Exit Poll Report of graduation students (1994-2000)
- k Statistics Canada, Education in Canada (various years).
- l Statistics Canada, Education Quarterly Review (various years).
- m Statistics Canada, Salaries and salary scales of full-time teaching staff at Canadian Universities, 1999-2000.
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