

THE University
Presidents' Council
OF BRITISH COLUMBIA

a
REPORT
from the
BC UNIVERSITIES

Creating Opportunity Together

June 2001



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Message

FROM THE CHAIR

British Columbia's universities play a central role in the cultural, social and economic development of our Province and that role will become even more important in the knowledge-based world of the 21st century. Our universities have a proud tradition and a consistent record of excellence. Simon Fraser University and the University of British Columbia ranked first and second in their respective categories in this year's Maclean's ranking of Canadian universities. The University of Victoria is consistently ranked in the top four among comprehensive universities and the University of Northern British Columbia has ranked in the top ten in the primarily undergraduate category, an extraordinary achievement since UNBC opened its doors to students just seven years ago.

British Columbia's special purpose universities also continue to distinguish themselves. Royal Roads University is rapidly achieving a national and international reputation and the Technical University of British Columbia will play a vital role, together with BC's other universities, in "doubling the opportunity" for high technology graduates in British Columbia.

British Columbia's universities are, and will remain, committed to the objective of creating opportunity together. Our goals are focused upon enhancing opportunity for our students, our faculties and for the communities and Province we serve. We enjoy a degree of inter-university cooperation and collaboration rarely found in other jurisdictions. The primary vehicle for this cooperative work is The University Presidents' Council. TUPC meets regularly to address issues of common concern to BC's universities and to pursue opportunities that will benefit our Province.

I wish to thank my colleagues Michael Stevenson (SFU), Charles Jago (UNBC), Bernie Sheehan (TechBC), David Turpin (UVic), and Gerry Kelly (RRU) for contributing to the spirit of collegiality that I enjoyed throughout my term as TUPC Chair a spirit unsurpassed by any similar organization in Canada. I also wish to acknowledge with thanks the contribution of Jack Blaney, past president of SFU, whose leadership was pivotal in causing TUPC to become the effective organization that it is today. And our collective appreciation goes to our TUPC President Don Avison and our professional staff.

The future holds great promise. We look forward to working with a new government, with partner educational organizations, with our communities, with the private sector and with others to help position British Columbia for the kind of excellence the Province is so clearly capable of achieving. TUPC has enjoyed significant success over the past two years and I am confident that, with Charles Jago in the TUPC Chair, next year will be even better. ♦

Martha Piper
May 2001

Message

FROM THE PRESIDENT

British Columbia's success over the next decade will depend substantially upon the extent to which our Province invests in the education of our youth and in the research and development activities essential to any strategy for excellence in a knowledge-based world.

There is reason to be optimistic. A newly elected government in British Columbia has consistently identified education as its top priority. Commitments have been made to increase degree completion success significantly and to raise dramatically the numbers of graduates in medicine, computer science, and engineering and other program areas. Furthermore, the proposed establishment of a "Leading Edge Endowment Fund" that will include 20 BC Leadership Chairs in medical, social, environmental and technological research, together with a commitment to increase the availability of research funding, is very encouraging.

The University Presidents' Council of British Columbia, which serves as the collective voice of BC's six public universities, will continue to work closely with government and with others to meet the challenges that lie ahead, and to make full use of our capacity to work together in creating opportunity for British Columbians.

This report has been prepared to provide British Columbians with an overview of the progress we have made, of the issues that require our continuing attention and to make clear the need to support universities which are clearly "second to none".

British Columbia has always had extraordinary potential. Our universities stand ready to do their part in delivering upon the promise of the future. ♦

Don Avison
May 2001

Introduction

The University Presidents' Council (TUPC) provides leadership on public policy and funding issues significant to British Columbia's six public universities. Within this context, the Council acts as a provincial focal point for dealing with the Government of British Columbia and provincial or national bodies associated with universities. The Council's web site at www.tupc.bc.ca provides information on its history and operations, facts and figures on BC universities, previous annual reports and other Council publications.

British Columbia has a strong university system that contributes significantly to economic and social prosperity provincially and nationally. Our universities consistently perform well on national and international comparisons on the quality of our teaching and research. Almost 16,000 people received degrees from BC universities in 2000, an increase of 58% over the last ten years, and these credentials are recognized throughout the world. The research conducted by faculty at BC universities has generated the innovation and ideas that have led to new jobs, spin-off companies and patents or resulted in solutions to complex social or cultural issues. Yet by their nature, universities are also an investment in the future of British Columbia and it is on these challenges and opportunities where the Council focuses much of its attention.

British Columbia can expect to experience increased pressures from the accelerating pace of globalization and knowledge-based economic activity. The priority area where decisions must be made to shape successful strategies for the future of our province is post-secondary education. The investment decisions that governments make through budget allocations will determine the future capacity of our universities to provide the educational opportunities our citizens reasonably expect and to create the new knowledge necessary for British Columbia to compete effectively in the new economy.

The Council has identified five areas where investments in BC universities are most essential and has worked with both levels of government in the past two years to improve funding for these areas. The five areas are:

1. Expanding opportunities for British Columbians by increasing access to degree programs at universities;
2. Recruiting and retaining top quality faculty;
3. Building research capacity to position British Columbia to be competitive in the knowledge economy;
4. Restoration of university core budgets to close the funding gap between BC universities and comparable institutions located elsewhere in Canada; and
5. The need for capital funding to meet student demand and to facilitate world class research excellence.

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1 *Improving Access*

The need to improve access and establish additional student spaces continues to be an issue of pressing and substantial concern for the University Presidents' Council. BC has made significant gains in improving access and, as Figure 1 illustrates, enrolment at BC universities has grown by about 15,000 full-time equivalent spaces, more than thirty percent, in the last ten years.

The BC universities have implemented innovative strategies and stretched resources in order to increase access while continuing to provide high quality education. Even with a strong commitment to access and effective enrolment management strategies, the universities have not had the financial and other resources necessary to provide access for all the qualified students who apply. The demographic and economic trends for the next decade suggest that the demand for access will become even greater and many capable young British Columbia students will not have the opportunity for a university education unless significant resources are provided for new spaces. Figure 2 shows the actual and projected number of young adults in the 18 to 24 year age cohort and demonstrates the growing need for access.

Figure 1:
Undergraduate and Graduate Enrolment Increases

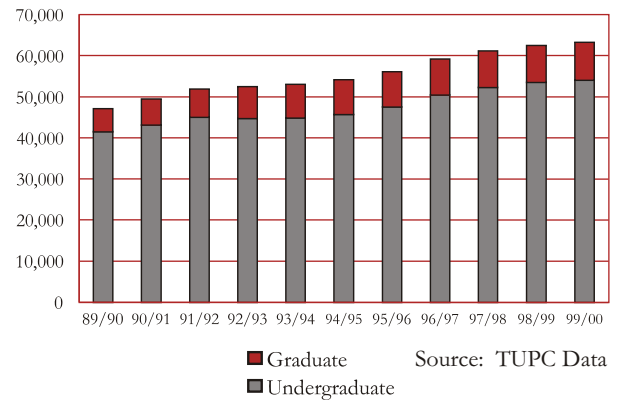
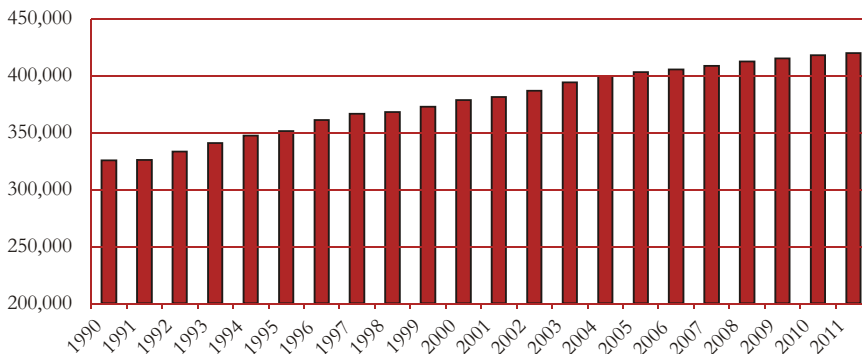


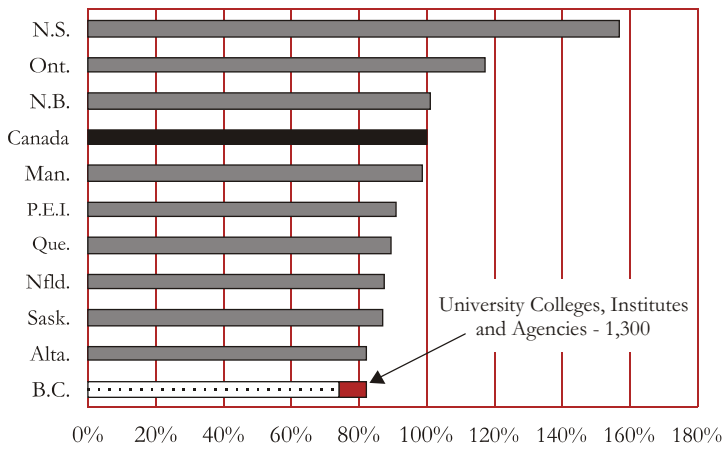
Figure 2:
18-24 Age Cohort - Actual and Projected



Source: BC Stats, Forecast 01/04

Enrolment at BC universities has grown by more than thirty percent in the last ten years

Figure 3:
Baccalaureate Degrees Awarded Per 18-24 Age Cohort
as % of Canadian Average - 1998

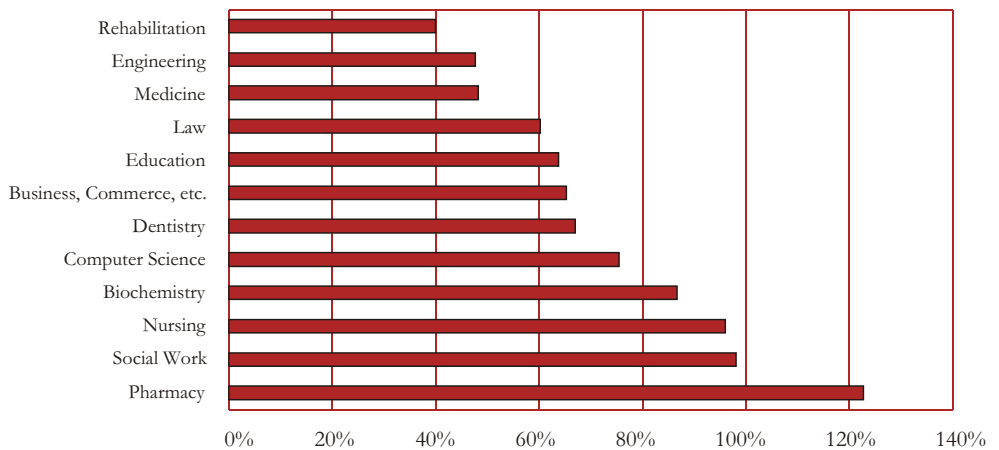


Source: Statistics Canada

Access to university education in BC has historically been low. Ten years ago our university participation rate, measured on the basis of baccalaureate degrees awarded, was as low as 65% compared against the national average. The establishment of three new universities and the development of the five university-colleges and two degree-granting institutes has now increased the province's undergraduate degree completion capacity to about 80% of the national average. As Figure 3 points out, however, BC is still last among Canadian provinces in undergraduate degree granting capacity. It is also important to note that BC also trails the Canadian average in the number of graduate degrees (Masters and Doctoral) granted per capita.

British Columbia's relative shortfall in undergraduate degrees is even more troublesome when one examines the access by program area and considers the economic and social needs of the province. Figure 4 details the BC degrees conferred by program area in comparison with the rest of Canada and illustrates that the province is exceptionally far behind in such crucial areas as engineering, medicine, education, business and computer science. The University Presidents' Council was encouraged to see commitments made recently with respect to increasing the numbers of health professionals trained in British Columbia and to "Double the Opportunity" for the training of engineering and computer science graduates. Additional action will also be necessary to increase general degree completion success levels to a threshold beyond the national average.

Figure 4:
Baccalaureate Degrees Awarded Per 18-24 Age Cohort
BC as % of Rest of Canada - 1998



Source: Statistics Canada

For many years, British Columbia was able to rely on its strong economy, beautiful scenery and relatively mild winters to attract degree holders from other provinces. Consequently, BC was able to maintain a relatively small university sector while other provinces or countries would educate many of the doctors, nurses, teachers, engineers or other professionals who then moved to BC to meet our labour markets need. While this approach may have been sufficient at one time, it severely limited the opportunities for BC students to obtain a university education and has left the province unable to meet its current and future needs for skilled professionals. In order for British Columbia to compete effectively in the knowledge economy and maintain its services in health care and education, access to BC's universities must be expanded significantly. The goal of the University Presidents' Council is to achieve university access levels that will have British Columbia clearly established as a national leader in degrees awarded per capita by the year 2007.

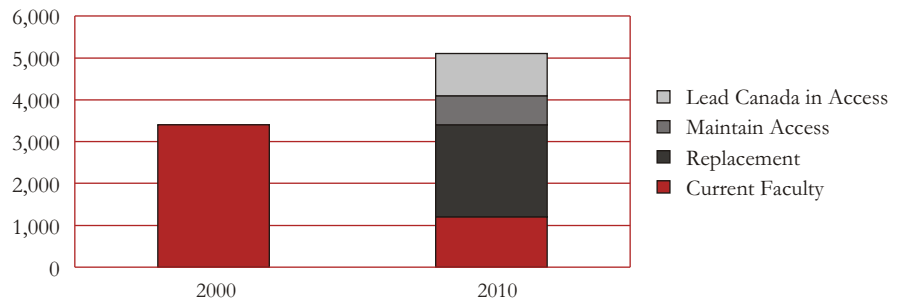
In the budget announced for the 2001/02 fiscal year, the provincial government has allocated 1,000 additional FTE spaces for the four established universities and 349 new FTE spaces for Royal Roads University and the Technical University of BC. The additional spaces will help universities respond to increased demand from population growth, but are not sufficient to meet the current unmet demand or to help British Columbia close the gap with Canada with respect to degrees granted per capita. In addition, the new spaces are not funded at a level that will allow for expanded access to graduate studies. British Columbia must accelerate its rate of growth significantly in order to become a national leader in degrees awarded per capita.

Faculty Recruitment and Retention

Increasing student access cannot happen unless action is taken to ensure that our post-secondary system has the capacity to receive and meet the needs of a larger student population. An essential step in building the necessary capacity is to make certain that BC's universities will continue to be able to retain and recruit top quality faculty.

The need to address recruitment and retention issues is especially important in light of the intense national and international competition for faculty that has resulted from the extraordinary retirement levels of faculty members. In British Columbia, an estimated 2,200 of the existing faculty members (about two-thirds of the total) will need to be replaced during the next decade because of increased competition and retirements. In addition, since population will increase by about 14% during the next decade, BC will have to hire 500 faculty members to maintain its current level of university access and a further 1,000 faculty members to meet the goal of leading Canada in degrees granted per capita. Figure 5 provides a clear picture of the cumulative faculty recruitment and retention challenge for British Columbia.

Figure 5:
Number of Faculty at BC Universities



Source: TUPC Data

In September 1999, the Laurier Institution was commissioned by the University of British Columbia, Simon Fraser University, University of Victoria, University of Northern British Columbia and the Confederation of University Faculty Associations to examine issues relating to the renewal and retention of senior administrators and tenured and tenure track faculty at BC universities. The full report, *Renewal and Retention: Attracting and Keeping Faculty and Senior Administrators at British Columbian Universities*, is available at www.tupc.bc.ca/publications/LIR_RnR.asp.

The greatest competition for BC universities will be from Alberta, Ontario and Quebec and from resource-rich American universities. A survey of university faculty leaving BC universities shows that 47% are going to other provinces, 43% are going to the United States and 10% are going to other countries. The important factors for retaining or attracting faculty as identified by faculty who were leaving BC, department heads and senior administrators were: salary considerations; cost of living in a region; adequacy of research facilities and availability of research funds.

The recruitment and retention challenge facing British Columbia universities is common across all provinces. After all, Canada will need 35,000 new faculty members over the next ten years yet we do not currently produce enough PhDs to meet more than half of that need. The difference is that other provinces, Quebec, Ontario and Alberta in particular, have initiated creative new strategies designed to address faculty recruitment and retention. In addition, those jurisdictions have expanded access to graduate student programs in order to increase the supply of faculty for the future.

There have been many high profile stories in the past year of excellent faculty members being recruited from British Columbia universities to better offers in other jurisdictions. The trend will continue unless steps are taken immediately to make our universities more competitive. The University Presidents' Council will continue to work with the provincial government to ensure that British Columbia universities acquire the flexibility and the resources necessary to address this issue effectively.

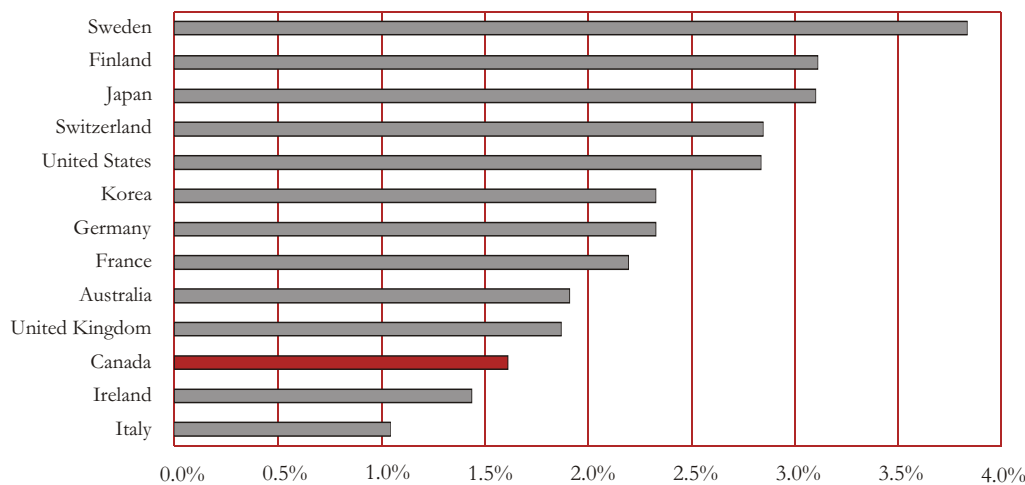
3 *Increasing BC's Research Capacity*

Knowledge and innovation are playing an increasingly critical role in determining the economic and social prosperity of British Columbia. Investment, jobs, incomes and social structures are directly impacted by the strength and vitality of the knowledge-based sectors and institutions. Unlike forestry, mining, tourism, fishing or agriculture, the resources of knowledge and innovation are not rooted in the physical characteristics of land and sea. Knowledge and innovation can be nurtured and developed in any jurisdiction and can be applied to make the existing industries more effective or to create completely new economic options.

The most important focus points for research and knowledge development exist within the research-based universities. Their contributions are not simply scientific and technological. Universities also contribute to a culture and society, which is analytical, literate, and attuned to innovation and creativity. Knowledge and ideas are valued and understood as important in communities and regions where the university is vital and recognized.

University research is a powerful stimulus for economic development, producing measurable increases in GDP and employment. More importantly, university research is shown to exert a dynamic and continuing impact on the underlying productivity of the economy, which carries forward in the future. As Figure 6 illustrates, Canada is well behind many of its international competitors in its investment in research.

Figure 6:
Investment in Research among OECD Nations in GERD to GDP ratios



Selected OECD nations, including all G-7 nations and selected leading investors in R&D

Source: Association of Universities and Colleges of Canada, *Enhancing Innovation Capacity in Canadian Universities*, May 2001

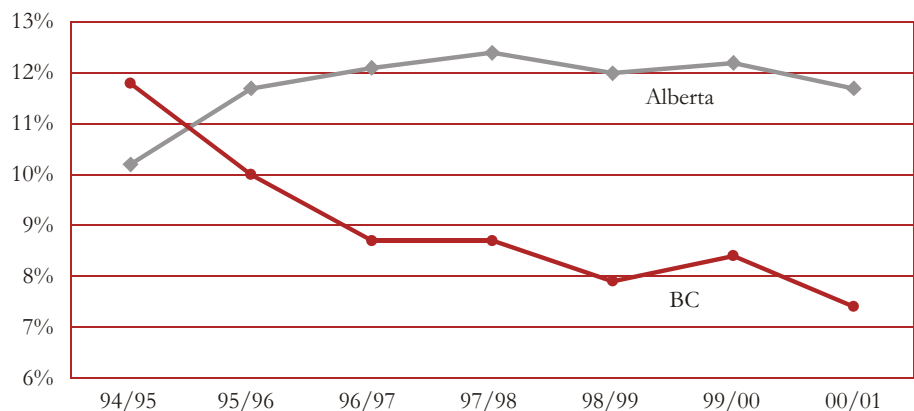
A few of the cornerstones have been put in place to build the foundations for the knowledge economy. For example, the Government of Canada has recently started to reinvest in university-based research and the provincial government has more than doubled the resources available to the British Columbia Knowledge Development Fund and established the Michael Smith Foundation for Health Research.

The most recent data from Statistics Canada (1997) ranks British Columbia sixth among the provinces in research expenditures as a percentage of Gross Domestic Product. It is essential to understand that the leading provinces, Quebec, Ontario and Alberta, have taken significant steps since then to further strengthen their research capacity. Indeed, the initiatives taken by these provinces provide separate elements of the blueprint British Columbia should follow in order to become a leader in the knowledge economy.

For example, as Figure 7 shows, Alberta's initiatives to invest in the research capacity of its universities has led to that smaller province taking a much larger share of the federal funding available for health research than does British Columbia.

British Columbia received \$27 million in health research funding from the Canadian Institute of Health Research in 2000/01, but would have received \$48 million if it had made the investments at the provincial level to secure the 13% of funding that would be consistent with its share of Canada's population. In other words, British Columbia left \$21 million of national health research funding on the table in 2000/01 and much of it was picked up by Alberta.

Figure 7:
Share of Medical Research Council/Canadian Institute of Health Research Funding



Source: Canadian Institute of Health Research

In order to build research capacity in our universities the next step is to fund the indirect costs of research. The absence of consistent support in British Columbia for the indirect costs of research is critical for two fundamental reasons. One, it inevitably reduces research effort generally, with profound negative effects on the British Columbia economy. Second, it has the effect of putting British Columbia universities at a severe relative disadvantage to their United States and a growing number of Canadian counterparts, where there is a reasonable allocation of resources by the granting agencies to address such costs. Indirect costs are those costs associated with providing the services and physical environment necessary for the overall conduct of research, but not directly associated with specific projects. The failure to recognize the indirect costs of research seriously threatens the ability to capture value for the money devoted to the direct costs of research and creates pressure on other core areas of university programs.

British Columbia's universities did receive welcome news from the provincial government near the end of the 2000/01 when \$23 million was allocated on a one-time basis to support the indirect costs of research at universities. This is the first occasion that the Government of British Columbia has recognized the indirect costs of research and it is an excellent step towards rebuilding the foundations for knowledge development. The University Presidents' Council takes the position that the provincial government must continue to provide on-going funding for the indirect costs of research to BC universities.

4 *Restoration of University Core Budgets*

British Columbia made significant investments in higher education throughout the 1990's to increase access. However, an "investment gap" emerged in the latter half of the decade that caused the established universities to be in a disadvantaged position when measured against the 16 most comparable institutions elsewhere in Canada. The investment gap resulted from three factors: a) inadequate funding to absorb inflationary pressures, b) student growth that was not sufficiently funded by the province; and c) the impact of provincial tuition policy.

The investment gap continues to challenge the capacity of universities to maintain quality, improve student access and develop the innovations essential for success in the knowledge economy. During the course of the 2001 election, the Liberal Party's "*A New Era for British Columbia*", noted the deficiencies in funding available to our universities. The New Era document is particularly encouraging because it concludes a quote from Gordon Campbell that "education is our top priority, because it's the key to any healthy, prosperous society" and supports the need for fully funding tuition policies as well as funding increases for research and access to degrees.

The Council is strongly committed to working with the new provincial government to restore university core budgets. The revenue per student for BC universities continues to be significantly behind the revenues available to comparable Canadian universities. Closing the investment gap is, and ought to be, a shared objective of the universities and of government.

5 *Capital Funding*

British Columbia universities will require additional space to accommodate both expanded access for students and expansion of research activities. At a time when universities should have been encouraged to build more facilities to respond to the needs of the future student population, capital construction was constrained. The provincial government has continued to pressure the universities to find further space "efficiencies" long past the point where classes and laboratories were demonstrably overcrowded.

The provincial government must provide universities with additional capital funds in order to build the facilities that are required to meet student demand and to encourage world-class research excellence. The capacity of the established universities to absorb additional student growth has been reached and, in some cases, exceeded. Accordingly, the University Presidents' Council takes the position that the Ministry of Advanced Education must specifically address the universities' space shortage and their future needs for facilities to accommodate access and research as a key element of its multi-year planning priorities.

6 *Graduate Programs*

Although not one of the five primary areas addressed with the provincial government during the last year, graduate programs warrant specific attention because of the significant role they can play in addressing the challenges of core funding, access, faculty renewal and research capacity. Graduate programs often involve highly specialized studies with smaller class sizes and more individualized studies than are found in undergraduate programs. As a result, graduate programs are considerably more expensive to operate than undergraduate programs. Until 1991/92, the provincial government directly funded additional spaces in graduate programs at a value per FTE space recognizing, appropriately, that graduate spaces were more than twice as expensive as undergraduate spaces.

Since that time, the province has not funded additional graduate spaces at the established universities and the additional access that has been provided by the universities has placed further pressure on core budgets. Yet, it is essential that universities respond to the need for access to graduate programs because British

Columbia is also behind the Canadian average for degrees granted in graduate programs and Canada is not producing nearly enough graduates at the Masters and Doctoral levels to meet its needs. It is clear that demand from highly qualified students far exceeds the spaces that are available in graduate programs in British Columbia. Furthermore, industries such as high technology, that are the cornerstone of the knowledge economy, rely on graduate programs in particular.

Graduate students are critical to both the present and future missions of the universities. As they pursue their studies, graduate students participate actively in research and are both innovative and cost effective resources for the development of new knowledge and ideas. In addition, healthy and vibrant graduate programs are among the most effective assets necessary to promote in the competition to recruit and retain the best faculty. Finally, graduate students are the source for the future faculty members at universities and colleges and the future researchers in universities and industry who are required for the economic and social prosperity for British Columbia in the decades to come.

Conclusion

British Columbia's six public universities are committed to creating opportunity together to advance the interests of British Columbians. Our goal, and our vision for the future, is excellence. The pursuit of excellence will require the successful implementation of strategies to:

1. Achieve university access levels that, by the year 2007, will have BC clearly established as a national leader in undergraduate and graduate degrees awarded;
2. Implement renewal and recruitment strategies to maintain world-class faculty and to sustain a vibrant knowledge-creation culture within our universities;
3. Increase investments in university-based research and development to levels that will ensure that BC, by the year 2003, will secure at least a proportionate share of available national research funding;
4. Resolve the continuing "investment gap" between BC universities and the 16 most comparable institutions elsewhere in Canada by no later than fiscal year 2003/04; and
5. Establish and maintain both the capital and technological infrastructure necessary to facilitate increased access and excellence in both teaching and research.

Our vision for the future is deeply rooted in our belief that British Columbia can and must occupy a leadership position nationally and internationally. British Columbians should accept nothing less.

UNIVERSITY

Profiles



- 1. Year institution was established: 1915
- 2. 99/00 general purpose base operating grant
from provincial government: \$285,070,178
- 3. 99/00 number of actual FTE student spaces: 30,604
- 4. 99/00 number of FTE faculty: 1,754
- 5. 99/00 number of degrees awarded: . Undergraduate 6,065
Graduate 1,576
- 6. 99/00 sponsored research income: \$165,992,000



Highlights/ Accomplishments

Researchers involved in a broad cross-section of innovation at the University of British Columbia and its affiliated teaching hospitals received over \$68 million in research infrastructure from the Canada Foundation for Innovation (CFI) more than any other Canadian University. \$40.8 million is for projects headed by UBC and \$27.8 million is for the project headed by the BC Cancer Agency.

Strengthening undergraduate learning is a key priority at UBC, as articulated in Trek 2000. To this end, we have introduced several new innovative curricular projects that enhance the integration of learning across disciplinary perspectives. In Arts this has been accomplished in our new 24-credit Foundations Program that provides first year students with a holistic introduction to key debates and ideas across the humanities and social sciences. In Applied Science we are about to begin teaching an Integrated Engineering program that stresses project based, collaborative forms of education. Experiential learning, where students gain knowledge and understanding in settings beyond the classroom, is also expanding through rapid growth in co-operative education, internships and clinical practice, study abroad programs, field courses, and the like. Curriculum reform, to insure our teaching and learning reflects leading-edge standards, is

perhaps best exemplified by the reshaping of our Faculty of Agricultural Science to stress community and environment, global resource systems, agroecology, and food, nutrition, and health. UBC is also working at the forefront of international distance education and our Post-graduate Certificate in Technology-Based Distributed Learning, offered jointly with ITESM (a leading Mexican University), enrolls students from around the globe. We continue to build on these learning accomplishments in order to strengthen the intellectual challenges for students at UBC.



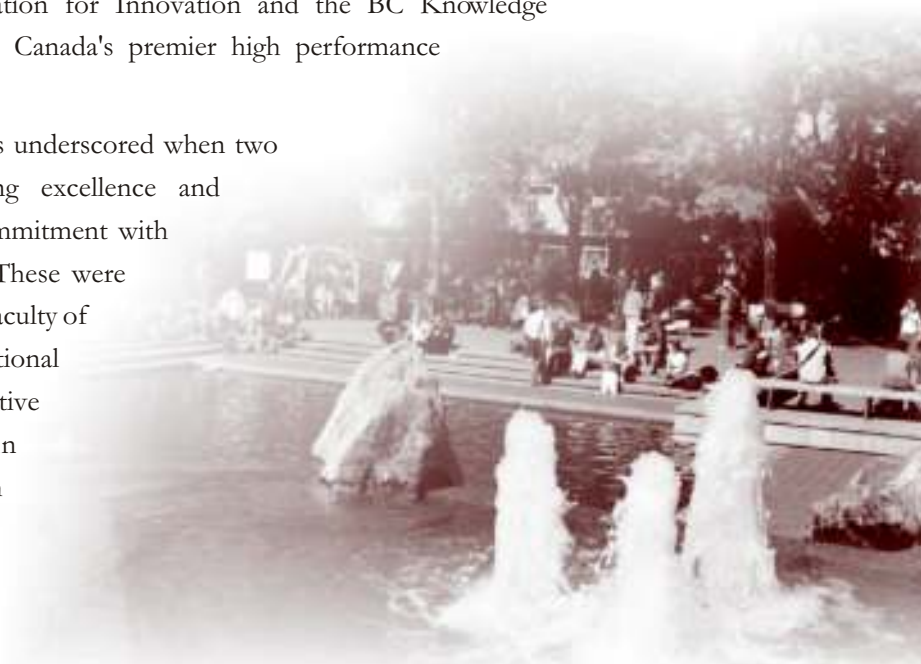


1. Year institution was established:	1963
2. 99/00 general purpose base operating grant from provincial government:	\$103,415,952
3. 99/00 number of actual FTE student spaces:	13,781
4. 99/00 number of FTE faculty:	782
5. 99/00 number of degrees awarded:	Undergraduate 3,134 Graduate 548
6. 99/00 sponsored research income:	\$30,647,000

Highlights/ Accomplishments

Annual research funding from outside sources at UVic reached \$30 million and has tripled in the past decade. In 1999, our science and engineering researchers obtained the second highest number of research grants per person in all Canadian universities and their average grant was the highest in BC. During the year, two more UVic faculty members were honoured for their research by election to the Royal Society of Canada, the highest academic honour in the country. UVic ranks second among comprehensive universities in Canada in the percentage of its faculty who are fellows of the society. Also, UVic established the sixth NSERC Industrial Research Chair, in the Environmental Management of Drinking Water, and funding from the Canada Foundation for Innovation and the BC Knowledge Development Fund supported the creation of Canada's premier high performance computing facility at UVic.

The instructional excellence of UVic faculty was underscored when two instructors were honoured for their teaching excellence and exceptionally high degree of leadership and commitment with prestigious national 3M Teaching Fellowships. These were two of only 10 awarded across the country. The Faculty of Business also garnered four international and national awards for its programs. UVic initiated an innovative new interdisciplinary master's program in indigenous governance, based on respect for both Western and indigenous traditions, methods and knowledge which attracted strong international student interest.





SIMON FRASER
UNIVERSITY

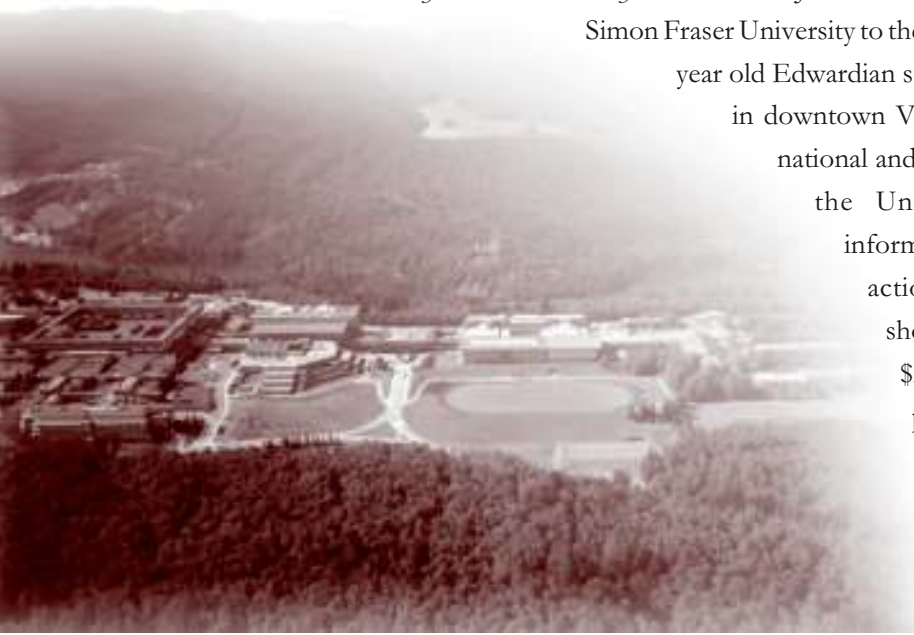


1. Year institution was established:	1965
2. 99/00 general purpose base operating grant from provincial government:	\$123,641,182
3. 99/00 number of actual FTE student spaces:	15,503
4. 99/00 number of FTE faculty:	737
5. 99/00 number of degrees awarded:	Undergraduate 3,122 Graduate 636
6. 99/00 sponsored research income:	\$25,479,000

Highlights/ Accomplishments

Simon Fraser University biochemist and Dean of Science, Dr. Willie Davidson, participated in the discovery of a gene that causes Bardet-Biedl syndrome (BBS) that could provide genetic clues on how to prevent or cure more common illnesses like obesity, kidney disease, blindness and mental retardation. The gene, known as BBS6, produces a defect in a protein called chaperonin which aids formation of other proteins responsible for many aspects of human development such as weight, vision and kidney function. The breakthrough research was performed as part of an international team including Mr. Mike Woods, one of Dr. Davidson's doctoral students currently studying at Memorial University.

The University In The Community: The Morris J. Wosk Centre for Dialogue is the latest initiative connecting Simon Fraser University to the community. Housed in a completely renovated 80-year old Edwardian structure adjacent to SFU's Harbour Centre campus in downtown Vancouver, the Centre for Dialogue will host local, national and international conferences in a building that fulfills the University's social commitment to transform information into knowledge and knowledge into positive action. Technologically sophisticated, with its showpiece Asia Pacific Hall designed in the round, the \$20 million project was financed by the generosity of private, corporate and government donors. Through a facility dedicated exclusively to fostering dialogue, the new Centre will improve the quality of debate and help build coherence and cooperation out of the forces of fragmentation so evident in many areas of public discourse.





1. Year institution was established:	1994
2. 99/00 general purpose base operating grant from provincial government:	\$25,880,538
3. 99/00 number of actual FTE student spaces:	2,602
4. 99/00 number of FTE faculty:	155
5. 99/00 number of degrees awarded:	Undergraduate 468 Graduate 81
6. 99/00 sponsored research income:	\$4,133,000

Highlights/ Accomplishments

Despite the fact UNBC only opened for full operations seven years ago, the University is clearly setting its sights on continued growth. New programs being developed include a master's degree in Disabilities Management, a BSc in Environmental Engineering, a bachelor's of Education, a new undergraduate Health Sciences program, and the Northern Medical Program, created by UBC and UNBC to train more physicians in the North for practice in rural areas.

Since opening in 1994, UNBC's student population has grown from 1400 to nearly 3500. That rapid expansion has put pressure on the University's Prince George campus. Construction is expected to begin this year on a \$14 million laboratory expansion, providing needed space for research and teaching labs. Tenants, meanwhile, are being sought for a proposed new Research and Development Park on campus. The new facility will provide public and private high-tech and knowledge-based companies with the opportunity to develop close ties with the University, its faculty, and students.

Outside of Prince George, the University has moved into a new location in Terrace and is part of college/university expansion plans in Prince Rupert and Quesnel.





1. Year institution was established: 1995
2. 99/00 general purpose base operating grant from provincial government: \$5,615,505
3. 99/00 number of actual FTE student spaces: 750
4. 99/00 number of FTE faculty: 56
5. 99/00 number of degrees awarded: . . Undergraduate 144
Graduate 107
6. 99/00 sponsored research income: \$240,000



Highlights/ Accomplishments

Celebrating its fifth year of operation since being founded as a special purpose university to serve mid-career learners, Royal Roads continued to mark several new milestones in its growth. In addition to receiving membership in the Association of Universities & Colleges of Canada (AUCC), RRU launched several innovative programs including a Master's degree in distributed learning and a Bachelor of Commerce degree focused on e-business. It also continued to develop new programs in the areas of knowledge management, Indigenous peoples programs, and specialized MBA concentrations that will see the university's offerings grow to more than 30 programs in the coming year, delivered through a combination of Internet-based distance learning and short residencies. In less than two years RRU now has one of the largest MBA programs in Canada.



Operating seven days a week, year-round on a campus originally designed for 300 students, Royal Roads continues to rapidly grow student population and expects to serve 3,000 learners by 2004/05. To accommodate this growth, the university is undertaking renovations to classroom and laboratory space. R & D funding was also received during the year from the BC Knowledge Development Fund for an innovative wastewater research facility on campus, also supported by the Canada Foundation for Innovation, and operated in partnership with Hydroxyl Systems Inc., a leading BC environmental firm.



1. Year institution was established:	1997
2. 99/00 general purpose base operating grant from provincial government:	\$11,300,000
3. 99/00 number of actual FTE student spaces:	45
4. 99/00 number of FTE faculty:	22
5. 99/00 number of degrees awarded:	Undergraduate N/A Graduate N/A
6. 99/00 sponsored research income: (faculty grants)	\$350,000

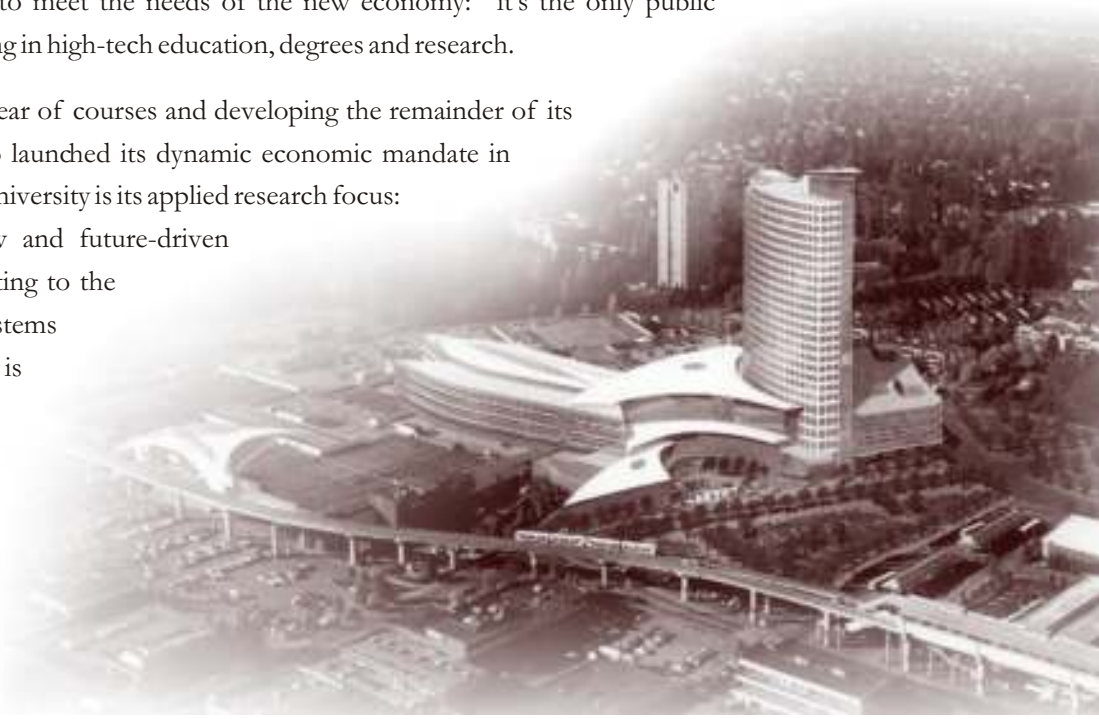
Highlights/ Accomplishments

TechBC bridged the 20th century with the future by opening its doors to its first year of high-tech learners in the 1999/2000 academic year. Ninety-five learners became pioneers for TechBC's innovative programs and delivery models; from there, the university's student population is expected to double in each of its first five years. Shortly after moving into its state-of-the-art building in September 2003, the university will reach its maximum student population of approximately 3,000 learners.

TechBC was created specifically to meet the needs of the new economy: it's the only public university in the country specializing in high-tech education, degrees and research.

In addition to delivering its first year of courses and developing the remainder of its academic programs, TechBC also launched its dynamic economic mandate in 1999/2000. A key feature of the university is its applied research focus:

it is forming a number of new and future-driven research centres and clusters relating to the invention and innovation of systems and practices. The first centre is focused on Electronic Commerce, while clusters initiated in 99/00 include: Creative and Interactive Technology; Digital Multimedia; Educational Technology and Policy; and Games.





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