

UNIVERSITY PRESIDENTS' COUNCIL

of

BRITISH COLUMBIA

ANNUAL REPORT

for the year ending

March 31, 1994

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1. Introduction

A. Secretary's Report

This is the third annual report that I have made to the council. It provides an overview of the structure and function of the council and of the post-secondary system with emphasis on the universities.

The purpose of this report is to gather in one document information on the university system in a form that is suitable to the individual who wants an overview. The University Data Base and each university Fact Book provide more detailed information on the universities. Enrolments at and grants to the University of Northern British Columbia are now reported where they are available.

I have included a compilation of tables, charts and figures to provide a statistical view of the system. I have also addressed the issues of access and research in more depth this year.

I would appreciate comments as to the usefulness of the data and notes on any errors or omissions that I have made.

Yours sincerely

Dean S. Goard
Secretary to Council
August 12, 1994

B. Council Purpose and Committees

The council was created by the university presidents in 1987 to provide a forum to address issues of system-wide interest. The council has no legal status. It is composed of the Presidents of the four public universities and their Academic and Administration Vice-Presidents and is supported by the Secretary. The council meets on a rotating basis at each of the universities and the Chairmanship of the Council is assigned to the President of the university at which the meeting is being held. The council meets about six times a year.

The *Public Sector Employers Act(Act)* was passed in 1993. The provincial universities have been designated under the *Act* as public sector employers and as one of the seven public sectors. The purposes of the *Act* are:

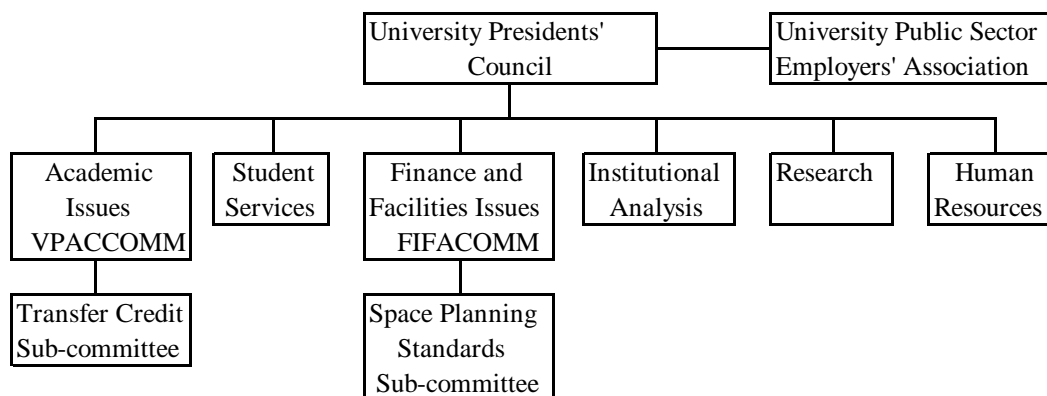
- "2. (a) to ensure the coordination of human resource and labour relations policies and practices among public sector employers, and
- (b) to improve communication and coordination between public sector employers and representatives of public sector employees."

The *Act* establishes two levels of coordination. At the provincial level there is the Public Sector Employers' Council(PSEC) which will have representation from each of the seven public sectors. The second level of coordination is at the sectoral level. There will be a Public Sector Employers' Association(PSEA) for each sector and the membership will comprise representatives of all the employers in that sector and of government.

In the university sector the University PSEA(UPSEA) has been established and its membership is the four university presidents, the Assistant Deputy Minister, Skills, Training and Labour and a Vice-President of PSEC. This association is supported by the Human Resources Committee.

FIGURE 1

Organization Chart



STANDING COMMITTEES

Vice-Presidents(Academic) Committee(VPACCOMM)

The committee meets about six times a year and coordinates the development of academic matters. Once a year the Principal of the Open University and the Academic Vice-Presidents of the university colleges and B.C.I.T. join the committee to address common issues. The committee established and oversees the New Program Approval Policy and reviews the work of the Transfer Credit Sub-committee. TABLE 1 lists the new programs reviewed by the committee in 1993.

Transfer Credit Sub-committee

The sub-committee established the policies and procedures for assessing requests for transfer credit status from private post-secondary institutions in the province. The committee is composed of the Registrar and an academic from the established universities and the Open University. The sub-committee meets as required at the call of the Secretary. There is a two stage approval process. At the Stage I review, the institutions are required to make a submission to the sub-committee which addresses a number of issues such as enrolments, support services, facilities, faculty, governance and academic support including library services. Institutions which pass the Stage I review can then move to the Stage II review in which they negotiate course by course transfer credit with each of the universities. These transfer courses are then listed in the provincial transfer guide.

Facilities Committee

The Facilities Committee was established to address on a system-wide basis issues related to the major and minor capital projects. The committee is composed of the Vice-Presidents responsible for Facilities, their Directors of Campus Planning or equivalent and the Director and Manager of Facilities from the Ministry of Skills, Training and Labour(Ministry). The committee meets three times a year and more often if required for special issues.

Space Planning Standards Sub-committee

This committee is a sub-committee of the Facilities committee and its purpose is to examine the issues related to space planning standards and the development and use of common definitions.

Student Services Committee

The Student Services Committee provides a forum for discussions of mutual interest on topics related to Student Services and provincial student assistance programs. The committee is composed of the senior official at each university responsible for Student Services, those at the Director level and the senior official in the Ministry responsible for Student Services and the Director of the Student Assistance Program. This committee meets three times a year.

Institutional Analysts Committee

The Institutional Analysts Committee is responsible for the issues relating to the common data base and developing a common response to requests for system data. The membership of the committee is composed of the Directors of Institutional Analysis at each of the universities, their appropriate support staff and the Manager of Funding and Analysis and the appropriate support staff from the Ministry. This committee meets formally twice a year.

Human Resources Committee

The Human Resources Committee of the council was established to provide a forum to discuss issues of mutual interest among those responsible for Human Resources in the universities and to support to the Presidents in their involvement in the University Public Sector Employers' Association(UPSEA).

Research Committee

The senior administrators at the universities charged with the responsibility for research meet as a committee of the council. They meet at least three times a year.

AD-HOC COMMITTEES

A number of ad-hoc committees have been struck to address issues as they have arisen. They include:

Accountability Committee

In the 1993/94 grant letter, the Minister asked that each of the universities singularly or collectively work toward the development of an accountability framework that expresses each university's accountability to the public.

The Council created an Accountability Committee composed of representatives of all four universities. The committee reviewed the extensive literature on current accountability-related activities undertaken by universities world-wide. Their review suggested that accountability endeavors should focus at the institutional level, reporting to and through the governing body(ies).

The committee recommended that an accountability framework should ideally have the following characteristics:

- a. It ensures accountability, preserves institutional autonomy and academic freedom and is focused on the institutional governance structures.
- b. It is based upon an agreed institutional statement of purpose and resulting goals of student learning; knowledge creation, dissemination and accumulation; continuing education; social and cultural development and public service.
- c. It is developed through the full participation of the university community.
- d. It identifies how the results of the assessment will be used to improve the match between the university's achievements and its goals.
- e. It recognizes the complexity of university activities and establishes appropriate time lines for achievement of goals.
- f. It is fully supported within the university.
- g. It is a cost-effective process.
- h. It uses information at the institutional, provincial, national and international levels.
- i. It is validated by knowledgeable individuals.

The committee recommended that:

- each university use a common set of management areas to develop its accountability framework,
- each university compile an annotated list of its current assessment activities which ensure management effectiveness,

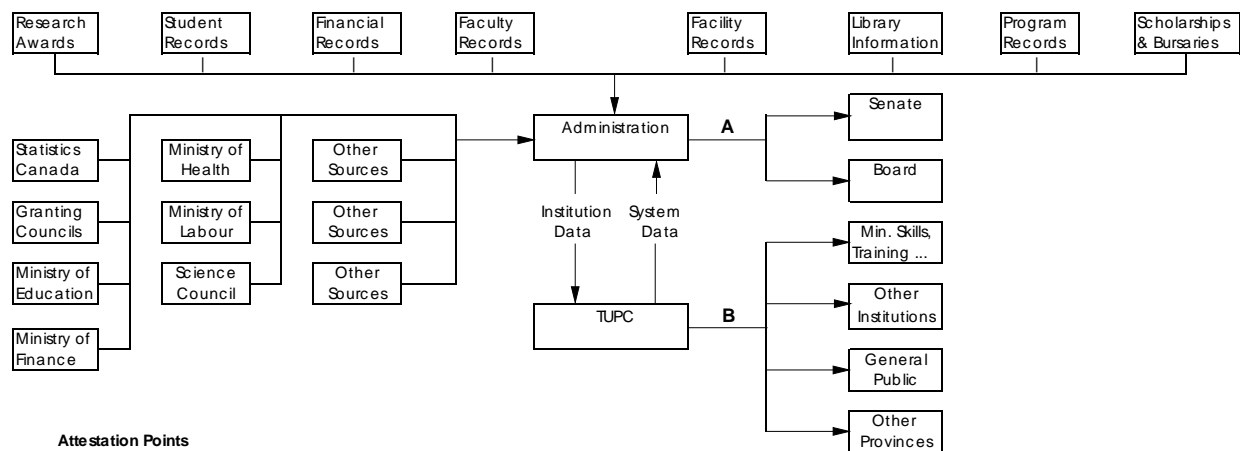
- the committee meet regularly with Ministry officials to report progress,
- the Ministry and the universities, through TUPC, jointly develop a university-system-reporting-protocol to government that builds on the TUDBASE tables, and
- the Ministry clarify its goals for the higher education system.

The universities are addressing the recommendations and the Ministry has indicated support for the direction that has been proposed and an interest in further discussions on topic.

The following figure outlines the information flow that would support the recommendations.

FIGURE 2

UNIVERSITY INFORMATION FLOW CHART



Attestation Points

- A.** This is the point at which some independent body (not accountants) evaluates the information that the Administration forwards to the board and senate to enable those bodies to fulfill their functions under the Act. The attestation is to examine the completeness and appropriateness of the information.
- B.** This is the point at which the Auditor General examines the information provided by the TUPC to ensure that it also permits the Ministry to fulfill its requirements under the Act.

C. Joint Submission - Annual Grant Request

One of the major functions of the council is to develop an annual joint grant request for the Ministry. This work is coordinated by the Secretary and the request is submitted by August 15 each year. The submission establishes system-wide priorities and common data definitions. This submission may be augmented by each university for specific purpose funding for major new programs. The submission is not a public document.

D. Liaison Activities

The council and the College Chief Executive Officers maintain communication and meet as and when required to address common issues. The Secretary attends the annual meeting of the Advanced Education Council of B.C. and other events sponsored by that body to facilitate an open dialogue with them. As well, in the past year, the Secretary visited the University College of the Fraser Valley, the University College of the Cariboo and Okanagan University College.

The council was represented on the B.C. Common Application Service Interim Board and Steering Committee, the Open University and Open College Planning Councils, the B.C. Council on Admissions and Transfer, the Ministry's Committees on Human Resource Development, New Degree Program Approval and Enrolment Management.

E. Data Base(TUDBASE)

The council maintains a data base which provides a set of common definitions and reporting schedule. Many of the data elements were used to develop the tables in this report. The data base is updated annually and copies are provided to the Ministry and each of the universities. The data set begins with 1984/85 and provides descriptions of the university activities and allow comparisons among the universities. A protocol has been established with the Ministry and applied to others who wish to obtain system-wide information which directs their enquiries through the Secretary to Council.

A list of the TUDBASE tables is included as APPENDIX A.

II. Public Post-secondary System Overview

The public post-secondary system in British Columbia is a comprehensive, cooperative and differentiated system. It is composed of the three establish universities(UBC, SFU, UVic); the newly established university to serve the northern part of the province(UNBC) which will have its official opening in Fall 1994; the Open Learning Agency with its Open University and College components augmented by the Knowledge Network; fifteen community colleges, four of which have been recently given the approval to offer programs leading to baccalaureate degrees in cooperation with the universities; and four specialized institutes(BCIT, Pacific Marine Training Institute, Emily Carr College of Art and Design and the Justice Institute).

The provincial funding to the components of the system is identified in FIGURE 3 below.

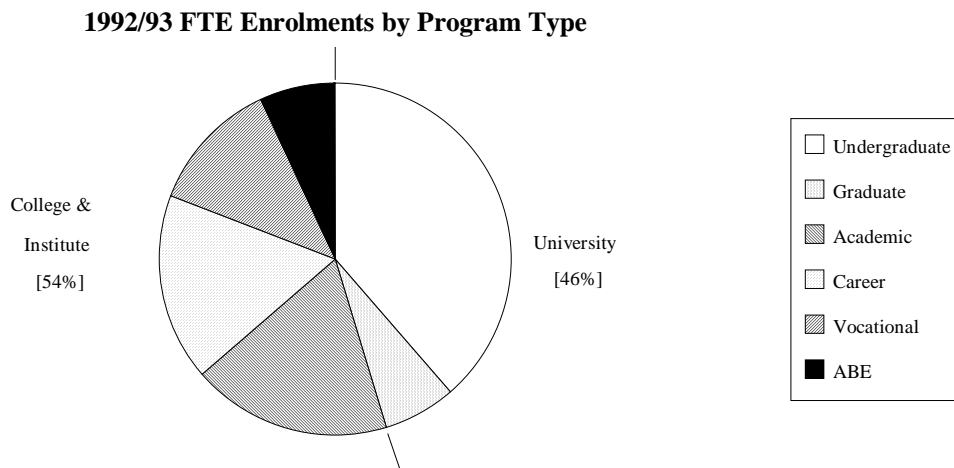
FIGURE 3

Provincial Funding

University Operating Grants	\$499.2M
College/Institute Grants	\$473.0M
Matching - Universities	\$8.8M
Capital Debt Servicing	\$140.7M
Distance Education - Colleges	\$22.6M
International Education	\$0.5M
Student Financial Assistance	\$56.7M

The Full-Time Equivalent(FTE) enrolments by program type are shown below in FIGURE 4.

FIGURE 4



The universities and colleges have established a transfer credit relationship for academic courses, a listing of which is published annually by the B.C. Council on Admissions and Transfer.

The colleges and institutes have established the Advanced Education Council of British Columbia to provide a forum for discussions and system coordination.

Additional information on the system can be obtained from the Post-Secondary Education Division of the Ministry of Skills, Training and Labour. They produce an informative brochure entitled "Key Facts of Post-Secondary Education in British Columbia".

III. The University System Overview

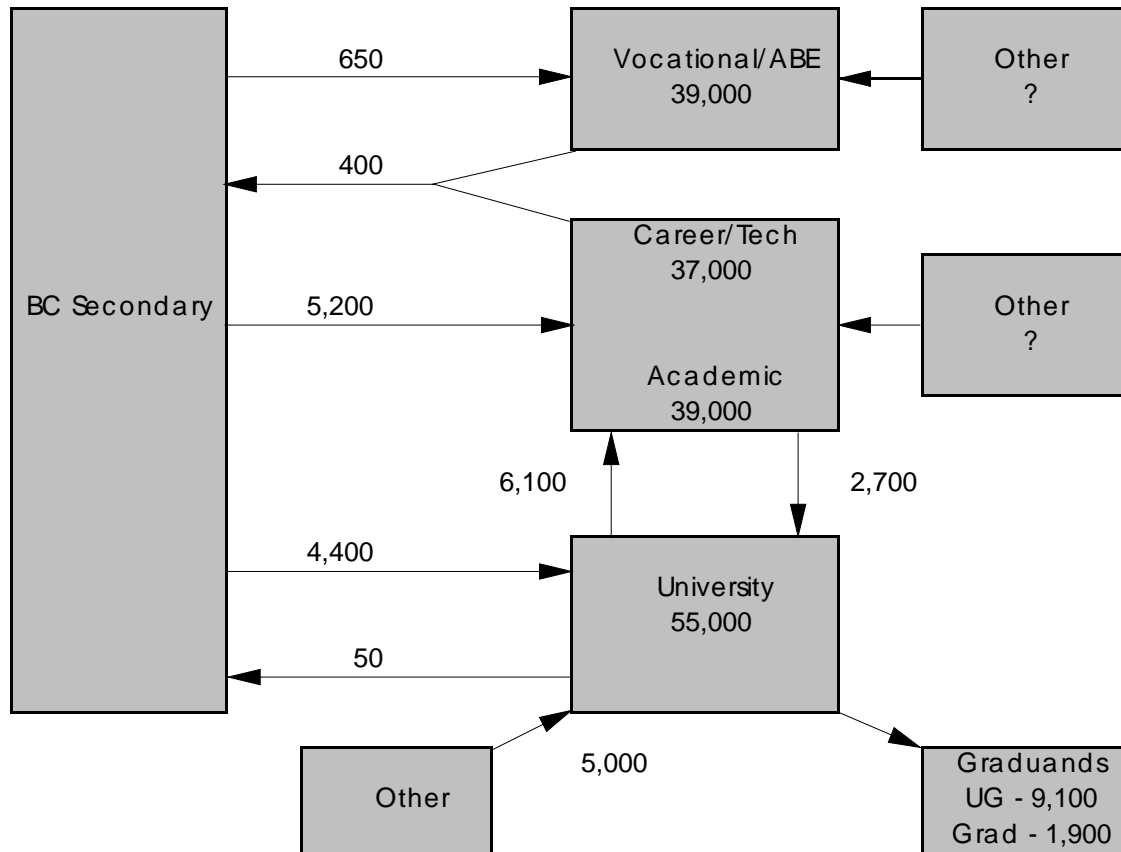
A. Access Issues

The public post-secondary system in British Columbia has evolved into a system with three sub-systems: the universities, the colleges and the institutes. A number of issues have arisen concerning transitions from the public school system and transfers between the three sub-systems. The B.C. Council on Admissions and Transfers and the Ministry's Enrolment Management Committee are examining various aspects of the issues.

The two ministries of government responsible for education and the post-secondary institutions have created a data base called the Link File which tracks students and their academic performance from Grade 11 and 12 into and between the colleges, institutes and universities. There is significant flow of students between all institutions and in all directions. FIGURE 5 below illustrates the complexity of the issue. It uses the data for students between Fall 1990 and Fall 1991.

FIGURE 5

Student Flow Patterns



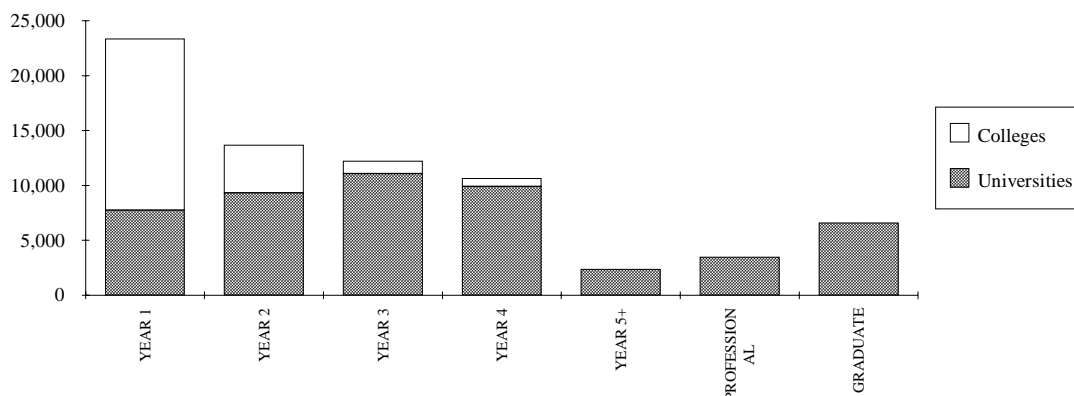
The Enrolment Management Committee has been looking at the match between spaces and demand and trying to encourage institutional policies that ensure equitable treatment for students.

The growth of the academic enrolments in the colleges has been dramatic. One of the purposes of these programs has been to enable students to start their university level courses in a college setting and then transfer to the universities to complete their degree programs. The evolution of the university colleges will enable students to seek alternative institutions in which to complete their programs. The growth in the first and second year enrolments in the colleges has affected the distribution of university level enrolments by year. As mentioned in the 1992/93 Annual Report, enrolment growth in general university courses at the first two years declined between 1984/85 and 1992/93 by 2.2% while enrolments in third and fourth year courses increased by 45.6%. These differential growth rates are the source of the tension between the various groups of students all of whom want access to the universities.

FIGURE 6 below shows the estimated distribution of the funded FTE enrolments by year level in the colleges and the universities. The enrolments in Year 1 in the colleges are double those of the universities and from the colleges' perspective the issue of access to Year 2 for their students is critical.

FIGURE 6

Estimated Distribution By Year Level - Funded FTEs



The problem is one of capacity. There is a shortage of spaces for qualified students wishing to complete a degree in this province. Institutions have had to ration the available student spaces. This rationing has affected student perceptions with respect to the selection of post-secondary institutions in which to commence their studies.

If upper-level places are not related to the number of students admitted into first year, then a serious access problem will arise at the upper-levels. If as well, access to these upper-level places is not allocated in an equitable manner for both continuing and transfer students, this will affect initial choice of institution. Students, where possible, will opt to attend the institution that is perceived to give them the best opportunity. "Best opportunity" is an individual value judgment. For some students, this may mean enrolling in a college and for others, a university. In some cases, students can choose to attend either a college or a university. Other students may not have that choice by reasons of geography, economy or previous academic performance. Requiring students to choose which institution represents a "best opportunity" as their initial entry point represents a significant change in a system in which students have been encouraged to believe that these choices did not have to be made.

These changes in the actual and the perceived availability of spaces require a careful consideration of the current model of higher education in this province. Ministry of Education enrolment and graduation projections show that the access/capacity problems will continue into the next century. The committee continues to work on these issues.

While the public perception of the problem is focused on the undergraduate programs, access to graduate programs is as large an issue, if not larger.

Admission Targets/Quotas/Grade Point Averages

To manage their enrolments, the universities establish quotas for almost all undergraduate programs and for each of the groups of applicants(direct entry from high school, college transfer, transfers from other universities, mature students and others). Grade point averages are used to select students.

FIGURE 7

Admission Targets/Quotas and GPA Cutoff Points* For New Entry Students: Fall 1993 - Arts & Science(1)

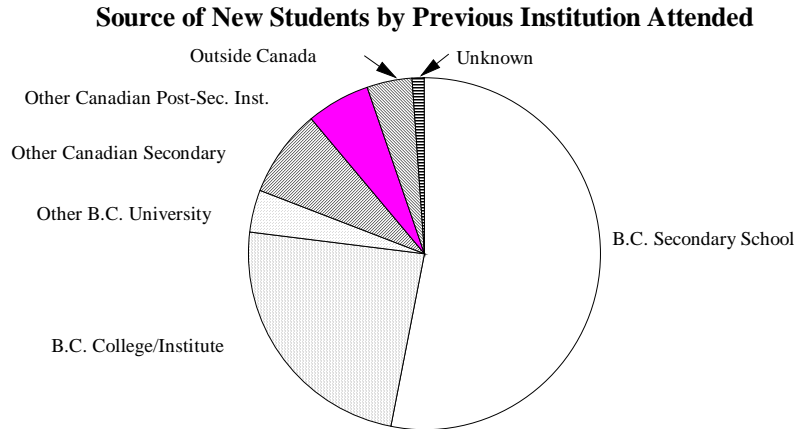
	UBC		SFU		UVic	
	Number	GPA	Number	GPA	Number	GPA
Direct Entry: B.C. Sec. School						
Arts(2)	1,450	3.00	1,050	3.00		
Science(2)	1,100	3.39	375	3.00		
Arts & Science					626	3.25
Transfers to Yr. 2: B.C. colleges(3)						
Arts	225	2.8	810	2.55		
Science	125	2.5	65	2.50		
Arts & Science					505	2.80
Transfers to Yr. 3: B.C. colleges(4)						
Arts	150	2.6	(5)	2.00		
Science	75	2.2	(5)	(5)		
Arts & Science					(4)	(4)
Other Students all Years(6)						
Arts	375	(6)	710	(6)		
Science	200	(6)	40	(6)		
Arts & Science					569	(6)

1. UVic does not have separate faculties of Arts and Science.
2. SFU reported Non-Science rather than Arts alone. UBC reported all new entry to Arts and Science together with direct entries from secondary school.
3. There are some transfers with partial Year I from B.C. colleges to Year 1 at the universities. They are generally assessed on the basis of their B.C. Secondary School marks and are in the Direct Entry quota if they have graduated within the previous year, satisfy the minimum secondary school cutoff. Otherwise they may appear in another category(B.C. College or Other) depending upon whether or not additional courses have been taken. The numbers for UBC are minimums.
4. Quotas for SFU and UVic are not differentiated between Years 2 &3. Includes some transfers to Year 4 at UBC. The numbers for UBC are minimums.
5. Graduates from the college Associate in Arts Programs were admitted with a GPA of 2.0 at SFU.
6. This group of new students may include: additional B.C. college students(UBC), mature students, other province, other country, other faculty, technical college, and visiting students. The GPA requirements vary by group and by year level and are as high or higher than those for the comparable direct entry students from the B.C. secondary schools or colleges.

Source of Students

Young adults transferring directly from secondary school remain the biggest source of new students. However, increasing numbers of new students are attending other post-secondary institutions before enrolling for the first time in a university. FIGURE 8 below shows the source of first-time, full-time undergraduates enrolled for the Fall of 1993 by previous institution attended. Some 81% of the new students reported that they had most recently attended a B.C. educational institution and another 14% had previously attended a Canadian one outside B.C.

FIGURE 8



Applications, Offers of Admission, Registrations

The creation of the Post-secondary Application Service of B.C.(PASBC) will assist both students and post-secondary institutions in their efforts to enrol in the B.C. post-secondary system. The development of this cooperative system has proven to be a challenging task. There will be a phased implementation for some programs starting in January 1996 with a full implementation for programs commencing in September 1996. The creation of this centralized service will identify the multiple applications and eliminate multiple offers of admission which delay information to students and results in low ratios between applications, admissions and registrations.

In the Fall of 1993, some 15,765 applications were received from qualified first-time applicants to first-year programs based upon their grades from the B.C. schools. This represented an 8.5% increase over the previous year. From these applications, some 10,198 students were offered admission an increase of 16.0%. From these offers of admission, some 4,907 students registered at the universities and increase of 9.7% over the previous year. The percentage of registrations compared to admissions has declined over the past three years from 53.5% to 48.1% and the percentage of registrations as a percentage of applications has dropped from 35.7% to 31.1% over the same period. See TABLE 6 for additional information.

Without the information on the number of duplicate applications and offers of admission, all that can be said from the above information is that there were more applications received by the universities and a lower percentage of the applicants were successful in gaining admission and being registered.

B. Enrolments

Headcounts

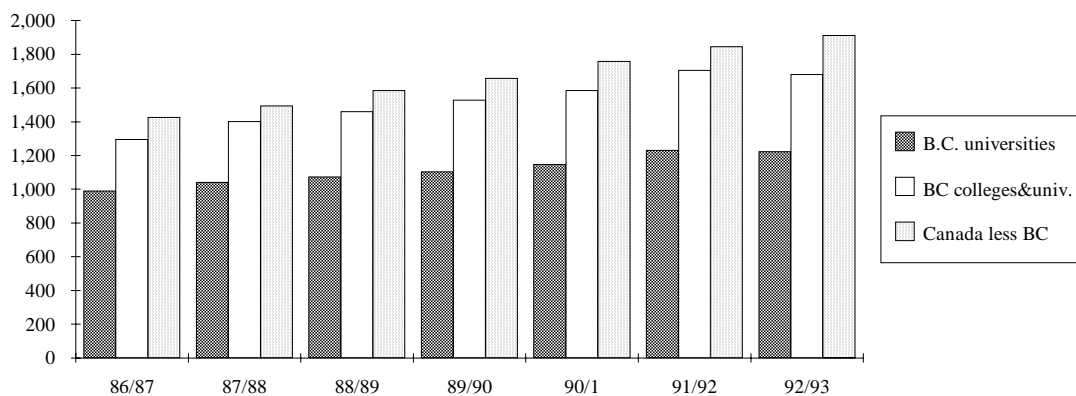
Headcount enrolments are snapshot pictures of the number of individual students enrolled at one period of time. They include both full-time and part-time students. All post-secondary institutions in Canada report these enrolments to Statistics Canada so interprovincial comparison can be made. As the data sets include the small number of students enrolled in private institutions in all provinces, the data do not match those reported for the public universities alone.

In the Fall of 1993, the universities enrolled 63,492 students. This represented an increase of 169 or less than 1% over the previous year. Undergraduate enrolments decreased slightly 0.6% while graduates increased by 5.7%. As in previous years more than two students in three were enrolled on a full-time basis(67.6%) with undergraduates(64.0%) less likely than graduates(86.7%) to be full-time. TABLES 2 and 9 provide more information.

British Columbia universities continue to enroll one of the lowest proportion of students per population when compared to the rest of Canada. However this figure is somewhat misleading as a large number of university level students are enrolled in our college system. Only Quebec with its CEJEPs has a large number of university level student in other post-secondary institutions. FIGURE 9 below shows the comparison of undergraduate enrolments per population including the college transfer students. The inclusion of the college students over-states the B.C. situation as the proportion of students who transfer is still quite small. The continuing and frustratingly low participation rate remains even after the enrolment growth program initiated in 1988/89. This lack of progress is a consequence of the rapid population growth in this province over the same period.

FIGURE 9

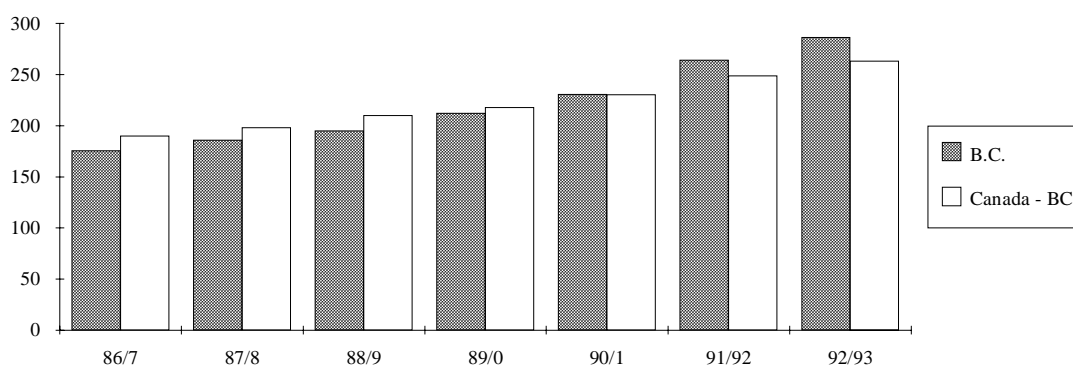
Undergraduate Fall Full-time Headcount per 10,000 Population 18-24



Graduate participation rates are higher than undergraduate rates and are increasing. They are now slightly above the Canadian average. FIGURE 10 illustrates the changing participation rates in B.C. and the rest of Canada.

FIGURE 10

Fall Full-time Graduate Headcount per 10,000 Population 18-24 Age Cohort



Female Participation

In Canadian universities, there are slightly more women enrolled than men. In B.C. in 1993, 51% of the Fall headcount enrolment were women. The proportion of women has been increasing over the past decade. This is especially true of part-time students. Some 56% of the B.C. undergraduate enrolments in 1993 were women. This combined percentage was made up of full-time(53%) and part-time(61%). The comparable figures for graduate students were combined(46%), full-time(44%) and part-time(60%). While these figures are the same as in the previous year, since 1984/85 the percentage of women students has increased in all categories but especially so in graduate part-time studies.

International Students

The B.C. universities attracted students from over 90 different countries in 1993/94. At the undergraduate level some 3.4% of the students were classified as International while at the graduate level this figure rises to 20.2%. These numbers are slightly higher than those reported for the rest of Canada. The three major source countries for undergraduates are countries of the Pacific Rim; Hong Kong, Singapore and Japan. At the graduate level, three different countries are the major source of students: China, United States and the United Kingdom.

Full-time Equivalent Enrolments

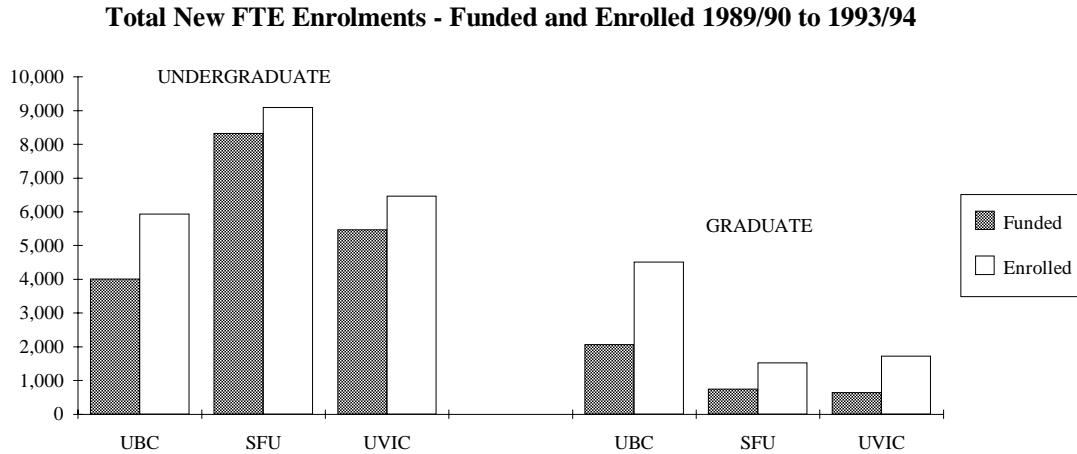
In the fiscal year 1993/94, the universities enrolled 52,857 full-time equivalent students(FTE). This represented an increase of 1.0% over the previous year. To recognize differential costs associated with different major programs, a set of weights is applied to the FTE to produce weighted FTE. The weights assigned to each major program and level are shown in APPENDIX C. The 52,857 FTE converted into 109,322 Weighted FTE(WFTE) which was an increase of 2.6%. These different increases occur because graduate enrolments, which carry higher weights, increased by 6.1% while undergraduate enrolments remained constant.

See TABLES 3.1 and 3.2 for detailed 1992/93 and 1993/94 enrolment information.

Funded FTEs

In 1989, the "Access for All" initiative was launched. The ministry and the universities agreed that the 1988/89 FTE enrolment represented the funded base. In the five years of the program, the Ministry funded a total of 17,799 new undergraduate FTEs. Over the same time, the universities enrolled 21,482 which represents a total of 3,683 "unfunded" FTE. The comparable numbers for graduate FTEs are 3,455 funded, 7,753 enrolled and 4,298 "unfunded". FIGURE 11 shows the distribution of the funded and enrolled FTEs.

FIGURE 11



C. Degrees Awarded

As we enroll fewer students per capita than the rest of Canada, it is no surprise that our universities award fewer degrees per population than the Canadian average. FIGURE 12 shows the distribution of degrees for B.C. and the rest of Canada..

FIGURE 12

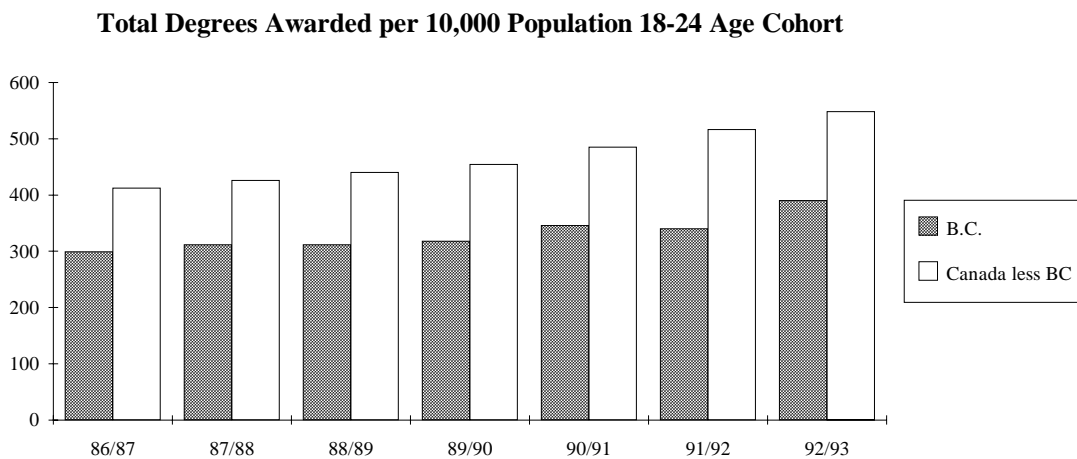
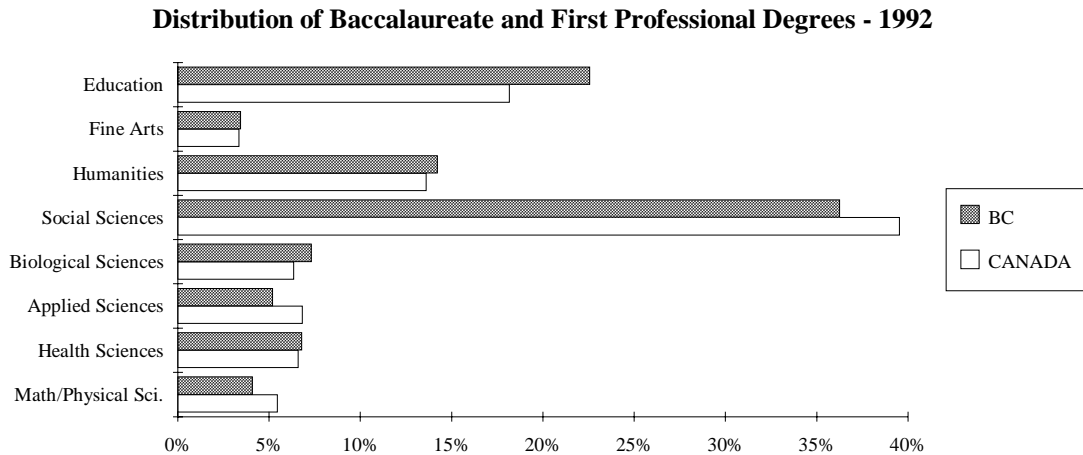


FIGURE 13 below shows the distribution of undergraduate degrees by field of study for 1992.

FIGURE 13



D. Faculty and Staff

Numbers

In 1992/93, in the established universities, there were some 3,309 budgeted FTE faculty positions which was basically unchanged from 1991/92. The estimated FTE for 1993/94 is 3,274 down 35 positions. There were some 4,451 budgeted FTE support staff positions in 1992/93 an increase on the comparable number of 4,398 from 1991/92. The estimated number for 1993/94 is 4,343 which is a loss of 108 positions.

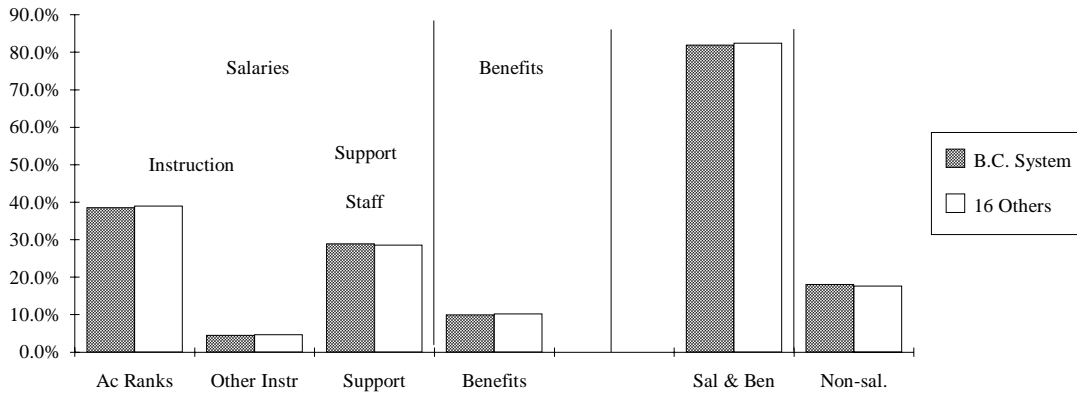
As UNBC is starting up, increased employment can be expected for several years. The budgeted figures for faculty were 6 in 1992/93 and 30 for 1993/94. The comparable figures for support staff are 65 and 110 respectively.

Salaries

Universities are salary intensive organizations and the expenditure patterns at our universities are similar to those of the comparison group of universities identified as "16 Others". See APPENDIX B for a list of these universities. FIGURE 14 below shows this similarity in the proportions of the general purpose expenditures that are spent on salaries and benefits for 1991/92, the most recent year for which there are data for the other sixteen universities.

FIGURE 14

91/92 General Purpose Expenditures

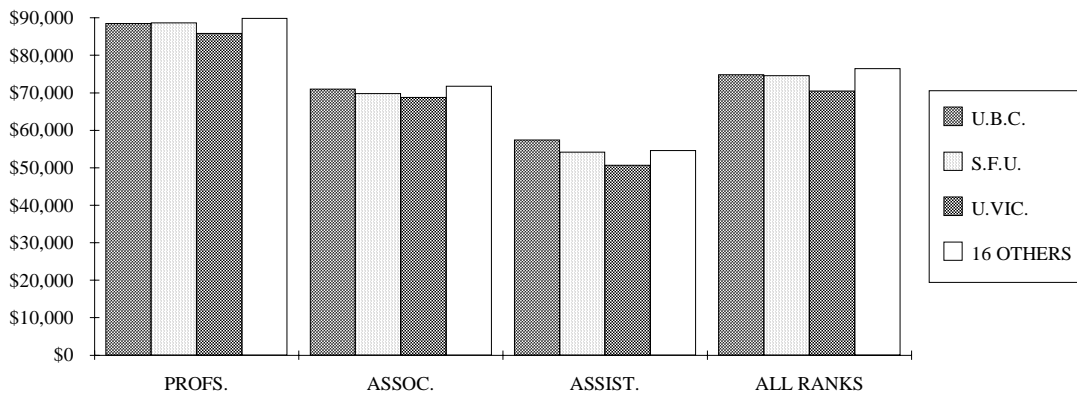


Faculty Salaries

The average faculty salaries for full-time faculty, excluding Medical and Dental faculty, as reported to Statistics Canada are shown below. The salaries are relatively comparable across the universities and across the ranks.

FIGURE 15

1992/93 Average Faculty Salary by Rank

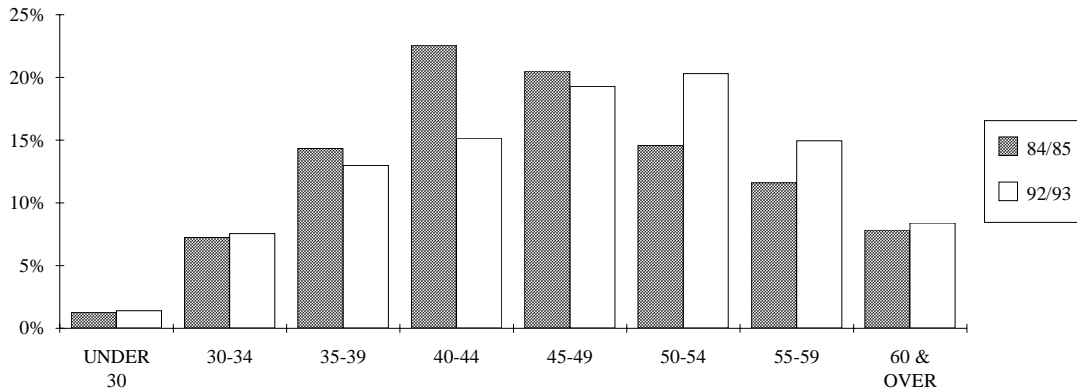


Faculty Age Distribution

The aging of the full-time professoriate is occurring. While the mean age has not changed much between 84/85(46.2 years) and 92/93(47.3 years), the distribution has shifted as shown below:

FIGURE 16

Faculty Age Distribution



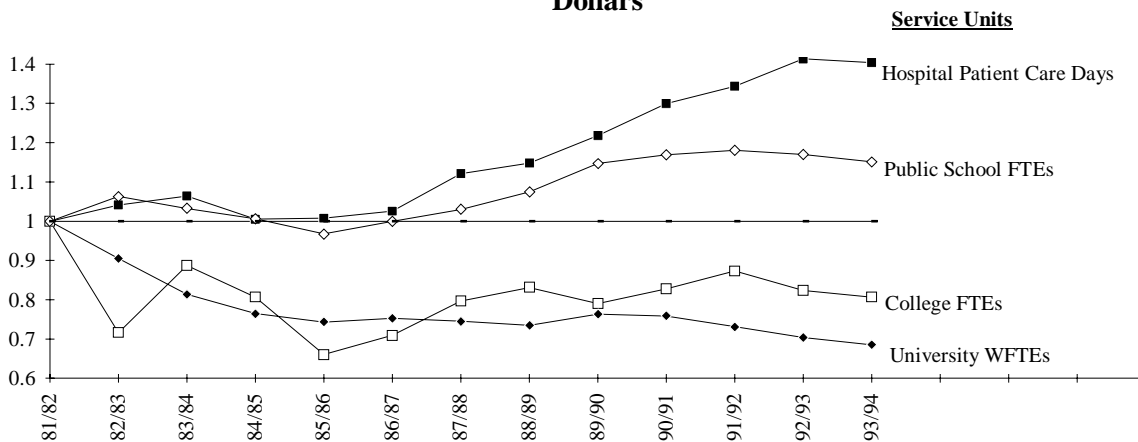
E. Grants

The provincial grants to the universities are either general purpose or designated. The former represent the largest portion of the grants. The 1993/94 general purpose grants remained the same as last year with no recognition of cost increases associated with inflation. Additional designated funding was provided for enrolment growth, Teacher Education programs, Pay Equity, Health Care Teaching Costs, Partnership Costs associated with the development of new degree programs at the university colleges and funds to assist in the start-up of the UVic Business School. For additional information on these grants see TABLES 5 and 12.

As shown in FIGURE 17, the provincial grants, in constant dollars, to the universities have not kept up to inflation or to the increases in enrolments or to the grants per service unit to the schools or the hospitals.

FIGURE 17

Indices of Change in Provincial Grants per Service Unit in Constant Dollars



These trends are most disturbing. It appears that the neither the schools nor the hospitals have been able to contain costs as well as the universities and colleges and that government has supported these costs at the expense of the post-secondary system. Investing in the education

systems is investing in a country's infrastructure. A country that fails to do so limits its ability to compete and the future quality of life for its citizens.

F. Income and Expenditures

Income

The universities have established five separate funds to administer their financial matters. The system income for all funds totaled \$1.01 billion dollars in 1992/93. Of this amount about \$621 million or 61% was General Purpose income.

TABLES 13 and 15 at the end of this report provide additional information on university income.

Expenditures

FIGURE 18 below shows the distribution of the 1992/93 General Purpose expenditures by function. Instruction and Non-Sponsored Research expenditures account for slightly less than two out of every three dollars spent.

FIGURE 18

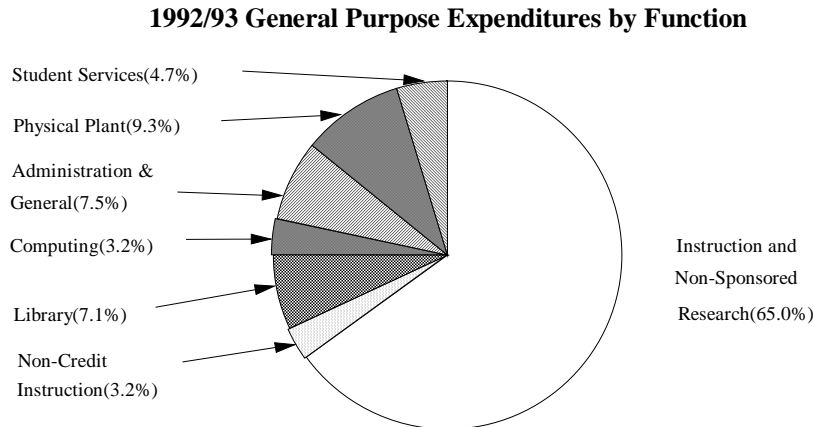


TABLE 14 provides additional information.

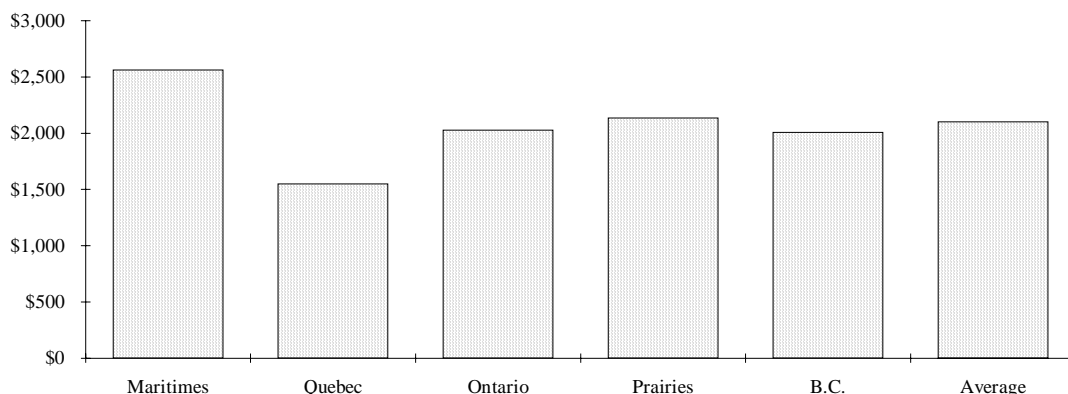
G. Student Fees

Student credit course fees for an Arts program are shown below in FIGURE 19. Over the ten year period from 1984/85, fees for B.C. Arts students have increased by 72% while those for the "16 Others" group by 91%. After taking the effect of inflation into account, the comparable figures are 22% and 36% respectively. Fee increases for engineering, law and medicine students have increased slightly more than those for arts students.

In this province fees for college students taking university level courses in the first two years averaged \$1,052 and those for the students in third and fourth year studies at the university colleges averaged \$1,537. It is significantly less expensive to get a university level education in the colleges than in the universities whose average fees for arts students was \$2,008.

FIGURE 19

1993/94 Student Fees by Region - Arts Programs



H. Research

Universities have evolved in response to our constantly changing and increasingly complex societies. Traditionally, universities have been funded primarily to educate undergraduates and to train professionals. While this remains the focus of much of the universities' efforts, the increasing importance of research to the advancement of the social, cultural and economic aspects of our society has changed our universities.

More than 60% of all the research in the province occurs at the universities. Most of the specialized facilities, including the libraries, and much of the highly sophisticated equipment that is required in research are housed on the campuses. But more than any of these, the universities employ the scholars and researchers whose ideas and skills are the basis of research.

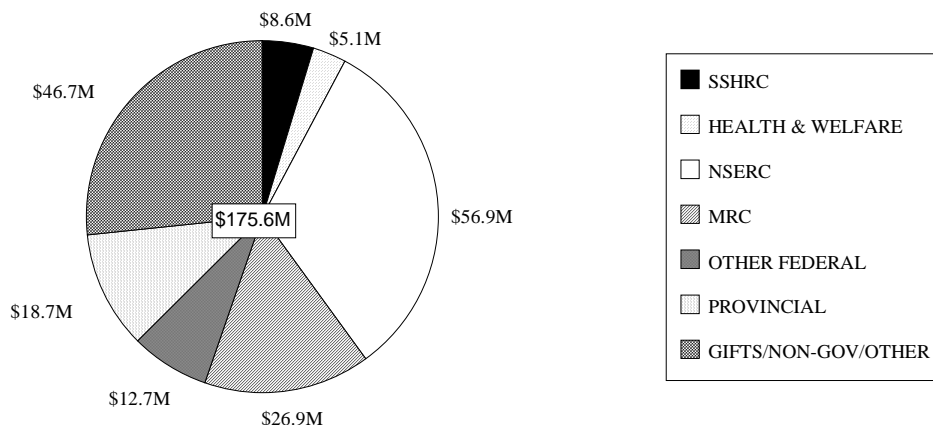
Research conducted at the universities is categorized as either non-sponsored or sponsored. The former is funded through the General Purpose Fund of the universities and supports the individual faculty member's salary. Sponsored research can either be funded by contract, where the university's overhead costs are covered in the contract or won through competitive peer reviewed awards, where the overhead is provided out of the General Purpose Fund. The majority of the sponsored research falls under the awards category and the major source of income is the federal government through its national granting councils.

Research Income

In 1992/93 the universities' Research Income totaled \$175.6 Million. Of this amount, seven out of eight dollars came from sources other than the Province. The university research efforts can be described as a major income generating industry for this province in its own light. These funds are used to hire highly skilled technicians, post-doctoral researchers, augment graduate fellowships and equip the highly specialized laboratories. FIGURE 20 shows the distribution of research income by source.

FIGURE 20

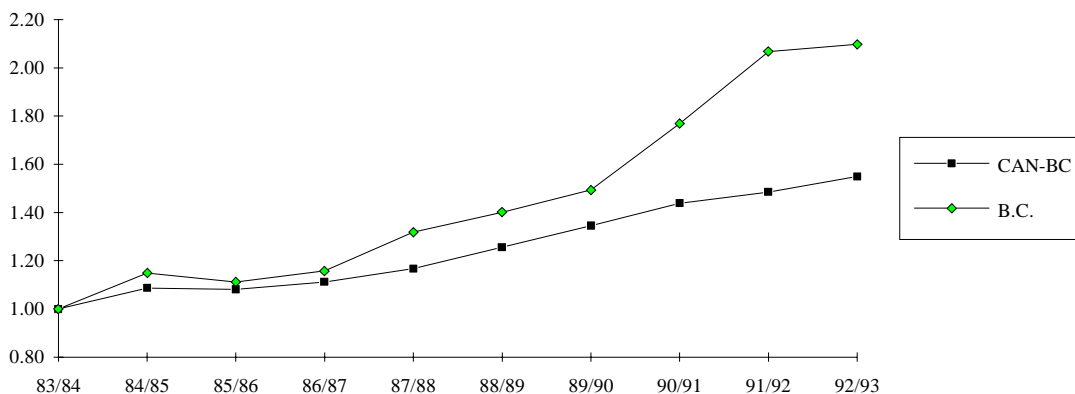
1992/93 Sponsored Research Income by Source



As shown above the Natural Sciences Engineering Research Council (NSERC) provides the largest portion of the sponsored research income. In addition to sponsored research awards, the council awards scholarships and other forms of funding. FIGURE 21 below shows that British Columbia universities have outperformed the rest of Canada. In fact, with the exception of P.E.I. which added a veterinary school in the time period shown, B.C. outperformed all other provinces.

FIGURE 21

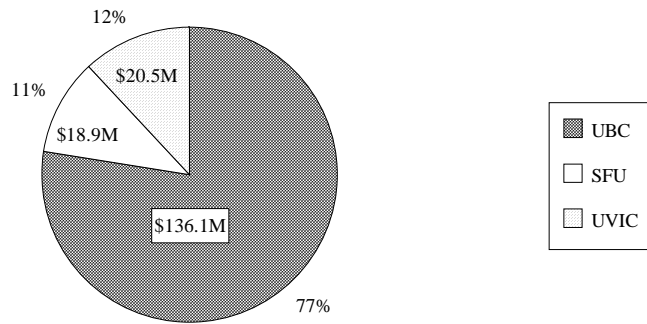
Indices of Change NSERC Grants & Scholarships (Current Dollars)



UBC is by far the largest research institution in the province. While its operating grants and enrolments represent about 60% of the provincial total, its research income represents about 80%. FIGURE 22 below shows the distribution of Sponsored Research Income by university.

FIGURE 22

1992/93 Sponsored Research Income



The Maclean's survey collected data on sponsored research awards per eligible faculty member. An eligible faculty member was defined as a full-time faculty member whose main area of research is supported by the various councils. The award data collected were restricted to the major research granting councils: for the Humanities/Social Sciences(Canada Council/Social Science Humanities Research Council - CC/SSHRC); for Science and Engineering(Natural Sciences Engineering Research Council -NSERC); for Medical Sciences(Medical Research Council - MRC). This is the first time these data have been easily available. While the Maclean's survey grouped the universities into three major groups for comparison purposes, I have compared the results to the "16 Others" group.

When compared with the "16 Others", ten of which have Medical Schools, the B.C. universities are reported to have the following percentages of eligible full-time faculty members, awards won and value of the awards won.

	Eligible Faculty	Awards Won	Value of Awards
CC/SSHRC	21%	24%	24%
NSERC	22%	21%	26%
MRC	10%	16%	14%

The following three figures show the average value of the major research granting council awards per eligible faculty member, the number of awards made per eligible faculty member and the average value of each award. In most cases the B.C. universities performed better than the "16 Others" group of universities.

Care must be taken in interpreting the first two figures as the number of eligible faculty and awards are small at both SFU and UVic.

FIGURE 23

1992/93 Average Award per Eligible Faculty Member

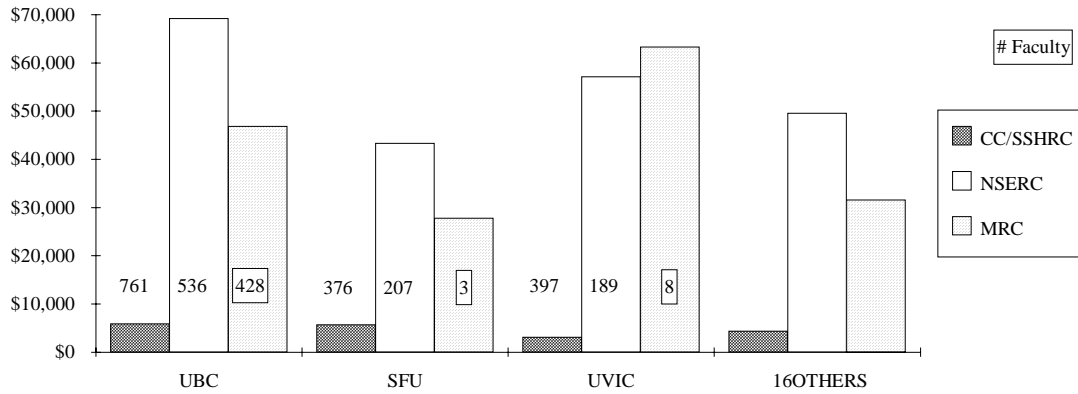


FIGURE 24

1992/93 Average Number of Awards per Eligible Faculty Member

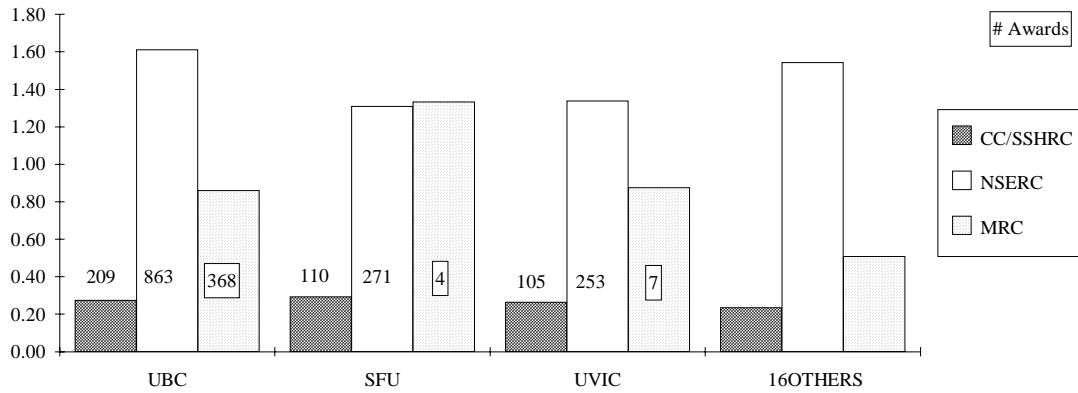
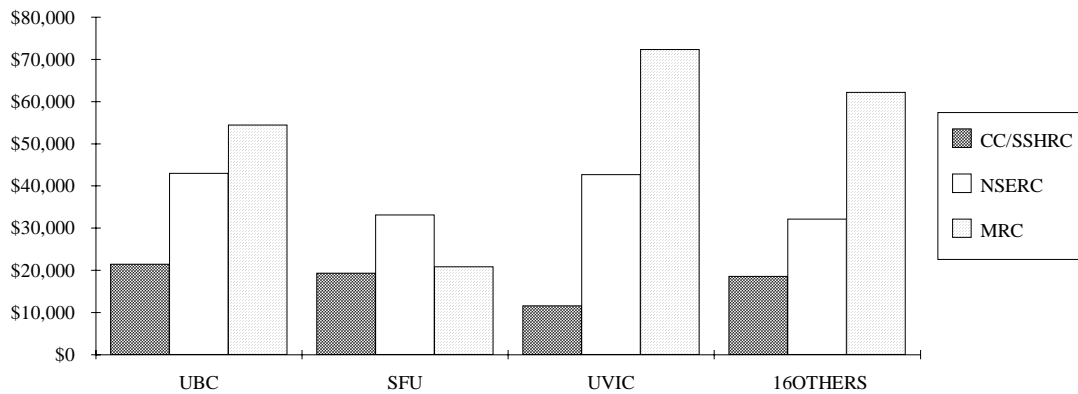


FIGURE 25

1992/93 Average Value of Awards

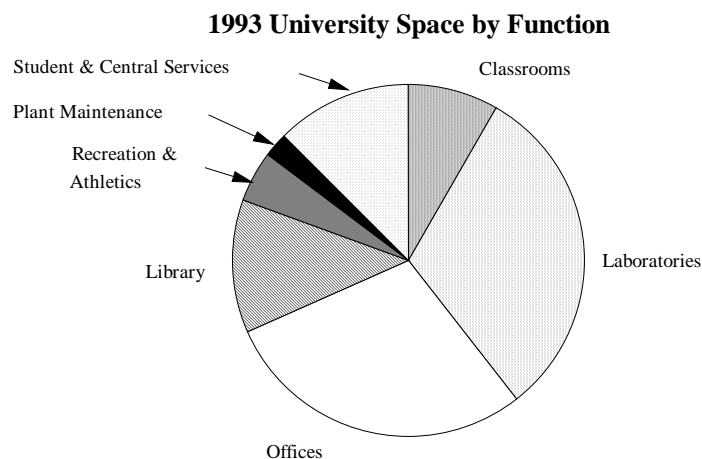


I. Facilities

The established university campuses have a building inventory that totaled approximately 1,402,000 gross square metres and 589,275 net assignable square metres(NASM). This latter figure represents an increase of 10.5% since 1991. At the same time the space planning standards associated with the size and services of the universities have increased by 3.0%. The effect of these two increases is to close the "shortfall" between the inventory and the planning standards by 10,690 NASM which is an increase in the inventory from 84% to 86% of the planning standards.

The complexity of the universities is shown by the different kinds and amounts of space required. Unlike the school system, classroom space only occupies a minor portion of the total space. FIGURE 26 below shows the distribution of the NASM by function.

FIGURE 26



J. Continuing Studies

The universities extend access and opportunity for life-long learning through extension credit programs, distance education programs and professional development and liberal studies(non-credit programs that serve the part-time and non-traditional student). Enrolments for extension credit and distance education credit programs are included with the enrolments reported in the TUDBASE tables and in this report.

Counting students in non-credit courses, lecture series and conferences is a difficult exercise as no common set of definitions has been developed. This is a task that will have to be addressed if the universities are to report on the important role their departments of continuing studies play in this Province. I will include an extended section on this area in the 1994/95 Annual Report.

IV. TABLES

CURRENT YEAR

Table 1 - New Programs

Table 2 - Fall Headcount by Enrolment Status

Table 3 - Full-time Equivalent Enrolments

Table 4 - Degrees Conferred by Discipline

Table 5 - Operating Grants

Table 6 - Applications, Admissions, Registrations

Table 7 - Space Inventory and Standards

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Table 14 - University General Purpose Operating Expenditures

Table 15 - University Income by Fund

TABLE 1

NEW PROGRAMS REVIEWED UNDER THE NEW PROGRAM APPROVAL POLICY 1994

	<u>Date</u> <u>Submitted</u>	<u>Started</u>
<u>UNIVERSITY OF BRITISH COLUMBIA</u>		
Additions to April 20, 1994 Submission		
36. Human Kinetics(Ph.D.)	Jan/94	Sept/94
37. Resource Mngmnt & Environmental Studies (M.A./M.Sc./Ph.D.)	Jan/94	Sept/94
38. *West-East Centre for Microbial Diversity	Jan/94	Jan/94
39. *School of P.E. to School of Human Kinetics(name Change)	Jan/94	Mar/93
40. *Clinical Engineering(M.Sc.) discontinued	Mar/94	Mar/94
41. Counseling Psychology(Ph.D.)	Aug/94	Sept/94
42. *Institute for Hearing Accessibility Research	Aug/94	Aug/94
43. *Forestry Advance Silviculture(Diploma)	Oct/94	Oct/94
44. Electro-Mechanical Design Engineering(B.A.Sc./M.Eng.)(1)	Feb/95	Sept/94
45.* Life Skills Motivation Centre	Feb/95	Jan/95
<u>Simon Fraser University</u>		
Additions to April 20, 1994 Submission		
24. Institute of Micromachine & Microfabrication Research	Jan/93	Sept/93
25. Fine Arts - Major in Film (B.F.A.)	Jan/93	Sept/93
26. Fine Arts - Major in Dance (B.F.A.)	Jan/93	Sept/93
27. Science in collaboration with UCVF (B.Sc.)	Apr/93	Sept/93
28. Joint Resource Mgmnt. - Adm. (M.R.M./M.B.A.)	Jun/93	Sept/94
29. French (M.A.)	Nov/93	Sept/94
30. Philosophy (Ph.D.) with UBC	Nov/93	Sept/94
31.* Certificate in Computing Studies	Dec/93	Sept/94

* - Submissions for Information only.

.... continued

TABLE 1
(continued)
NEW PROGRAMS REVIEWED UNDER THE
NEW PROGRAM APPROVAL POLICY
1994

	<u>Date</u> <u>Submitted</u>	<u>Started</u>
<u>University of Victoria</u>		
Additions to April 20, 1994 Submission		
26.* Honours in Physics and Astronomy	Feb/95	Sep/94
27.* Honours in Physics and Earth Sciences(Geophysics)	Feb/95	Sep/94
28.* Honours in Physics and Ocean Sciences(Physical Oceanography)	Feb/95	Sep/94
29.* Combined Major - Physics & Earth Sci.(Geophysics)	Feb/95	Sep/94
30.* Combined Major - Physics & Ocean Sci.(Physical Oceanography)	Feb/95	Sep/94
31. Educational Psychology(M.Ed.)	Feb/95	Sep/94
32 Revised Post-Degree Program(Secondary Education)	Feb/95	May/95
33. Leisure Administration(M.A.)	Feb/95	Sep/95
34. Mathematics and Statistics(Ph.D.)	Feb/95	Sep/95
35. French(M.A.) (Teaching Emphasis Option)	Feb/95	Sep/94
36. Child and Youth Care(M.A.) (Special Arrangement)	Feb/95	Jan/95

Open University

Additions to April 20, 1994 Submission

19. Adult Education(B.A.) with U.C.F.V.	Mar/94	Sep/94
20. Music Performance(B.Mus.) with Van. Academy of Music	Mar/94	Sep/94

University of Northern B.C.

This process has not worked well for the new programs at UNBC. While there was considerable discussions at the departmental level among the universities, much of the paperwork was not circulated. The Ministry also had approved a list of programs for start-up in the Fall of 1994.

* - Submissions for Information only.

APPENDIX A

TUDBASE TABLES

1. Previous Institution Attended
2. Distribution of Students by Sex
3. International Student Enrolments
4. Headcount Enrolment by Level and Status
5. Headcount Enrolment by Degree Program
6. Equivalent Enrolments Taught(EET) by Faculty
7. Equivalent Enrolments Taught by Session
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9. Annualized FTE Faculty by Faculty
10. Faculty Age Distribution
11. Direct Academic Expenditures by Faculty
12. EET by FTE Faculty by Faculty
13. Degrees Awarded by Discipline
14. Degrees Awarded by Faculty/School/Department
15. Inventory of Space and Planning Standards
16. Applications/Acceptances/Registrations
17. First-time First Year Headcounts by School District Last Attended
18. Annualized FTE and Weighted FTE Enrolments by Degree Program

APPENDIX B

"16 OTHERS" GROUP OF UNIVERSITIES

- | | |
|-------------------|---------------|
| 1. ALBERTA | 2. CALGARY |
| 3. SASKATCHEWAN | 4. MANITOBA |
| 5. CARLETON | 6. GUELPH |
| 7. McMASTER | 8. OTTAWA |
| 9. QUEENS | 10. TORONTO |
| 11. WATERLOO | 12. WESTERN |
| 13. WINDSOR | 14. YORK |
| 15. NEW BRUNSWICK | 15. DALHOUSIE |

APPENDIX C

Calendar

Fiscal year: 1 April to 31 March

Academic year:

- UBC:

The Academic Year(1 September - 31 August) is divided into Winter and Summer Sessions. The Winter Session Term 1 runs from September through December and Term 2 from January through April. The Summer Session Term 1 runs from early May through July and Term 2 runs for 6 weeks commencing in early July.

- SFU:

The Academic Year is divided into three semesters of equal length. The Fall Semester runs from September through December; the Spring Semester from January through April and the Summer Semester from May through August. In addition to the regular programming in the Summer Semester, programs are also run in an Intersession(May - June) and Summer Session(July - August).

- UVic:

The Academic Year(1 September - 31 August) is divided into the Winter Session and Summer Studies. The Winter Session first term runs from September through December and the second term from January through April. Summer Studies runs from may through August and there are multiple program start dates and durations.

Type of Courses

Credit:

Academic course(s) recognized for credit towards a university degree or other academic credential

Non-Credit:

Courses/seminars etc. undertaken for general interest and not for credit toward a university degree or other academic credential.

Enrolments associated with non-credit courses and Auditors in credit courses are not included in the TUDBASE Reports.

Level of Study

Undergraduate:

A student whose program of credit studies leads to an undergraduate bachelor or first professional degree or other undergraduate credential (diploma, certificate, license, etc.) or students who are not pursuing a credential who take these courses for credit.

Graduate:

A student with an undergraduate degree, registered with the Faculty of Graduate Studies, whose academic program leads to a masters or doctoral degree. Students who are admitted but with provisional standing(qualifying students) are classified as graduate students.

Course Credits

Units: are a measure of academic credit value assigned to a credit course in a sessional or term operation at UVic. A full undergraduate course lasting two terms generally represents 3 credit units, while a course offered for one term generally represents 1.5 credit units.

Credits: are a measure of academic credit value assigned to a credit course at UBC or SFU. A full undergraduate course lasting two sessions/semesters generally represents 6 credits, while a course offered for one session/semester generally represents 3 credits.

Enrolments

Headcount:

The number of individual students registered for study in a given session/semester. Undergraduate students registered in co-op work term placements are reported as full-time and students classified as "on leave" at SFU are reported as part-time but both groups have an FTE of zero. Graduate student registered in co-op work term placements are reported in headcount reports but are assigned an FTE of 1/3.

Full-time/Part-time

An undergraduate student who is enrolled for 12 or more units in a winter session(UVic) or 12 or more credits in a given session/semester(UBC/SFU) is defined as full-time. Students with less than this course load are defined as part-time.

For TUPC reporting purposes, a graduate student who is enrolled in only one course in a semester and is not working on his or her thesis, project or extended essay in that semester is counted as a part-time student in that semester. Other students, who are not on leave, are counted as full-time students.

Normal Full-time Course Load:

Is the standard number of credits/units required in a session/semester for normal progression in a degree program. For most undergraduate general degree programs in Arts & Sciences this represents 15 units or 30 credits per year. For certain programs and years within programs the number of credits or units may be more than the "normal" amount and it is this number which is to be used in calculating FTE.

Full-time Equivalent Enrolments(FTE):

FTEs are collected by program of study and provide a measure of total student enrolment by program.

For undergraduates, one FTE represents the equivalent of a normal full-time course load in a given session/semester. Units or credits taken by all students (both full and part-time) in a given program and year level are divided by the applicable full-time load to determine FTE enrolments.

The undergraduate total for each term/semester represents the sum of the calculated FTE of all programs and course levels.

For undergraduates, the "normal" academic year is two semesters. Thus on an annualized basis each term/semester FTE is the equivalent of 1/2 an annualized FTE. A student who enrolls in a "normal" course load for the three semesters in a year would generate 1.5 FTE.

For graduates(except co-op students on a work term), one FTE represents the equivalent of a normal full-time load in a given term/semester. Part-time student enrolments are divided by three to produce an FTE.

For graduates, the "normal" academic year is three terms/semesters, thus on an annualized basis the each term/semester FTE is the equivalent of 1/3 an annualized FTE.

Equivalent Enrolments Taught(EET):

EETs are collected by faculty and provide a measure of the instructional load provided by each Faculty. As students from different Faculties can be enrolled in the same course, FTEs do not permit comparisons of instructional services provided by each Faculty. As EETs, financial and faculty data are collected by faculty, permitting analysis regardless of program of study.

For undergraduates, one EET is a measure of the amount of instruction each academic unit provides for both its own students and for students majoring in other faculties. On a fiscal year basis, each undergraduate EET represents 15 units or 30 credits of instruction.

For graduates, one EET represents the instructional load associated with the equivalent of one FTE graduate student for the entire fiscal year.

Faculty

Full-time Faculty:

Are those reported to Statistics Canada as the headcount as of Oct.1 of those faculty members holding a full-time academic appointment at the university and may include both sessional (contractually limited) and regular (continuing) appointees. Faculty on paid or unpaid academic leave are included; visiting faculty are excluded.

Full-time Equivalent (FTE) Faculty:

Is the number of authorized continuing faculty positions (as included in the approved general purpose operating budgets or funded from Specific Purpose Funds provided by the Ministry for instruction) plus the full-time equivalency of the salary dollars budgeted for part-time, visiting and sessional positions. The divisor used to convert the dollars budgeted for other than regular positions is 60 percent of the average professorial salary (career ranks of full, associate and assistant professor).

Expenditures

Direct Academic Expenditures:

Represents the sum of those fiscal year expenditures of the various organizational units (Faculties/Schools) which are considered to be directly related to student instruction and research activities and include for all sessions/semesters in the fiscal year:

- salary, stipends and employment benefits of faculty and related support staff (e.g. technicians and secretaries)
- non-staff academic department costs (e.g. laboratory supplies)
- internal grants to faculty for travel and research assistance
- expenditures from Specific Purpose funded Chairs, and
- distance education, extra-sessional credit course expenditures are distributed back to the Faculties

This section of the report provides information on the previous year's activities and historical data. The latter are those reported to the Council for the common data base, TUDBASE.

CURRENT YEAR REPORTS

Table 1 - New Programs

The "New Degree Programs" that have been reviewed by the VPACCOMM using the New Program Approval Policies and Procedures in the past calendar year are reported in this table.

Table 2 - Fall Headcount by Enrolment Status

Fall Headcounts are snap-shot numbers. They are a picture of the number of students enrolled on a particular day.(Nov 1 at UBC & UVic: Oct 1 at SFU).

Tables 3.1 and 3.2 - Full-time Equivalent Enrolments

Full-time equivalent enrolments(FTE) are reported on an annual basis for each fiscal year (April 1 to March 31). Table 3.1 reports FTEs while Table 3.2 reports the Weighted Full-Time Equivalent Enrolments(WFTE). WFTEs are the product of the FTE and a set of degree program weights which are in some cases sensitive to level of studies. The weights represent some indication of the relative cost of educating students in these programs.

Table 4 - Degrees Conferred by Discipline

This table reports the baccalaureate, masters and doctoral degrees that were awarded by the three universities in the Academic Year.

Table 5 - Operating Grants

The provincial operating grants are reported by type and by university. General Purpose grants are those that are not designated for specific purposes and the universities are able to spend them to meet the instructional, non-sponsored research activities, academic and student services administration.

Table 6 - Research Awards by Source of Funds

The universities report the number and value of the peer reviewed competitive awards the faculty were able to win. These awards are classified as Sponsored Research Awards.

Table 7 - Space Inventory and Standards

The university space inventory is assembled using the definitions in the Ontario Council of University Affairs Building Blocks Report. This report also identifies the space standards that would be ideally required by the enrolment at each university. The space is reported in square meters by category and by age. It is inappropriate to compare each university's inventory and space planning standards without considering the age and quality of the current inventory.

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Table 8 - Full-Time Equivalent Enrolments

- Table 9 - Fall Headcount Enrolments
- Table 10 - Degrees Conferred
- Table 11 - Research Awards for B.C. Universities
- Table 12 - Provincial Operating Grants
- Table 13 - University General Purpose Operating Funds
- Table 14 - University General Purpose Operating Expenditures
- Table 15 - University Income by Fund