



The University of British Columbia

Institutional Service Plan Report

2005/06

July 25, 2006

Prepared by:
Michelle Hunt
Financial Reporting and Budgeting
(604) 827-5536 or mihunt@finance.ubc.ca

Contacts:
Martin Pochurko
Director, Financial Reporting and Budgeting
(604) 822-9083 or martin.pochurko@ubc.ca

Dana Merritt
Associate Vice President, Finance
(604) 822-3031 or dana.merritt@ubc.ca

Table of Contents

Letter from Board Chair and President	1
Institutional Overview.....	2
Strategic Direction	3
Vision	3
Mission	3
Values	3
Operational Context	6
Challenges	8
Trends in Education	9
Performance Results.....	12
1. Total Student Spaces	13
2. Number of Degrees, Diplomas and Certificates Awarded	13
3. Educational Activity Between May and August	14
4. University Admissions GPA Cutoff	14
5. Number and Percent of Aboriginal Students.....	15
6. Number of Student Spaces in Strategic SKill Programs.....	15
7. Degree Completion Rate.....	16
8. Student Satisfaction with Transfer	16
9. Student Satisfaction with Education	17
10. Student Assessment of Quality of Instruction	17
11. Student Outcomes – Skill Gain	18
12. Student Outcomes – Unemployment Rate	19
13. Usefulness of Knowledge and Skills in Performing Job	19
14. Funding Support for Research	20
15. Number of Licences, Patents, Start-Up Companies	21
Summary Financial Report	22
Consolidated Statement Of Financial Position	22
Consolidated Statement Of Operations And Changes in Net Operating Surplus	23

Letter from Board Chair and President

July 5, 2006

Honourable Murray Coell, M.L.A.
Minister, Advanced Education
C/o Accountability Branch
B.C. Ministry of Advanced Education
PO Box 9882 STN PROV GOVT
V8W 9T6

Dear Minister,

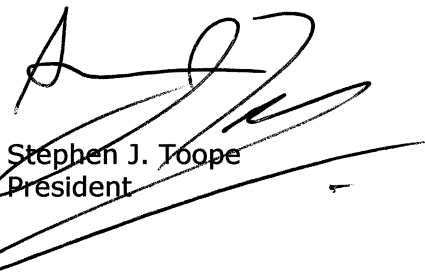
On behalf of the University of British Columbia, we are pleased to submit the Institutional Service Plan Report for 2005/06 to the Ministry of Advanced Education. The year 2005-2006 was marked by further progress and achievements at UBC.

Total enrolment climbed to over 43,500 students and UBC issued more than 8,600 degrees in the 2005 convocation ceremonies. UBC Okanagan provided over 3,500 students with the unique UBCO experience as they attended classes at the growing Kelowna campus.

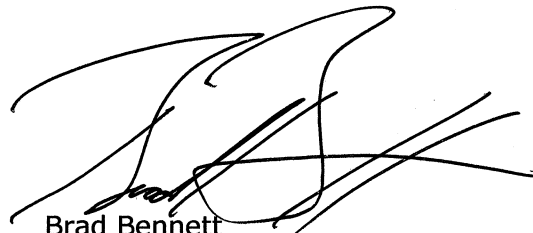
Our top quality researchers continue to earn high ranking among North American universities. In survey results published in a 2005 issue of *The Scientist* magazine, UBC placed 9th for the quantity and quality of life sciences patents and was the only Canadian university that made it in the top-15 list. In addition, fifteen new Canada Research Chairs were announced - the university now has 134 of the top research positions, the second largest group in the country.

UBC wants to thank the provincial government for the positive changes to the government's funding formula. The government's agreement to fully fund new student growth and approved salary settlements enables UBC to better plan for future growth. The BC Knowledge Development Fund is an excellent means to support growth in research infrastructure.

We look forward to building our relationship with the Ministry of Advanced Education in order to achieve our mutual goals of providing top quality education and excellent research to British Columbians.



Stephen J. Toope
President



Brad Bennett
Chair, UBC Board of Governors

Institutional Overview

The University of British Columbia is a publicly funded university that comprises two campuses, one situated in Vancouver (UBC Vancouver) and the other in Kelowna (UBC Okanagan). UBC is a research-intensive institution that is committed to the discovery of knowledge and the enhancement of understanding, as well as to the expression, preservation, and dissemination of knowledge and culture. It is inspired, in both its unique campuses, by the vision of *Trek 2010: A Global Journey* that commits the university to the education of global citizens.

UBC has established an outstanding reputation as one of Canada's leading research centres, attracting scholars from around the world. UBC has strong core values: critical and independent thought; a constant search for new knowledge and understanding through research and scholarship; the pursuit of cultural literacy; and civic engagement. UBC is currently Canada's third largest university and is placed among the world's major research universities in several independent studies. UBC has ranked in the top 40 of the world's best universities for three years. In 2005, UBC ranked 37th in the Shanghai Jiao Tong University Institute of Higher Education survey and moved up to 38th place in the 2005 Times Higher Education Supplement international ranking.

UBC Okanagan was created to meet the increasing need for university spaces in British Columbia. It is a distinct campus with a special emphasis on outstanding undergraduate education. It will share common goals and aspirations with UBC Vancouver and will provide unique opportunities for innovative approaches in learning and research. Each of UBC's campuses will contribute a distinctive dimension to UBC's programs, research and outreach activities.

Teaching and research at UBC Vancouver are conducted in 12 faculties and 11 schools, with each offering a broad range of programs of study. The current student population, including graduate students, is over 42,000 plus more than 40,000 non-credit, certificate and distance education learners. UBC's faculty and staff number over 11,000. UBC's many academic opportunities include co-op learning, in which studies are combined with real-world work experience, and exchange programs, which allow students to spend one or two terms at a foreign university. As well, many UBC faculties and schools provide opportunities for continuing professional education, and UBC's Continuing Studies and Distance Education & Technology program offer courses, workshops, seminars and certificate programs to both on- and off-campus learners.

UBC Okanagan offers students an intimate learning environment, opportunities for region-centred research, international perspective and access to UBC Vancouver's assets and research capabilities. The student population for 2005/06 was over 3,500, growing to 7,500 by 2009, and its faculty and staff number over 300.

Strategic Direction

TREK 2010: A GLOBAL JOURNEY

Vision

The University of British Columbia, aspiring to be one of the world's best universities, will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada, and the world.

Mission

The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect. It will cooperate with government, business, industry, and the professions, as well as with other educational institutions and the general community, to discover, disseminate, and apply new knowledge, prepare its students for fulfilling careers, and improve the quality of life through leading-edge research. The graduates of UBC will have developed strong analytical, problem-solving and critical thinking abilities; they will have excellent research and communication skills; they will be knowledgeable, flexible, and innovative. As responsible members of society, the graduates of UBC will value diversity, work with and for their communities, and be agents for positive change. They will acknowledge their obligations as global citizens, and strive to secure a sustainable and equitable future for all.

Values

1. People

Believing in the importance of an educated citizenry that contributes positively to the well-being and improvement of all, UBC will reflect the values of a civil society in the selection and recognition of faculty and staff, in the recruitment and retention of outstanding students who understand the value of civic engagement, in its relations with the Aboriginal communities of our region, and in the facilities we provide that will make it possible for everyone to live, work, and study in the most supportive environment possible. This will entail equity in employment practices, a respect for social diversity, attention to the conservation of resources, and ethical practices in the conduct of our professional and business affairs.

2. Learning

By promoting excellence at every level, we shall help our students to become leaders in their chosen fields, achieve their personal and career goals, and contribute effectively to the well-being of society. The key is to provide UBC students with the best possible educational

experience, founded on the principles outlined in our vision and mission statements. Our students will develop an understanding of their responsibilities as members of a global society, including the need to respect the natural environment and live in harmony with their fellow human beings. They will learn to push boundaries and take risks in search of new knowledge and unconventional ideas. They will acquire strong analytical and communication skills, and continue to develop their ideas beyond graduation through life-long learning.

3. Research

In the face of growing challenges such as global warming, poverty, human rights abuses, disease, and illiteracy, people everywhere have come to recognize the vital importance of securing a sustainable and equitable future, and striving for a just and tolerant society. With these goals before it, the University seeks to improve the condition of life for all through basic research and the discovery, dissemination and application of new knowledge. Through free and ethical inquiry in all disciplines and professions, UBC researchers will enlarge our understanding of the world, address its problems, and seek to enhance the social and cultural aspects of human experience. At the same time, the University recognizes the value and importance of pure research in all areas: that is, research that may not have any immediate application, yet ultimately contributes to the body of human knowledge.

4. Community

While committed to its role as a global university, UBC recognizes its responsibilities to the citizens of British Columbia and Canada. We are accountable to the society that supports us, and must seek ways of responding to its needs and concerns through research, through educational outreach, and through partnerships that bring mutual benefit. We should also invite our alumni to participate more fully in our affairs, and to contribute their expertise and experience to career development, fundraising, advocacy, and new educational opportunities for current students.

UBC will expand its community presence by developing additional Community Service Learning courses and programs; by devising more joint programs with other provincial post-secondary institutions; and by offering new learning opportunities to meet the needs of communities and life-long learners throughout British Columbia. UBC will also develop more opportunities for local communities to make use of UBC facilities and contribute actively to learning and research.

5. Internationalization

In a world where countries are increasingly interdependent, we share a common responsibility to protect and conserve natural resources, promote global health and well-being, and foster international co-operation. UBC is already part of a growing network of learning that encompasses the globe; we must strengthen established links and develop

new ones through enhanced student mobility and study abroad programs, faculty and staff exchange opportunities, and educational consortia. We shall encourage research projects that link UBC faculty and students with their peers around the world, including projects that address global problems in health, safety, economic opportunity, human rights, and environmental integrity.

The University will seek to broaden global awareness both on and off the campus through innovative programs and educational outreach in a variety of formats. We shall also attempt to make the concept of global citizenship an integral part of undergraduate learning through its introduction into our core programs. We shall work to increase understanding of Aboriginal cultures in other parts of the world, and bring scholars from many different cultures to UBC.

Operational Context

The University of British Columbia is British Columbia's largest research institution, and is consistently rated among the top research universities in the world. UBC has a local and a global responsibility to provide education and research of the highest quality, educating global citizens, promoting a sustainable and equitable future, and furthering the goals of a civil society. The university is publicly funded, but derives a major component of funding from students, donors, business activities, and sponsored research.

The following outlines the factors that influenced UBC's performance over the past year.

Access

- British Columbia seeks to become one of the best-educated jurisdictions in the world and thus wishes to provide appropriate educational opportunities for its citizens. UBC plays a major role, through undergraduate and graduate education at its Vancouver campus and, more recently, in meeting the increasing need for post-secondary spaces with a new campus in Kelowna. Still in its early stages, the development of a unique UBC Okanagan campus, sharing many of the values of the UBC system, will set the context for major operational decisions over the coming year.
- Across North America, research universities are rising to the challenge of increasing demand and societal needs for education at the graduate level. Graduate students play a key role in the research mission of the university and are critical to knowledge transfer from research into society. It is in this context that UBC plans to expand graduate enrolment relative to undergraduate enrolment to a level consistent with peer institutions.
- British Columbia requires additional medical doctors to meet the needs of its citizens, and BC students need the opportunity to study medicine in the communities where they are most in demand. The University of British Columbia's Faculty of Medicine has launched an innovative, distributed medical education program in collaboration with the Government of British Columbia, the University of Northern British Columbia (UNBC), the University of Victoria (UVic) and provincial regional health authorities. The first of its kind in Canada, the program creates new opportunities for medical education across BC, almost doubling undergraduate class sizes over a period of 10 years at sites in the North, on Vancouver Island, in the Fraser Valley, in the BC interior, and in Vancouver.
- Canadian universities are striving to meet the largely unmet needs of our First Nations, and one best practice in meeting these needs is to offer courses and programs relevant to First Nations' culture. UBC provides over 60 different courses devoted mainly or exclusively to aboriginal content, including courses as diverse as music, law, language, anthropology, politics, history, forestry and women's studies,

available to aboriginal and non-aboriginal students. Many faculties are developing or revising programs targeted at First Nations students, and First Nations topics.

Pedagogy

Universities worldwide are re-examining the nature of undergraduate education. Several major trends in university education are having significant impact on the UBC operational context.

- Research universities recognize that the undergraduate education must be better integrated with research. Curricula are being revised to support the principle that students must participate in the creation and discovery of knowledge, and are not passive recipients of knowledge. More than ever, a UBC student's undergraduate education will consist of opportunities to interact with outstanding researchers through field schools, seminars, conference attendance, research assistantships, and a variety of modes which go beyond the traditional lecture format.
- Interdisciplinarity is a new trend in learning and knowledge creation. Many of the recent and new program proposals at UBC are founded on the principles of interdisciplinary thinking (Foundations, Science 1, First Nations Studies, Cognitive Systems).
- After the massive growth in university enrolments over the past 40 years, universities are re-assessing the critical role of student engagement in learning and personal development. Significant pedagogical decisions will depend upon concepts and measurement related to student engagement - with each other and their teachers. To this end, faculties are developing cohort programs based on the coordinated Arts and Sciences model, intensive writing-based courses, laboratory, field studies, and small seminar courses. At the forefront of student engagement is the "problem based learning" (PBL) approach, pioneered to great success in British Columbia by the UBC Medical Undergraduate Program, and currently being adopted across a wide variety of curricula at UBC.

Research

- UBC can be truly proud of the leading role it has taken over the past decade in the advancement of interdisciplinary research. Without denying the seminal nature of basic and pure research, some recent findings of far-reaching societal consequences have been interdisciplinary in nature. Many great problems faced by BC and the world relating to environment, sustainability, global citizenship, and civil society may be best advanced with an interdisciplinary, problem-focused approach to research. Interdisciplinary work occurs throughout the university, but has a locus in the Faculty of Graduate Studies, making us unique in Canada and world-renowned. UBC is building on this platform by reorganizing the administration of its interdisciplinary graduate programs to better integrate them with its Faculties and its undergraduate programs.

- UBC has seen dramatic growth in research funding over the past decade. In the context of extraordinarily enlightened federal initiatives, including the Canada Foundation for Innovation, the Canada Research Chairs Program, increased funding to granting councils, and federal support for research infrastructure, research funding at UBC has increased at a significant rate over the past 10 years.
- While a university places a primary value on pure research, many Canadian universities have followed the lead of U.S. universities in beginning to consider commercial outcomes of research as a key performance indicator of research activity. UBC leads the country in this regard, and continues to build relationships with the private sector and venture capital through patents, licenses, and other forms of commercialization.

Challenges

- **Faculty and staff renewal:** Like most North American research universities, UBC faces a significant and growing number of retirements over the coming decade, while endeavouring to expand the province's capacity for research and education. UBC's challenge will be to continue the momentum brought on by recent successes in recruitment of faculty and staff in this competitive market.
- **Faculty and staff retention:** UBC competes for faculty and staff in a national and global market, and faces the ever-present challenge of providing faculty and staff with competitive market salaries in order to retain the best and most productive faculty and staff. In the face of economic constraints, increasing demands on funding, and the significant financial demands made on students, UBC must continue to meet the challenge of faculty and staff retention with not only market driven salaries, but other innovative means for retaining the high caliber staff and faculty we have today.
- **Research and graduate student support:** Worldwide and nationally, governments and industry are aware of the crucial links between the basic and applied research carried out by universities and overall economic, social and environmental well-being. UBC is receiving extraordinary support for research, in the form of recent federal programs (CRC chairs, CFI, Indirect Cost Funding, granting agency initiatives), as well as in partnerships with private research endeavours. Provincial government support must, through matching funding as well as through provincial research initiatives, play a role in support of research.
- A major challenge for British Columbia is to increase significantly the number of graduate degrees obtained at British Columbia universities. This issue is of particular concern to UBC as a major international research university. Graduate degrees are increasingly sought as the economy diversifies, becomes more complex and demands more skills. As well, increased capacity in, and support for, graduate studies and graduate students is a natural outcome of the province's major recent expansion of undergraduate capacity. UBC intends to work with the provincial

government to devise creative new programs of support for graduate students at British Columbia universities.

- **Teaching facilities:** Areas of the University are in need of new equipment and improved physical facilities. Through the Renew project, jointly funded by the Province and the University, we have made progress in upgrading these facilities. UBC will work with the Province to continue this valuable program. However, renewal of existing facilities, while essential, must also be complemented by provincial support for new capital construction at UBC Vancouver. Such capital construction is required to ensure that UBC has enough capacity to accommodate and instruct properly additional graduate students as well as undergraduates in areas of provincial priority, particularly in the Health Sciences.
- **Resources:** UBC intends to work closely with the provincial government to develop a long-term financial plan that includes appropriate government funding to accommodate increasing student FTEs, that recognizes currently unfunded students and inflationary pressures (including negotiated and salary increases approved by the Public Sector Employers' Council), and that is aligned with government tuition policies.
- **Degree program and learning environment:** UBC is expanding its activities to improve the student experience inside and outside the classroom in a consultative fashion. This undertaking includes new and enhanced initiatives directed at continuing improvement in the quality of teaching and learning. UBC is also actively encouraging scholarship in teaching and learning and is exploring innovative methods of promoting both. The recent hiring of Dr. Carl Wieman, a Nobel Laureate in Physics, to lead a project to reform undergraduate education in Science exemplifies UBC's commitment to learning and improving student outcomes.
- **Campus environment:** Although UBC has benefited from an extensive building program, many parts of its physical infrastructure, such as buildings and classrooms, need to be upgraded or replaced.

Trends in Education

The shape of the university of the future can already be perceived by some of the trends evident in higher education today:

- **Internationalization:** that is, the preparation of students to work in a truly global environment. This trend is leading to increased emphasis on exchange programs, such as the UBC-Ritsumeikan Academic Exchange Program, Korea-UBC Joint Academic Program, and Tec de Monterrey-UBC Joint Academic Program, the development of new ventures like the Institute for European Studies, and an increase in the number and percentage of international students at each campus.

- **Interdisciplinarity:** Universities are becoming increasingly aware of the need to move beyond traditional disciplinary boundaries and work collaboratively if they are to address complex social and economic problems effectively.
- **Information technology:** The Internet, e-mail, on-line catalogues and text archives-these and other aspects of communications technology are transforming the way we perform our tasks. Educational institutions at every level have already recognized the power of IT to reinforce and enhance teaching and research. UBC is the ancestral home of WebCT, the world's leading electronic course management system, a system now used by over 30,000 students at UBC in more than 1,000 courses. The creative use of learning technology to enrich education continues as a high priority at UBC, especially when used in mix-mode or blended classes where traditional teaching is combined with greater learning technology.
- **Undergraduate education:** Universities everywhere are re-examining their undergraduate programs, in order to ensure that, despite rising costs and shrinking resources, ways may be found of maintaining and enhancing the quality of academic programs. There is a new consciousness also that the complementary nature of teaching and research, well understood at the graduate level, has relevance to undergraduate education.
- **New models of research partnerships:** We are seeing more and more instances of close collaboration between universities and industry or government through jointly-funded research.
- **Access to education:** Ensuring that all qualified students have access to post secondary education, regardless of their background and experiences, financial circumstances and geographical location is shaping the way in which post-secondary education is delivered.
- **Changes in pedagogy:** Teaching methods are undergoing a transformation through the application of new technologies, and through development of new ventures such as co-op programs and field-work partnerships with business and industry.
- **Continuing education expansion:** The concept of "lifelong learning" is already well understood. Because of many new applications of information technology, the market for distance education is becoming increasingly competitive. Higher education is branching out into the workplace, offering special courses to upgrade professional skills.
- **Changes in the demography of post-secondary institutions:** Universities and colleges are seeing growing numbers of mature students, or students returning to their studies after an interruption for work. There are also more students attempting to juggle families and academic programs. First Nations students are playing an increasingly important role, especially at UBC. Women, once a minority of the student body, are now in the majority in most areas at both graduate and undergraduate levels. Students from other cultures will also form an increasing

proportion of the student body. Demographic changes among students will be mirrored by similar changes in the faculty.

- **Competition among institutions and other providers:** The significant increase in recent years in the numbers of universities and colleges, especially in this province, has made higher education a keenly-contested area; students today have a wealth of choice in deciding where and how to pursue their educational goals. Organizations in many parts of the world, both public and private, will be competing for the opportunity to provide educational services. Universities must work harder than ever to attract the best students.
- **Collaboration and linkages with colleges:** British Columbia is a leader in Canada in building excellence through a system-wide approach. The colleges and universities are well integrated, providing students throughout the province with opportunities to pursue post-secondary education, and to transfer to world-class, renowned, research universities. The linkages among the various institutions within a system are becoming more important for seamless access to education both responsive to local needs, and as a means for avoidance of unnecessary duplication.

Performance Results

This section states UBC's performance against the Ministry of Advanced Education Performance Measures and Targets identified in the 2005/06-2007/08 Institutional Service Plan.

The Service Plan endeavoured to show an alignment between UBC goals and strategies and Ministry Key Criteria and Performance Measures. UBC's goals reach far beyond the performance measures that have been identified to measure system-wide objectives. In UBC's strategic plan, *Trek 2010, A Global Journey*, we articulate all the goals that we have set ourselves and the strategies by which we hope to succeed. Furthermore, we gauge our success through the achievement of specific targets set in the *Operational Timetable* which accompanies the strategic plan.

UBC is pleased with the results of its performance relative to the Ministry Performance Measures as detailed below. In most instances, UBC has met or exceeded targets.

Performance Measure	Key Criteria	Target Assessment
1. Total Student Spaces	Capacity	✓
2. Degrees, Diplomas and Certificates Awarded	Capacity	✓
3. Annual Educational Activity between May and August	Capacity	✗
4. University Admissions GPA Cut off	Capacity	✗
5. Number and Percent of Aboriginal Students	Accessibility	✓
6. Number of Spaces in Strategic Skill Programs	Accessibility	✓ / ✗
7. Degree Completion Rate	Efficiency	✓
8. Student Satisfaction with Transfer	Efficiency	✗
9. Student Satisfaction with Education	Quality	✓
10. Student Satisfaction with quality of Instruction	Quality	✓
11. Student Outcomes – Skill Gain	Quality	✓ / ✗
12. Student Outcomes – Unemployment Rate	Comprehensiveness	✓
13. Usefulness of Knowledge and Skills in performing Job	Comprehensiveness	✗
14. Funding Support for Research	Research	✓
15. Number of Patents, Licences, Start-Up Companies	Research	✓

1. TOTAL STUDENT SPACES

Ministry Key Criteria: Capacity

UBC Trek 2010 Goals and Strategies

- Ensure that UBC is accessible by reviewing admission and student aid policies to ensure that all qualified students have access to UBC
- Develop new programs at UBC Okanagan, Robson Square and Great Northern Way
- Build scholarship endowment to \$300 million by 2010

Performance Measure	Total Student Spaces
2005/06 Target	36,891
2005/06 Actual	37,642
Performance Assessment	✓

Performance Assessment

UBC is over target because it has a goal to increase its graduate student spaces. UBC plans to expand its undergraduate spaces at its UBC-O campus and maintain its undergraduate spaces at UBC-V campus.

2. NUMBER OF DEGREES, DIPLOMAS AND CERTIFICATES AWARDED

Ministry Key Criteria: Capacity

Ministry System Goal

- A more efficient and integrated post-secondary system

Performance Assessment

The actual number of degrees and diplomas awarded exceeded the target by 328 and exceeded 2004/05 actuals by 256.

Performance Measure	Number of degrees, diplomas and certificates awarded
2005/06 Target	8,308
2005/06 Actual	8,636
Performance Assessment	✓

3. EDUCATIONAL ACTIVITY BETWEEN MAY AND AUGUST

Ministry Key Criteria: Capacity

UBC Trek 2010 Goals and Strategies

- Review the methods by which instruction is delivered, including scheduling of courses and the structure of undergraduate programs

Performance Measure	Percent of annual educational activity occurring between May and August
2005/06 Target	Contribute toward system level target of 21%
2005/06 Actual	13.5%
Performance Assessment	✘

Performance Assessment

UBC's 2005/06 actual remains consistent with 2003/04 and 2004/05 actuals. UBC enrolls the vast majority of its undergraduate students in September of each year and offers the majority of courses over the traditional academic year (September – May). The higher system wide average for summer is the result of other institutions operating under a system of three semesters annually, with multiple intake times.

To encourage growth in the summer programming, UBC provides a funding incentive to faculties for teaching summer programs.

4. UNIVERSITY ADMISSIONS GPA CUTOFF

Ministry Key Criteria: Capacity

UBC Trek 2010 Goals and Strategies

- Ensure that UBC is accessible by reviewing broad based admission policies to ensure that all qualified students have access to UBC

Performance Measure	University Admissions GPA Cutoff ¹	
	Direct Entry Admissions	Transfer Student Admissions
2005/06 Target	75%	2.0
2005/06 Actual	84.8%	2.7
Performance Assessment	✘	✘

Performance Assessment

The system level targets are to reduce Direct Entry Arts and Science program admissions GPA to 75% and the Transfer Student GPA to 2.0 by 2010. UBC's Direct Entry GPA remains consistent at 84% and the Transfer Student admissions GPA remains consistent at 2.7. With increasing FTE spaces at UBC-O campus, we expect admission requirements for UBC as a whole to reduce over time, however, it is essential for UBC to continue attracting the top-quality students needed to support a world class research university.

¹ Average annual admissions GPA cut-off for public university Arts and Science programs for direct entry, and for university transfer students

5. NUMBER AND PERCENT OF ABORIGINAL STUDENTS

Ministry Key Criteria: Accessibility

UBC Trek 2010 Goals and Strategies

- Continue to collaborate with BC Aboriginal communities to develop programs that will assist increasing numbers of Aboriginal youth to enrol in undergraduate, graduate and continuing education programs at UBC.
- Expand UBC’s engagement with aboriginal communities, especially in BC

Performance Measure	Number and percent of post-secondary students that are aboriginal	
	Number	Percent
2005/06 Target	325	0.7%
2005/06 Actual	354	0.9%
Performance Assessment	✓	✓

Performance Assessment

UBC’s number of aboriginal students increased 24% over 2004/05. UBC is dedicated to making its resources more accessible to Aboriginal People and to improve the University’s ability to meet their educational needs.

6. NUMBER OF STUDENT SPACES IN STRATEGIC SKILL PROGRAMS

Ministry Key Criteria: Accessibility

Ministry System Goal

- A relevant and responsive post-secondary education system

Performance Assessment

Student spaces in Computer/Electrical programs did not meet target because there is a shortage of qualified students

wishing to enter Computer Science. This problem is North America wide and is partly the result of the crash of the technology sector 6 years ago. We are starting to see increased demand for co-op students but it will take some time for the demand to filter down to prospective students, and even longer to build enrolment up to the levels anticipated at the beginning of the DTO planning phase. Spaces in Social/child protection worker programs is below target due to the gradual growth in programs at UBC-O.

Performance Measure	2005/06 Target ²	2005/06 Actual	Performance Assessment
Computer science, electrical and computer engineering programs			
<i>Total Spaces</i>	3,402	2,938	✗
Social/child protection worker programs			
<i>Total Spaces</i>	183	163	✗
RNs, LPNs and RCAs and Other Allied Health programs			
<i>Total Spaces</i>	2,507	2,561	✓
Medical school programs			
<i>Total Spaces</i>	680	698	✓

² Targets and actuals for strategic skill programs have been restated to include UBC Okanagan.

7. DEGREE COMPLETION RATE

Ministry Key Criteria: Efficiency

UBC Trek 2010 Goals and Strategies

- Review the methods by which instruction is delivered, including scheduling of courses and the structure of undergraduate programs

Performance Measure	Degree Completion Rate ³	
	Direct Entry Students	Transfer Students ⁴
2005/06 Target	76%	83%
2005/06 Actual	78%	83%
Performance Assessment	✓	✓

Performance Assessment

No additional context to provide.

8. STUDENT SATISFACTION WITH TRANSFER

Ministry Key Criteria: Efficiency

Ministry System Goal

- A more efficient and integrated post-secondary system

Performance Measure	Student satisfaction with transfer ⁵
2005/06 Target	Contribute towards system level target of 90%
2005/06 Actual	87.7% ⁶
Performance Assessment	✗

Performance Assessment

2005 survey data is slightly below target of 90% and below the 2004 survey data of 89.6%.

³ Proportion of direct entry students completing their degree baccalaureate within seven years, and proportion of university transfer students completing their baccalaureate within five years

⁴ The initial calculation of the degree completion rate of transfer students was incorrect because it included visiting students who by their nature will not be awarded a UBC degree. Recalculation of the degree completion rate was done after May 2005 and was calculated to be 83.4%. Both the target and actuals have been restated to reflect the correct percentage.

⁵ Percentage of graduates and former students, who transferred to a different post-secondary institution and expected to transfer earned credit, who were either satisfied or very satisfied with their overall transfer experience.

⁶ 2005 CISO Survey Data

9. STUDENT SATISFACTION WITH EDUCATION

Ministry Key Criteria: Quality

UBC Trek 2010 Goals and Strategies

- Ensure that all academic programs meet the highest standards of excellence
- Provide best possible environment for all members of campus community – continually review and enhance the quality of UBC’s physical environment.

Performance Measure	Student satisfaction with education ⁷
2005/06 Benchmark	90%
2005/06 Actual	94%
Performance Assessment	✓

Performance Assessment

UBC is pleased with the results for this performance measure as the actual exceeded the benchmark.

10. STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION

Ministry Key Criteria: Quality

UBC Trek 2010 Goals and Strategies

- Ensure that all necessary steps are taken to identify and recruit the best faculty members for any available position
- Ensure that, through selection of outstanding faculty and appropriate recognition for high performance, UBC is able to create an intellectually stimulating environment that calls forth the best in teaching and research.
- Review the methods by which instruction is delivered, including scheduling of courses and the structure of undergraduate programs
- Ensure that in each year of their studies, all students are exposed in lab or classroom to senior faculty members and researchers in their preferred discipline.

Performance Measure	Student assessment of quality of instruction ⁸
2005/06 Benchmark	90%
2005/06 Actual	93.4%
Performance Assessment	✓

Performance Assessment

UBC is pleased with the results for this performance measure as the actual exceeded the benchmark.

⁷ Percentage of university baccalaureate graduates who were very satisfied or satisfied with their education

⁸ Percentage of university graduates who rated the quality of instruction in their program as good or very good

11. STUDENT OUTCOMES – SKILL GAIN

Performance Measure	2004 Survey	2005/06 Benchmark	2005 Survey	Performance Assessment
Student Outcomes – Skill Gain⁹				
<i>Average</i>	81.5%	85%	81.5%	✓
<i>Written communication</i>	81.4%	85%	75.6%	✗
<i>Oral communication</i>	77.5%	85%	74.9%	✗
<i>Group collaboration</i>	75.4%	85%	78.3%	✓
<i>Problem resolution</i>	73.7%	85%	75.3%	✓
<i>Critical analysis</i>	89.1%	85%	92.2%	✓
<i>Reading & Comprehension</i>	85.6%	85%	85.3%	✓
<i>Self learning</i>	87.6%	85%	89.1%	✓

Ministry Key Criteria: Quality

UBC Trek 2010 Goals and Strategies

- Ensure all academic programs meet the highest standards of excellence
- Renew our commitment to help students in all disciplines develop good analytic and communication skills.
- Create new programs for both full-time and part-time students that address the life-long learning needs of citizens in a knowledge-based society.
- Foster a sense of social awareness and global responsibility.

Performance Assessment

The overall average on student skills gain remains consistent at 81% since the last large sample survey in 2004 (current statistics are based on a 50% sample done in 2005, but show no change).

UBC shows positive performance if the benchmark is met or the results demonstrate performance improvement over time. Although *Group collaboration* and *Problem resolution* did not meet the benchmark, they both have shown improvement since 2003/04. *Written and oral communication* performance measures are below benchmark and results have declined. UBC is addressing this with Operational targets that reflect the importance of good communication skills.

⁹ Percentage of graduates and former students who indicated their education helped them to develop their skills

12. STUDENT OUTCOMES – UNEMPLOYEMENT RATE

Ministry Key Criteria:
Comprehensiveness

Ministry System Goal

- A relevant and responsive post-secondary system

Performance Assessment

No additional context to provide.

Performance Measure	Unemployment rate – former UBC students
2005/06 Target	< 9.6%
2005/06 Actual	5.2%
Performance Assessment	✓

13. USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

Ministry Key Criteria:
Comprehensiveness

UBC Trek 2010 Goals and Strategies

- Develop more opportunities for community involvement and collaboration
- Develop Community Service Learning programs, whereby experience in the field will complement academic study or be integrated with academic credit courses, and aim for participation in such programs by at least 10% of our students

Performance Assessment

No additional context.

Performance Measure	Usefulness of knowledge and skills in performing job ¹⁰
2005/06 Benchmark	90%
2005/06 Actual	81.2%
Performance Assessment	✗

¹⁰ % of UBC graduates who indicated that the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job

14. FUNDING SUPPORT FOR RESEARCH

Ministry Key Criteria: Research

UBC Trek 2010 Goals and Strategies

- Devise strategies to enable UBC to obtain a greater proportion of federal funding for research
- Persuade the provincial government to participate more fully in research through increased funding
- Invite the private sector to contribute more actively in UBC research through grants and fellowships
- Increase awareness of international sources of research funding

Performance Measure	2005/06 Target ¹¹	2005/06 Actual	Performance Assessment
Sponsored research funding			
Federal	153,968	161,405	✓
Provincial	58,757	68,989	✓
Other	136,376	132,943	✗
Total	349,101	363,337	✓

Performance Assessment

The total count and amount of research awards has continued to increase over the past three years and total research funding is well over target. Total Research Awards for 2005/06 is over \$485 million.

¹¹ Data is reported on the basis of CAUBO data for the most recent fiscal year available. 2005/06 Target is based on 2003/04 actuals and the 2005/06 Actual represents 2004/05 actuals.

15. NUMBER OF LICENCES, PATENTS, START-UP COMPANIES

**Ministry Key Criteria:
Research**

UBC Trek 2010 Goals and strategies

- Facilitate and increase knowledge transfer for the benefit of society
- Encourage and expand technology transfer, and develop new models for knowledge translation

Performance Measure	2005/06 Target	2005/06 ¹² Actual	Performance Assessment
Number of licences, patents, start-up companies			
Number of Licence/Option Agreements	37	53	✓
Ratio¹³	.106	.146	✓
Total US Patents Issued	19	18	✗
Ratio	.054	.050	✗
Total start-up companies	4	2	✗
Ratio	.011	.006	✗
Total licence income received (\$000)	\$13,493	\$14,254	✓
Ratio	\$38,650	\$39,231	✓

Performance Assessment

The relationship between research performance and commercialization may not have the precision required for annual evaluation of broad institutional performance. Fluctuations in patents, licence agreements and income, and start-up companies are not significant over a three-year time-frame and trends in ratios shown are also not significant because there are significant time lags between basic scientific research and commercialization.

UBC’s performance can be compared with benchmark, or leading institutions. For example, Canada’s leading research university, the University of Toronto, reports 4 U.S. patents in its 2004 AUTM report; Harvard University reports 4 start-up companies in the same report.

In the survey results published in the June 2005 issue of The Scientist magazine, UBC earned top-ranking among North American universities for the quantity and quality of life sciences patents. At 9th place, UBC was the only Canadian university that made it in the top-15 list.

¹² There are no AUTM statistics currently available for 2005/06. The numbers shown for actuals for 2005/06 are statistics for 2004/05 and the 2005/06 target is based on actuals for 2002/03. The target is to maintain or increase over the previous year.

¹³ Ratio of total number (by type) to total Sponsored Research Funding in millions of dollars

Summary Financial Report

Consolidated Statement Of Financial Position



THE UNIVERSITY OF BRITISH COLUMBIA
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31
(thousands of dollars)

		<u>2006</u>	<u>2005</u>
ASSETS			
Current assets			
Cash and short-term investments	(Note 4)	\$ 295,551	\$ 171,978
Accounts receivable		120,899	112,458
Inventory		9,239	8,931
Prepaid expenses		<u>3,252</u>	<u>3,418</u>
		428,941	296,785
Investments	(Note 5)	932,251	817,891
(fair value - \$1,032,100; March 2005 - \$912,758)			
Property, plant and equipment	(Note 7)	<u>1,704,673</u>	<u>1,430,968</u>
		<u>\$ 3,065,865</u>	<u>\$ 2,545,644</u>
LIABILITIES AND NET ASSETS			
Current liabilities			
Accounts payable and accrued liabilities		\$ 171,277	\$ 119,754
Current portion of employee future benefits	(Note 9)	819	3,055
Current portion of long-term debt	(Note 10)	<u>3,493</u>	<u>2,427</u>
		175,589	125,236
Employee future benefits	(Note 9)	3,931	4,102
Deferred contributions	(Note 11)	283,539	209,183
Deferred capital contributions	(Note 12)	978,533	882,955
Deferred land lease revenue	(Note 13)	98,695	76,880
Long-term debt	(Note 10)	<u>301,597</u>	<u>182,047</u>
		1,841,884	1,480,403
Net assets			
Unrestricted operating		5,224	4,911
Internally restricted reserves	(Note 14)	138,698	120,173
Endowment fund	(Note 15)	684,522	598,154
Related organizations		4,625	5,865
Invested in property, plant and equipment	(Note 8)	<u>390,912</u>	<u>336,138</u>
		<u>1,223,981</u>	<u>1,065,241</u>
		<u>\$ 3,065,865</u>	<u>\$ 2,545,644</u>

Consolidated Statement Of Operations And Changes in Net Operating Surplus



THE UNIVERSITY OF BRITISH COLUMBIA
CONSOLIDATED STATEMENT OF OPERATIONS AND CHANGES IN NET OPERATING ASSETS
YEAR ENDED MARCH 31
(thousands of dollars)

	<u>2006</u>	<u>2005</u>
Revenues		
Government grants and contracts (Note 16)	\$ 780,327	\$ 636,557
Student fees	265,651	232,086
Non-government grants, contracts and donations	92,662	96,206
Investment income (Note 6)	113,453	10,740
Sales and services	260,181	231,078
Amortization of deferred capital contributions (Notes 8 and 12)	57,488	48,279
	<u>1,569,762</u>	<u>1,254,946</u>
Expenses		
Salaries	756,184	654,202
Employee benefits	107,692	96,787
Supplies and sundries	165,015	132,943
Depreciation	119,104	103,708
Cost of goods sold	49,106	41,795
Scholarships, fellowships and bursaries	51,738	52,907
Travel and field trips	36,963	32,284
Professional and consulting fees	46,748	39,832
Grants and reimbursements to other agencies (Note 17)	61,314	54,559
Utilities	19,985	18,127
Interest on long term-debt	33,906	14,000
	<u>1,447,755</u>	<u>1,241,144</u>
Excess of revenues over expenses	\$ <u>122,007</u>	\$ <u>13,802</u>
 <u>Allocation of excess of revenues over expenses</u>		
Increase in invested in property, plant and equipment (Note 8)	\$ (52,176)	\$ (71,741)
Transfers (to) from endowment fund (Note 15)	(52,233)	43,346
Transfer (to) from internally restricted reserves (Note 14)	(18,525)	11,899
Decrease in equity of related organizations	1,240	3,415
Change in unrestricted operating assets	313	721
Net unrestricted operating surplus, beginning of year	4,911	4,190
Net unrestricted operating surplus, end of year	\$ <u>5,224</u>	\$ <u>4,911</u>