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> **Message from Martha C. Piper, UBC President**

Innovators Change Everything

Can you remember what it was like to communicate with a friend across the country or make business arrangements abroad before the arrival of e-mail?

In just a few short years e-mail has become an integral part of our business and personal communications, and it is hard to imagine life without this capability.

That is the nature of innovation. It changes everything. And behind each new idea, behind each new technical, scientific, or social development there is a person or a group whose imagination and creative brilliance have led them-and us-to look at the world in a new way.

In this annual report, we [profile](#) just a few of the innovators who are making positive contributions to society on a local, national, and international level. We are proud of the accomplishments of these UBC students, faculty, staff, alumni and donors, and we are pleased to share their stories with you.

The scope and diversity of research and innovation taking place at UBC is truly extraordinary. From progress in the mapping of the human genome to community service learning opportunities and new undergraduate co-op programs, innovation is rapidly changing the quality and character of university life for all members of the UBC community.

In the spirit of innovation and for the first time, we are making UBC's annual report available online. I invite you to [share your thoughts with us](#).

Martha C. Piper
UBC President



Martha C. Piper
UBC President

Win a Palm V

Send us your feedback. Simply fill in the [online evaluation form](#) and you'll be entered to win!

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> Profiles



Innovative scholarships make dreams a reality.

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Innovative gifts bring history to life.

[Dr. Wally Chung / Donor](#)



Innovators share their success and knowledge.

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Innovation changes the way we learn.

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Innovative projects build confidence in our youth.

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> [Brenda Ogembo](#)



Brenda Ogembo / First-Year UBC Student

www.student-services.ubc.ca/awards/index2.html

Innovative scholarship makes dreams a reality.

All donations to UBC help students in some way, but gifts that establish scholarships and bursaries have a direct, personal impact. Brenda Ogembo can attest to that impact—she will start studying at UBC this year thanks to the Global Citizen Scholarship. Ogembo is an international student from Kenya who just completed studies at Lester B. Pearson College in Victoria, an international college that accepts top students entirely on scholarship. Many of these students do not have the funds to continue on to university afterward, which is why an anonymous donor set up an innovative scholarship fund for Pearson students to come to UBC. This opportunity is allowing Ogembo to study science at UBC, and pursue her dream of becoming a doctor. "I really wanted to come to UBC. But I had to be realistic—my parents couldn't afford to send me here. I am so grateful to the university and the donor." UBC will benefit from Ogembo's presence as well. Along with having top academic marks, Ogembo was chosen for this scholarship based on her outstanding volunteer work in hospitals and promoting AIDS awareness, and for her contributions to campus life.

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Why do you want to be a doctor?

I had malaria and was in the hospital a lot as a child; that was when I first got the idea. By volunteering in hospitals I've learned that helping others is a passion of mine. My interest in biology and chemistry underlined for me that it was what I should do.

What has sparked your interest in AIDS awareness?

11 million children are orphaned each year in Africa because of AIDS. The Luo, my tribe in Kenya, is one of the hardest hit-you see homesteads where there are graves upon graves. I thought that if people knew more, it might help.

What will you do once you finish your studies?

In such times as Kenya is going through, they need the "brain power" to come back to help the country. My education here would be wasted if I didn't apply it back home.

Why are scholarships like the one you received important?

There are so many students out there who have potential, who are intelligent and capable, who don't have opportunities for education because of money. By establishing a scholarship, a donor is providing opportunities that could benefit a whole nation.

Credo:

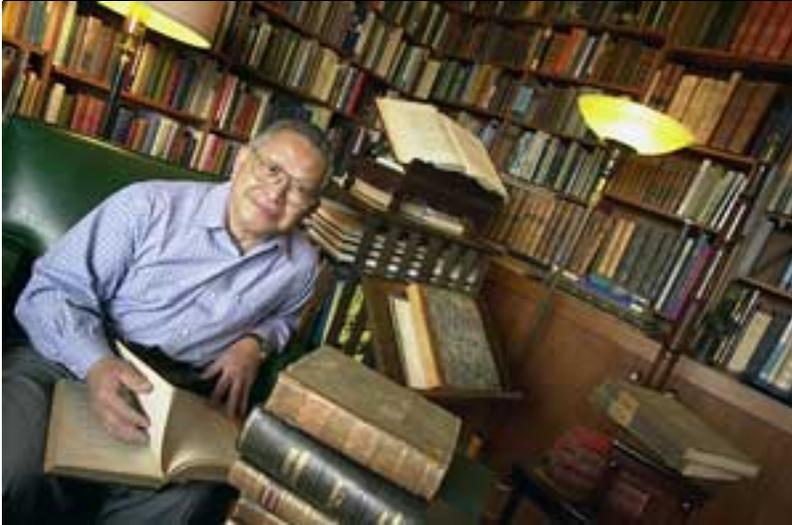
My mother always says "life is what you make it." I always think of that when I have a choice to make.



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> [Dr. Wally Chung](#)



Dr. Wally Chung / Donor

www.supporting.ubc.ca

Innovative gift brings history to life.

Thanks to Dr. Wally Chung and his family, UBC students have access to an innovative way of learning -- "hands-on history." Dr. Chung has donated his collection of historical books, CPR collectibles and other materials to the UBC Library. Students can examine, touch and analyze more than 21,000 books and artifacts that chronicle rare events in Canadian history. The artifacts include newspaper clippings, posters, silverware and even a journal from a former Prime Minister. Hundreds of the books chronicle the history of the Asian community in Canada, and still more of them examine every aspect of British Columbia's history. Among them: actual journals of Captain Cook and Captain Vancouver. "We are giving the collection to UBC so as many people as possible can have the opportunity to understand and appreciate the struggles and the joys of those who have come before them."

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Why did you start collecting in the first place?

I love books and anything from the CPR. When I was six years old I started collecting news clippings, posters -- anything about the CPR.

What is your favourite piece in the collection?

When I was growing up, there was a picture of a beautiful white CPR steamship in my father's tailor shop in Victoria -- I used to love looking at it and imagining what it was like. The ship was called the Empress of Asia- and the model of it that I restored is my favourite part of the collection.

How many years have you been building this collection?

Collecting has been my all-consuming hobby for 40 years.

Tell me about your career in medicine.

I was a vascular surgeon until I retired in 1991 -- I also taught at UBC for 30 years. It's running in my family now -- my son and daughter are both in medicine.

Credo:

Always count your blessings. In whatever I do, I always try to remember how lucky I am to live in Canada, and how lucky I am to live here now -- especially when I view the history of the Chinese in this country. My parents came here from China in 1897, and would have been amazed at the opportunities I and my children have had. I consider myself very lucky.

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> [Abdul Ladha](#)



Abdul Ladha / Donor and Volunteer

www.supporting.ubc.ca

Innovator shares success and knowledge.

As a UBC alumnus, Abdul Ladha knows the importance of an education. As a successful high-tech entrepreneur, he also knows the role education plays in building an industry. "From a global perspective, universities play a key role in the development of our country and its people. Institutions like UBC develop the ideas and carry on the dialogue with government to better our society." Ladha, who built Dextron Technologies and ableauction.com from the ground up, has donated more than 300 computers and associated equipment to UBC, and has endowed a number of entrance scholarships. He is also helping to spearhead a Faculty of Science fundraising task force to develop links with high-tech entrepreneurs. "Contributions to post-secondary institutions, in particular UBC, have a tremendous effect on our nation and the future of our children."

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Are you an innovator?

I guess I'm an innovator. I tend to think of myself as more of an entrepreneur; contained risk management is what I do best. I take ideas from concept to reality.

What do you see as the country's greatest needs?

For a country to develop, you must have an enabling environment. This includes political stability, democratic institutions, and a framework of law to protect citizens. Most importantly, there must be constant dialogue between government and institutions like universities on national objectives. It is through this dialogue and these institutions that the bedrock of a nation is formed. It is here that ideas that define a free society, and a better way of life, stem from.

What do you feel are the keys to success?

Dedication. Commitment. And a lot of patience. I graduated from UBC with a \$25,000 student loan and nothing in the bank. It's taken me 16 years to get to this point; the first 10 were the toughest.

What advice would you give to other entrepreneurs?

Establish a clear vision of what you want to accomplish and sound principles. Then make sure you can reflect your commitment to that cause to any investor.

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> [George McLaughlin](#)



**George McLaughlin / Facilities Manager,
UBC Plant Operations**

www.plantoperations.ubc.ca

Innovation and initiative lead to positive changes on campus.

In all of his various roles at UBC from electrician to CUPE president to his current position as facilities manager in Plant Operations -- George McLaughlin has always looked for ways to improve the status quo. Since joining UBC in 1977, he has contributed his innovative ideas and time to numerous campus organizations, including the Canadian Union for Public Employees Local 116, UBC's Board of Governors, the UBC staff pension plan and the executive of the Association of Administrative and Professional Staff (AAPS). In his role as chair of the UBC staff pension plan, McLaughlin takes great pride in acting in the best interest of the plan's members. "We are always looking for ways to improve the plan to maximize the benefit to our members," says McLaughlin. "We have an excellent plan, but there's always room for improvement." This year he was one of five individuals recognized with a President's Service Award for Excellence -- one of UBC's highest honours for a faculty or staff member.

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What motivates you to be so involved on campus?

I think it's important to reach outside your job description and engage in opportunities to improve the well-being of the university community. Doing this can lead you down paths that you would never travel in a nine-to-five job.

How did you feel about receiving the President's Service Award of Excellence?

I was very surprised to learn that I had been nominated for the award by my fellow colleagues. It certainly is an honour to receive this kind of recognition from the university.

Why do you like working at UBC?

UBC is the best place to work because of all of the opportunities to give back.

What do you like to do in your spare time?

I love to play soccer and I have been active in a local men's league for many years. It's also a great workout and mental break.

Credo:

We learn and grow by getting involved and making a difference.

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> [Dr. Lee Gass](#)



Dr. Lee Gass / Zoology Professor, Co-Director, Coordinated Sciences Program / Director, Integrated Sciences Program

www.science.ubc.ca

Innovation changes the way we learn.

Zoology professor Lee Gass has helped to change the way thousands of UBC students learn. A nationally recognized 3M Teaching Fellow, he was instrumental in establishing three integrated and interactive UBC programs: Science One and the Coordinated and Integrated Sciences programs. These programs bring different disciplines together, exposing students to a broader understanding of various subjects. "For example, with assistance from a chemist, a physicist and a mathematician, a biologist can teach students about photosynthesis at a much deeper level," explains Gass. "These kinds of programs also provide communities in which students feel comfortable asking questions and learning. When students embrace this kind of learning, it can be life changing."

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Where do you get your inspiration?

The root of inspiration is to breathe, which implies that it is about feeling. It is a felt sense. What else can I say?

What is the first thing you tell students in your class?

That the course will change their lives forever.

What is the highest compliment a student can pay you?

To become an independent learner while still with me.

What is your favourite activity?

I don't do superlatives, but sculpting, making and eating ice cream, and digging dirt are high on my list.

Credo:

I make them up and remember them as I go.

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> [Dr. Michael Hayden](#)



**Dr. Michael Hayden / Medical Genetics
Professor / Chief Scientific Officer, Xenon
Genetics Inc.**

www.xenongenetics.com

Innovation changes the way we treat diseases.

Michael Hayden's breakthrough discovery led to the creation of UBC spin-off company, Xenon Genetics Inc. Incorporated in 1999, the Vancouver-based company is involved in drug discovery and has grown to employ 37 people. Using clinically based approaches, Xenon identifies novel genes and drug targets, which can be utilized to discover new and more effective therapies for common diseases such as cardiovascular disease, diabetes and obesity. It has established partnerships with leading pharmaceutical and biotechnology companies to develop these targets into drug therapies. It recently entered into an \$87-million collaborative agreement with Warner-Lambert Co. that could result in therapeutics to treat low levels of HDL, a condition associated with cardiovascular disease.

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Where do you get your inspiration?

Every day counts for the families of individuals who are suffering. The delivery of an effective therapy one day earlier can make a difference.

What was your breakthrough discovery?

I discovered the key gene that controls good cholesterol in humans. With this discovery, we've developed new approaches to raise HDL. Low HDL is the most common risk factor for heart attacks and strokes.

What's next for you?

I plan to continue to make fundamental discoveries that have the potential to be translated into products and services that can influence human health.

What's your favorite activity?

Cycling through the endowment lands is a newly found, but wonderful activity that I can share with my family.

Credo:

Life is precious and we have to make every minute count.

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> [Jennie Wang](#)



Jennie Wang / Fourth-year Global Resource Systems Student

www.agsci.ubc.ca

Innovative programs allow students to design their own curriculum.

Jennie Wang never imagined that she would develop an increased appreciation for salsa dancing and Latin music as part of her undergraduate experience. But that was just one of many benefits to designing her own curriculum in UBC's innovative Global Resource Systems program. Wang specialized in the Americas and sustainable agriculture, and after two years of studying Spanish at UBC, she was ready to spend a semester at Escuela De Agricultura De La Region Tropical Humeda (EARTH) in Costa Rica. Within three weeks of her arrival there, she was conducting all of her courses in Spanish and was reading local novels and newspapers not long after that. "The cultural experience was great, but it was the hands-on experiments such as herbicide trials or composting with banana leaves that I really enjoyed," says Wang. "The experience confirmed that I'm in the right field for me."

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What did you like about the Global Resource Systems program?

I really liked the flexibility of the program which allowed me to choose from a wide variety of majors and choose courses from many different areas including agriculture, forestry, sciences, geography, history, economics and languages.

How do you feel your experiences will help you in the future?

The Global Resource Systems program has enabled me to develop a strong background in agricultural and environmental fields and an understanding of the inter-relatedness of disciplines. This will be very helpful in any future work I do either here in Canada or internationally.

What is your favorite activity?

There are so many things I enjoy doing: snowboarding, gardening, reading, hiking, cooking and swimming, among other activities.

Credo:

I believe in a well-balanced Earth and a well-balanced personal life. Working towards the sustainable development of the earth's resources and achieving personal satisfaction are most important to me.

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[> Lee Wheeler](#)



Lee Wheeler / Third-year Political Science Student / Community Volunteer

www.learningexchange.ubc.ca

Innovation changes the way we view the community.

Lee Wheeler has volunteered as far back as he can remember. So, when he learned that UBC was starting a new volunteer program, he was quick to sign up. "I wanted to be part of the Downtown Eastside rather than view it from an outsiders' perspective," says Wheeler. As a participant in the Trek 2000 Volunteer Program, he worked several hours each week at Triage, an emergency shelter, over a four month period. The program offers students a community service learning experience, where they work with agencies dealing with issues such as literacy, recreation and homelessness. "I have had the pleasure of meeting some of the most colourful, gifted and dynamic individuals I have ever come across in my lifetime," explains Wheeler. "It has been an opportunity to work together with these people to find solutions to some serious concerns."

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Where do you get your inspiration?

I'm inspired by the people who I work with in the community.

What keeps you going?

Receiving good news from a client or co-worker, or just hearing a good joke, can really make my day. It's the simple day-to-day interactions that keep you going.

How do you feel your experience will help you in the future?

My experience has touched me in so many positive ways. My interpersonal skills and my relationships have improved. I've also learned a lot about conflict resolution, cooperation and patience.

What's your favorite activity?

Interacting with interesting people.

Credo:

It's amazing what you can learn when you see the world through the eyes of others.

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> [Doreen McMorran](#)



Doreen McMorran / UBC Internet Marketing Certificate graduate / Director of Marketing, stox.com

www.cstudies.ubc.ca/netmark/

Innovative programs open new career doors.

Less than a year ago Doreen McMorran's career took a dramatic turn. After completing UBC's intensive, six-month Internet Marketing Certificate Program, an exciting new career opportunity opened up. Although McMorran had worked in the field of sales and marketing for fifteen years, she had just basic experience in developing online marketing strategies. "I've learned that it's about integrating all your customers and business partners into your marketing strategy -- and it must include both online and offline initiatives," says McMorran. She graduated from the program in April 2000 and is now the Director of Marketing for Vancouver-based stox.com, a position she attributes directly to the course. "The new media industry changes at lightning speed and the program has provided me with the tools to stay current with industry trends," explains McMorran. "That's critical when working for a dynamic new company like stox.com."

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What motivated you to take the program?

I was looking for a marketing course that focused on technology and had subject matter that I could immediately apply to my job.

What did you like the most about the program?

Meeting and learning from all of the participants in the course as well as having B.C. business people providing the most current insights into the new economy.

How do you feel your experience will help you in the future?

It changed the direction of my career to focus on the technology industry.

What is your favorite activity?

I enjoy travelling, meeting new people (and their pets) and learning new things.

Credo:

If you believe in yourself and what's in your heart, you will always be successful.

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[> Siu-Kae Yeong](#)



Siu-Kae Yeong / Arts & Engineering Co-op Student

www.apsc.ubc.ca/news/releases/99_may03.html

Innovation changes the way we think about different disciplines.

A love of English and Engineering are not mutually exclusive. Siu-Kae Yeong, one of seven students enrolled in the brand new combined Bachelor of Arts and Applied Science (Engineering) degree program at UBC, is proof positive. She's as comfortable sitting down to write a screen play as she is tackling a complex calculus equation. "I find the two disciplines complement one another," says Yeong. And employers seem to agree. Yeong's most recent co-op placement took her to Burnaby-based CreoScitex, where they utilized her scientific understanding to document research as a technical writer. By working with both the company's writers and researchers, not only was she able to convey complex information effectively, she also helped to ensure that research was not being duplicated.

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Where do you get your inspiration?

Writing is a way for me to express my creative ideas and provoke thought. I believe that our ideas can make people question things.

What attracted you to the combined degree program?

Engineering is about technology and how things work, while English is about emotions and the study of characters. I find this combination both fascinating and stimulating. So, it's the perfect undergraduate experience for me!

How do you define success?

When you change or grow for the better.

What's your favorite activity?

It's difficult to pinpoint just one activity. I enjoy painting, cooking, sewing, playing tennis and going for long walks at the beach.

Any advice for future innovators?

Don't compromise your passions. I've seen too many people do what they think they should be doing, instead of what they love to be doing.

Credo:

It's important to remember that you can learn something from everyone you meet.



Justine Wiltshire / UBC Grad
Rebecca Slate / UBC Grad

www.youthmillennium.org

Innovative projects build confidence in our youth.

Innovative projects build confidence in our youth. UBC grads Justine Wiltshire and Rebecca Slate never imagined that a campfire discussion about world issues and the millennium would result in 5,000 young people supporting community projects. But that's just what happened. The two women founded and operate the Youth Millennium Project-an initiative that invites youth around the world to discuss issues important to them and carry out a local plan of action. In Vietnam, kids are raising money for school supplies. They're cleaning up a village in Estonia. And in Vancouver students are recording books on tape for blind children in Guyana. In all, 63 nations are participating, with more on the way. Aided by UNICEF and UBC's Liu Centre for the Study of Global Issues, this innovative idea has developed into a massive international movement promoting youth-empowered global change.

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Where do you get your inspiration?

Travelling and working with children around the world has been a tremendous source of inspiration.

What keeps you going?

The wonderful letters and pictures from kids all over the world. They let us know that we've touched people's lives.

Any advice for future innovators?

It's not always easy to do something new. It takes a lot of courage. But, when you do take that leap of faith, it can be incredibly rewarding.

How do you define success?

For us, it's really all about happiness. When you find fulfillment in all the different areas of your life that matter to you, then you have happiness.

Credo:

Justine's credo: Never underestimate the power of an idea.

Rebecca's credo: Self-confidence is earned through successfully meeting challenges.

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UBC Facts

The total number of students participating in co-op programs has grown from 552 in 1995 to 1,675 in 1999.

The total number of students registered in degree programs at UBC in 1999/00:

Undergraduate students	29,146
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Graduate students	6,356
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More than 173,000 alumni in 120 nations have benefited from a UBC education.

UBC has the third largest endowment in Canada. The total value of the endowment was \$672.7 million, as of March 31, 2000.

The tuition fee for full-time Arts students at UBC was \$2,295 in 1999/2000. In comparison, the full-time Arts fee was \$3,835 at the University of Toronto, \$3,551 at the University of Alberta, and \$4,050 at Dalhousie University.

UBC Faculty members receive upwards of \$166 million annually in research funding from the government, industry and foundations.

Faculty conduct more than 4,000 research projects annually.



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Economic Vitality

UBC's Investment in BC

Through direct and indirect spending, UBC channels more than \$1 billion into the BC economy each year, almost three-and-a-half times the government's investment in the university.

UBC employees generated \$112 million in tax revenue in the calendar year 1999.

UBC ranks among the top 10 universities in North America for the number of spin-off companies created. UBC research has created 91 spin-off companies that employ more than 2,432 people. The spillover effect of UBC research on the Lower Mainland has resulted in an estimated 1,800 employees and \$200 million in annual income.

The number of UBC invention disclosures for 1999/2000 was 127.

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Workforce Contributions

Since 1991, UBC has granted 63,184 degrees, diplomas and certificates, contributing enormously to the country's professional workforce. In May 2000, an additional 5,734 degrees were conferred.

In 1999/2000, more than 11,000 individuals enrolled in credit and non-credit continuing education courses at UBC and 5,000 students enrolled in distance education courses.

More than 173,000 alumni in 120 nations have benefited from a UBC education.

UBC is the largest employer in the Greater Vancouver Regional District. It employs more than 13,600 full-time and part-time faculty, staff and students.

Degrees Conferred by UBC

Academic Year	1999	91 - 99
Bachelor's	4,538	36,733
Master's	1,215	10,049
Post Baccalaureate	1,266	11,067
Doctoral	338	2,608
Diploma/Certificate	283	2,727
Total	7,640	63,184

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In 1999, UBC ranked first in grants from the Social Sciences and Humanities Research Council (SSHRC) and the Canada Council. It ranked fifth in research grants from the Medical Research Council (MRC) and the National Science and Engineering Research Council (NSERC).

Canada Foundation for Innovation Fund 2000**Canadian Universities Receiving the Largest Investment**

	* Amount	# of projects
UBC & affiliated teaching hospitals	\$68.6	20
McGill University	\$61	22
Queen's University	\$28.3	9
Université de Montréal	\$26.2	13

Source: CFI/UBC Office of VP Research / * millions of dollars



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Service And Volunteerism

Many UBC faculty and staff members make a significant contribution to the community, giving generously of their time to various non-profit organizations.

Of the UBC faculty and staff who participated in a recent survey, 74 per cent indicated that they participate in unpaid voluntary community service activities. (Approximately 781 people responded to the survey.)

According to the survey, UBC faculty and staff members contributed more than 82,805 hours to a range of organizations in the community over the past year. Close to half of the respondents offered their professional expertise as part of their community service activities.

UBC faculty and staff contributed their time to a wide range of organizations in the following areas:

Arts & Culture

Health

Community Development Housing

Economic Development Professional Association

Education/Literacy Recreation

Employment Religious Organization/Church

Food/Hunger Transportation

According to the National Survey of Giving, Volunteering and Participating (NSGVP), 48 per cent of British Columbians with a university degree volunteered in the community, making them more likely to contribute their time than any other group. Almost a quarter of British Columbians with less than a high school diploma

volunteered.

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Academic Excellence

Fifteen per cent of first-year UBC students receive scholarships and the average scholarship is \$2,471. In 1999/2000, the university awarded \$26 million in scholarships, fellowships and bursaries -- up \$1 million from the prior year.

Four out of six of B.C.'s Gold Medal of Excellence winners in the 2000 Grade 12 provincial examinations chose to study at UBC. The award honours students who receive a perfect score in each of their three best scholarship subjects.

Two out of three students who were awarded Queen Elizabeth Scholarships in 2000 were from UBC. The award program recognizes outstanding university graduates in B.C. for their academic distinction and potential to make a substantial contribution in their chosen field of study.

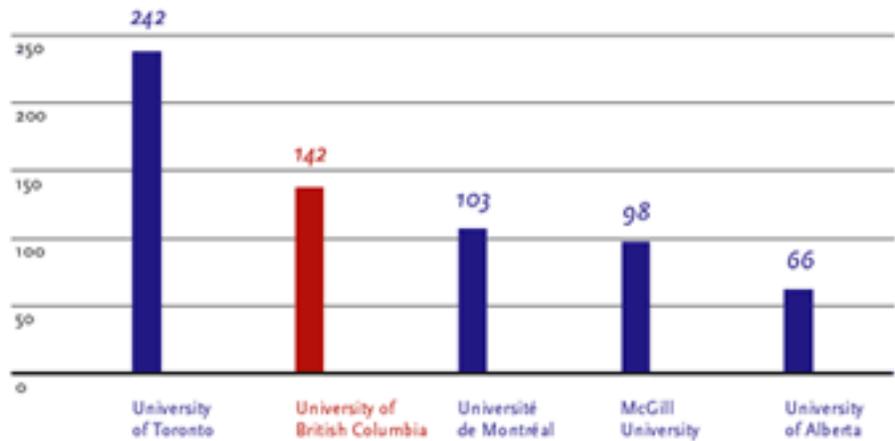
UBC ranks second in Canadian universities for Steacie Fellowships -- Canada's top award for outstanding scientists and engineers. UBC received 2.7 awards for every 100 full-time faculty.

UBC ranks first in Canada for the number of faculty who received Canada-U.S. Fulbright Canadian Fellows from 1991 to 1999. UBC has six Canadian Fellows out of a total of 46 in Canada.

UBC ranks second in the country for number of Fellows in the Royal Society of Canada. It is home to 142 Fellows out of 1290 in Canada.

The Royal Society of Canada

NUMBER OF FELLOWS AT UNIVERSITIES IN CANADA IN 2000



Award Descriptions

Steacie Fellowships are awarded to enhance the career development of outstanding and highly promising scientists and engineers who are faculty members of Canadian universities. Up to four Fellowships are awarded annually, each for a two-year period, so that the successful Fellows can devote all of their time and energy to research.

The **Canada-U.S. Fulbright** program helps to enhance the study of Canada in the United States and the study of the United States in Canada. Fulbright Distinguished Chair awards are given to candidates with a prominent record of scholarly accomplishment.

The **Royal Society of Canada** is a national body of distinguished Canadian scientists and scholars that promotes learning and research in the natural and social sciences and in the humanities. The Society consists of approximately 1600 Fellows: men and women from across the country who are selected by their peers for outstanding contributions to the arts and sciences.



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Highlights of the Year

Total revenues rose by 13 per cent due to the realization of capital gains upon the sale and reinvestment of some of the university's endowment investments and an increase in government grants and contracts.

The university ended the 1999/00 year with an operating surplus of \$2.0 million.

Domestic student tuition fees were frozen for the fourth year in a row at

Financial Highlights

(April 1, 1999 - March 31, 2000)

The University of British Columbia's financial statements for the year ended March 31, 2000 have been reported on by the Auditor General of British Columbia, the auditor appointed under the University Act. The following represents the highlights of UBC's financial statements for the year ended March 31, 2000:

	(\$ millions)		2000	1999
Total Revenues	\$	835.7	\$	741.0
Research Awarded to UBC	\$	166.0	\$	141.0
Total Endowment Market Value	\$	672.7	\$	601.8
Operating Surplus (Deficit)	\$	2.0	\$	0.1

Total Revenues By Source (\$836)

For the year ended March 31, 2000 (millions of dollars)

1996/97 levels.

During the year, the university awarded scholarships, fellowships and bursaries to students totaling \$26.3 million.

The university's total assets, recorded at a book value of \$1.5 billion, consists primarily of capital assets and endowment investments.

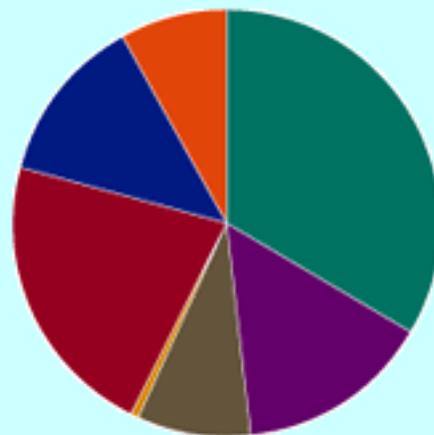
Endowment Fund at Market Value

(Millions of Dollars)

1990 \$139

1995 \$340

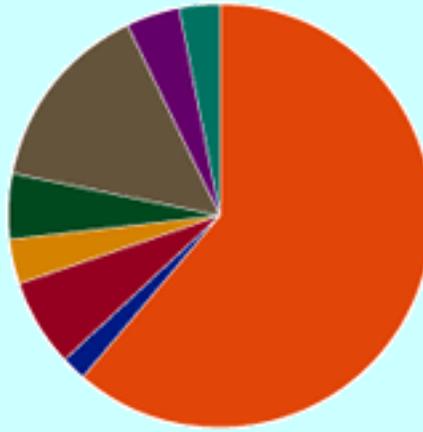
2000 \$673



Provincial operating grant	\$ 280	33.5 %
Other government grants and contracts	\$ 123	14.7 %
Endowment income	\$ 72	8.6 %
Other investment income	\$ 5	0.6 %
Sales, services and other	\$ 182	21.8 %
Student fees	\$ 106	12.7 %
Non-government grants, contracts and donations	\$ 68	8.1 %
Total	\$ 836	100.0 %

Total Expenses And Transfers (\$834)

For the year ended March 31, 2000 (millions of dollars)



	Salaries and employee benefits	\$ 510	61.2 %
	Grants to other agencies	\$ 16	1.9 %
	Depreciation	\$ 56	6.7 %
	Other transfers	\$ 28	3.4 %
	Transfer to endowment principal	\$ 42	5.0 %
	Supplies and expenses	\$ 122	14.6 %
	Cost of goods sold	\$ 34	4.1 %
	Student awards	\$ 26	3.1 %

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Total Revenues

Revenues for the university are generated from a variety of sources, the largest being the provincial operating grant of \$280.5 million.

Total Expenses and Transfers

Expenses and transfers for the 1999/00 fiscal year totaled \$833.7 million. The largest expenditure is for the salaries and benefits of \$510.2 million paid to faculty, staff and students who

Financial Summary

For the year ended March 31, 2000 (thousands of dollars)

Statement Of Operations & Changes in Operating Equity

		2000	1999
Revenues			
Government grants and contracts	\$	403,115	372,718
Student fees	\$	106,155	98,169
Non-government grants, contracts and donations	\$	68,177	56,037
Investment income	\$	77,209	40,280
Sales, services and other	\$	181,052	173,801
	\$	835,708	741,005

Expenses and Transfers

Salaries and employee benefits	\$	510,155	492,648
--------------------------------	----	---------	---------

provide teaching, research and support services.

Operating Surplus

The university ended the 1999/00 year with an operating surplus of \$2.0 million.

Endowment Highlights

The university's endowment consists of restricted donations and internal allocations whose principal must be maintained in perpetuity. In addition to maintaining the principal, the university protects the endowment's total economic value from inflation by limiting the amount of income that may be expended annually.

The investment income generated from endowment can be spent only in accordance with the various purposes established by the donors and/or the university's Board of Governors. Some of these purposes include providing scholarships, fellowships and bursaries to students.

Supplies and general expenses	\$	122,092	109,397
Depreciation	\$	55,990	55,064
Cost of goods sold	\$	33,726	37,590
Scholarships, fellowships and bursaries	\$	26,257	25,009
Grants to other agencies	\$	16,093	10,331
Transfer to endowment principal	\$	41,578	9,079
Other transfers	\$	27,812	1,766
	\$	833,703	740,884

Change in net operating assets	\$	2,005	121
Net operating asset deficiency, beginning of year	\$	(4,339)	(4,460)
Net operating deficiency, end of year	\$	(2,334)	(4,339)

Statement Of Financial Position

		2000	1999
Assets			
Current assets	\$	126,187	124,829

The endowment has grown over the years from a market value of \$138.5 million in 1990 to a market value of \$672.7 million ten years later. The overall growth in the endowment is attributable to donations, the leasing of university property for the construction of market housing and investment returns.

Investments	\$	540,489	437,838
Capital assets	\$	799,770	776,632
Total assets	\$	1,466,446	1,375,299

Liabilities and Net Assets

Current liabilities	\$	71,832	72,174
Non-current liabilities	\$	59,632	65,522
Deferred contributions	\$	140,014	124,931
Deferred capital contributions	\$	481,589	480,445
Net assets	\$	713,379	632,227
Total liabilities and net assets	\$	1,466,446	1,375,299

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> **Innovation is made possible by your support**

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Examples of how gifts make a difference by faculty:

Agricultural Sciences held a community lecture series, featuring guest lecturers from Canada, the U.S. and Britain.

Applied Science launched a recruitment and mentorship program to help students with career development.

Arts hosted the Scientific Ethos lecture series and sent students to numerous international conferences.

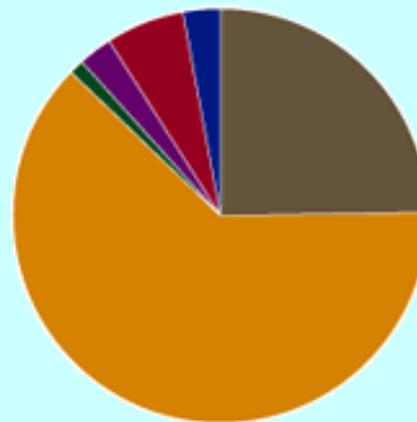
More than 1,200

Innovation is made possible by your support.

The community plays a key role in making innovation at UBC a reality. Last year, the university received more than \$37 million in donations from alumni, parents, business, government and other friends of the university. Each faculty feels the impact of these gifts-some examples are provided in the sidebar article. As the costs of conducting innovative research and providing students with a top education continue to increase, these contributions are essential in helping UBC's future innovators to pursue their ambitions and goals. They fund innovative research projects that could otherwise not be pursued, and they provide funds for upgrading equipment and resources. Donor support enables UBC to strengthen its reputation even further, as we pursue our goal of being the best university in Canada.

Making a Difference: How Gifts to UBC Were Distributed in 1999-2000

(fiscal year ending March 31, 2000)



	Scholarships and Bursaries	\$ 9,266,369
	Faculties and Schools	\$ 23,396,153

awards helped students in **Graduate Studies**.

The Rural Summer Placement Program gave 120 **Medicine** students six weeks of hands-on experience in rural communities.

Athletics established new scholarships and began enhancing facilities.

Commerce added 35 new computers to a lab in the Henry Angus building.

Dentistry purchased new equipment for clinics that provide training opportunities for students and low-cost dental care for the community.

Education awarded more than \$160,000 in scholarship funds.

Forestry endowed the John Worrall Undergraduate Bursary, which will provide an annual prize of \$1,000 for a needy student.

Law established a new debate competition where student teams honed their skills and competed for cash awards.

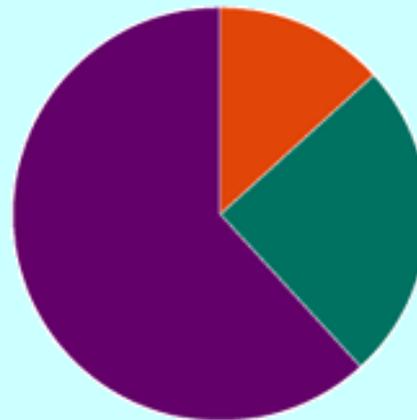
Donations to **Pharmaceutical Sciences** created or enhanced student

(equipment, programs, Chairs and Professorships)

	General Research	\$ 427,602
	Library	\$ 991,181
	Campus-Wide Projects	\$ 2,291,665
	Athletics	\$ 1,091,550
Total		\$ 37,464,520

Fundraising Sources: Who is Supporting UBC?

(fiscal year ending March 31, 2000)



	Alumni (16,249 gifts)	\$ 4,967,304
	Friends (4,833 gifts)	\$ 9,335,487
	Corporations, government and foundations (2,150 gifts)	\$ 23,161,729

awards.

Total

\$ 37,464,520

www.supporting.ubc.ca

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Martha C. Piper

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Mark Beese

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Stephen Howard

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Roslyn Kunin

Kenneth Georgetti

Patricia Marchak

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Vice-President (Finance and Administration)

Terry Sumner

Vice-President (Students)

Brian Sullivan

Vice-President (Acting) (Research)

David Dolphin

Vice-President (Research)

Indira Samarasekera
(Starting May 2000)

Vice-President (Acting) (External Affairs)

Chuck Slonecker

University Counsel

Dennis Pavlich

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Send us your feedback & win

Thanks to all who've submitted feedback regarding UBC's Annual Report to date. Although the contest to win a Palm V (generously donated by the [UBC Bookstore](#)) is now closed, we would still appreciate any feedback you may have.

1999/00 Annual Report Evaluation

We are very interested in your feedback about UBC's Annual Report to help us determine the effectiveness of this publication, and help shape the content of future Annual Reports.

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