



2013-2014 **ANNUAL
REPORT**

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

TABLE OF CONTENTS

Letter from the Chairman, Board of Regents.....	3
Institutional Overview	5
Mandate	9
Primary Clients	11
Lines of Business	11
Core Values, Vision and Mission	13
Report on Strategic Issues	
Issue 1: Students and the Teaching and Learning Environment	17
Issue 2: Research, Creative Activity and Scholarship.....	31
Issue 3: Needs of the Province.....	40
Issue 4: Conditions for Success.....	56
Conclusion	61
APPENDIX: Memorial University of Newfoundland Consolidated Financial Statements with Supplementary Schedules March 31, 2014	



Board of Regents

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September 25, 2014

Honourable Kevin O'Brien, MHA
Minister of Advanced Education and Skills
Government of Newfoundland and Labrador
Confederation Building
St. John's, NL A1B 4J6

Dear Minister O'Brien:

In accordance with the Board of Regents' responsibilities under the *Transparency and Accountability Act*, I present the 2013-14 annual report for Memorial University of Newfoundland.

The activities in this report coincide with initiatives outlined in the document *Memorial University of Newfoundland Strategic Plan, April 1, 2011 - March 31, 2014* that was tabled in the House of Assembly.

The main strategic issues include:

- Students and the teaching and learning environment
- Research, creative activity and scholarship
- Needs of the province
- Conditions for success

The report covers the University's annual objectives for April 1, 2013 to March 31, 2014 and the goals in the 2011-14 plan. My signature below is indicative of the Board of Regents' accountability for the results reported.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Iris Petten".

Iris Petten
Chair, Board of Regents

INSTITUTIONAL OVERVIEW

Founded in 1925 to honour those who served Newfoundland in World War I, Memorial University began as a small college in St. John's with an initial enrollment of 55 students and a full-time teaching staff of six. Following confederation with Canada in 1949, the college was granted university status by the first provincial government of Newfoundland and Labrador. The university began with a simple purpose of providing university education and its benefits to the province and its people. By 1961, Memorial's enrollment had reached 1,925 and the St. John's campus moved to its current location on Elizabeth Avenue.

In 1975, the Sir Wilfred Grenfell College was established in Corner Brook to address the educational needs of the west coast of the province and in 2010 the college was restructured to become Grenfell campus. The Marine Institute merged with the university in 1992, bringing the number of campuses in the province to three. The university also has a presence in Labrador, and operates a small campus in Harlow, England to provide students with the opportunity to have an international educational experience. Currently, Memorial has a total enrollment over 18,000, making it one of the largest educational institutions in eastern Canada.

Over time, Memorial has evolved to become a comprehensive, academically excellent university, that has remained true to its original goal of providing access to university education for the people of the province and to contribute to the social, cultural, scientific and economic development of Newfoundland and Labrador and beyond. The university has also developed a national and international presence as evidenced by the rapidly increasing enrollment of students from other provinces and countries, which now make up about 29.0 percent of the total graduate and undergraduate population.

Today, Memorial University is a multi-campus, multi-disciplinary, public university committed to excellence in teaching and learning, research, scholarship, creative activity, service and public engagement with the people of the province and beyond. Memorial fulfills its commitments with highly-regarded and specialized programs, services and facilities in such diverse areas as business, music, education, linguistics, fine arts, folklore, earth sciences, cold-ocean engineering, maritime studies, rural health care and archaeology. The university also offers extensive on-line courses and programs, which makes the institution even more accessible to the people that it serves.

Memorial's enrollment in the first year after receiving university status stood at only 307 students. The university is currently home to 18,444 undergraduate and graduate students. The table below provides detailed enrollment information for fall 2013 by provincial campus, program level, gender and enrollment status.

	Undergraduate/Diploma			Graduate			Total
	Female	Male	Total	Female	Male	Total	
St. John's Campus	6,536	4,511	11,047	1,886	1,536	3,422	14,469
Full-time	6,178	4,315	10,493	1,018	1,086	2,104	12,597
Part-time	358	196	554	868	450	1,318	1,872
Grenfell Campus	974	373	1,347	7	8	15	1,362
Full-time	932	345	1,277	6	6	12	1,289
Part-time	42	28	70	1	2	3	73
Marine Institute Campus	271	772	1,043	39	89	128	1,171
Full-time	168	548	716	9	17	26	742
Part-time	103	224	327	30	72	102	429
Distance	908	534	1,442	0	0	0	1,442
Full-time	132	98	230	0	0	0	230
Part-time	776	436	1,212	0	0	0	1,212
Total	8,689	6,190	14,879	1,932	1,633	3,565	18,444

As of March 31, 2014, Memorial employed approximately 5,000 faculty and staff across its three campuses in the province as shown in the table below.

	Faculty			Staff			Total
	Female	Male	Total	Female	Male	Total	
St. John's Campus	514	667	1,181	1,825	1,329	3,154	4,335
Full-time	438	585	1,023	1,301	947	2,248	3,271
Part-time	76	82	158	524	382	906	1,064
Grenfell Campus	43	71	114	117	105	222	336
Full-time	36	68	104	104	80	184	288
Part-time	7	3	10	13	25	38	48
Marine Institute Campus	48	165	213	92	99	191	404
Full-time	47	159	206	92	79	171	377
Part-time	1	6	7	0	20	20	27
Total	605	903	1,508	2,034	1,533	3,567	5,075

The *Memorial University Act* specifies the role, responsibilities, structure and other governance and administrative aspects of the university. The university is governed by a Board of Regents, including: ex-officio members, members appointed by the Lieutenant-Governor in Council, members elected by the Memorial University Alumni Association, and student members appointed by the Lieutenant-Governor in Council. Members of the Board of Regents as of March 31, 2014 are listed in the following table.

Ex-officio	Appointed by Lieutenant-Governor in Council	Elected by Memorial University Alumni Association	Students Appointed by Lieutenant-Governor in Council
<ul style="list-style-type: none"> • Dr. Susan Dyer Knight, Chancellor • Dr. Gary Kachanoski, President and Vice-Chancellor • Dr. David Wardlaw, Vice-President (Academic) and Pro Vice-Chancellor 	<ul style="list-style-type: none"> • Iris Petten, Chair, Board of Regents • Eleanor Swanson, Vice-Chair, Board of Regents • Sheila Ashton • Steve Belanger • Gilbert Bennett • Pat Coish-Snow • Mary Cormier • Michelle Daye • Jim Keating • Bill Matthews • Vinod Patel • Tony Roche • Kathleen Roul • Donna Stone 	<ul style="list-style-type: none"> • Margaret (Pegi) Earle • Rex Gibbons • Kim Keating • Susan Murray • Luke Pike • George Tucker 	<ul style="list-style-type: none"> • Asan Mohideen • Candace Simms • Edmund Walsh

The following appointments were made to senior administrative positions during 2013-2014.

Ann Browne was appointed Associate Vice-President (Facilities) effective September, 2013. Ms. Browne comes to Memorial from Queen's University where she served as Associate Vice-Principal, (Facilities, Physical Plant Services) since 2006. During that time she led a number of significant capital projects. Previous to that she was Vice-President (Corporate Real Estate) for CIBC. Her background in strategic real estate management will support Memorial's own strategic infrastructure activities, including the core sciences facilities.

Morgan Cooper was appointed Associate Vice-President Academic (Faculty Affairs) April, 2013. Prior to his appointment, Mr. Cooper held the position of director of Faculty Relations at Memorial from April 2008. His core responsibilities in that role included

leadership in managing all academic collective agreements and providing advice to academic administrators on all matters involving the recruitment, appointment, promotion and tenure of faculty members. Mr. Cooper has also been active in the local community throughout his career and he has held positions related to all aspects of employment and labour law.

St. John's Campus

The St. John's campus is Memorial's largest campus with more than 40 buildings that house the teaching and research facilities of six faculties and six schools. The campus offers undergraduate, graduate and professional programs in a comprehensive range of disciplines. Research facilities support the diversity of disciplines and reflect the university's mid-North Atlantic location and unique cultural heritage. The campus also houses central administrative services for the entire system and the Queen Elizabeth II Library, which has one of the strongest library collections in Atlantic Canada. Other facilities, such as The Works and the university Student Centre, offer recreational and social opportunities to students, faculty, staff and the public.

Grenfell Campus

Grenfell campus is Memorial's west coast location in Newfoundland. Initially created to provide students with an opportunity to complete the first two years of their program on the west coast, the campus has evolved to offer a host of undergraduate degree programs in arts, sciences, environmental studies and fine arts, among others. Grenfell now offers a graduate program in Environmental Policy as well. The campus is an attractive alternative to the larger-campus experience while providing an educational experience that is second to none. Grenfell campus is responsible for developing its vision and strategic direction.

Marine Institute Campus

The Marine Institute (MI) was established as the College of Fisheries, Navigation, Marine Engineering and Electronics in 1964 and merged with Memorial University in 1992. The Institute's main campus is located in St. John's, with facilities in Foxtrap, Holyrood, Stephenville, Lewisporte and the southside of St. John's harbour. Having one of the most advanced and comprehensive collections of marine research and educational facilities, MI is recognized globally as a leader in marine education and applied research. MI offers a variety of graduate, undergraduate, diploma, and certificate programs in areas related to fisheries and oceans along with a vast array of industrial response courses and other outreach activities. Recognized for its uniqueness within the university and for its relevance and contribution to the international marine marketplace, the Institute develops and implements its own strategic vision for delivery of its programs and initiatives.

Labrador Institute

The keystone of Memorial University's presence in Labrador is the Labrador Institute. Established in 1977, the Labrador Institute is mandated to stimulate, coordinate, and support major university projects and programs and to expand the Labrador knowledge base. The goal is that the activities of the Labrador Institute will facilitate the educational aspirations, research requirements, and the socio-cultural well-being of the people of Labrador. The institute has an advisory board made up of residents from various parts of Labrador. It has offices in three locations: Happy Valley-Goose Bay; Labrador City; and North West River. All offices are co-located with the College of the North Atlantic.

Harlow Campus

Memorial University's Harlow Campus is located abroad in Old Harlow, Essex, UK. Harlow is used by a subset of the academic units of campuses in Newfoundland and Labrador to offer programs and deliver credit courses in the UK. The campus also houses a limited number of interns of professional programs including Social Work, Pharmacy, Business, and Engineering. The campus is also available as a base for faculty members and graduate students conducting research or further study in the UK. The Harlow residence facilities accommodate 51 students and have several apartments for Memorial faculty members serving as instructors.

MANDATE

Memorial University was formally established by the *Memorial University Act*. Its mandate is described in Section 8 as follows:

The university shall, where and to the full extent which its resources permit provide:

- a. instruction in all branches of liberal education that enables students to become proficient in and qualify for degrees, diplomas and certificates in science, commerce, arts, literature, law, medicine and all other branches of knowledge;
- b. instruction, whether theoretical, technical, artistic or otherwise that is of special service to persons engaged or about to be engaged in the fisheries, manufacturing or the mining, engineering, agricultural and industrial pursuits of the province;
- c. facilities for the prosecution of original research in science, literature, arts, medicine, law, and especially the application of science to the study of fisheries and forestry;

- d. fellowships, scholarships, exhibitions, prizes and monetary and other aids that facilitate or encourage proficiency in the subjects taught in the university as well as original research in every branch; and
- e. extra-collegiate and extra-university instruction and teaching and public lecturing, whether by radio or otherwise, that may be recommended by the Senate.

The legislation also defines the governance structure of the institution and the powers and responsibilities vested in it. The governance system is bicameral in nature and is comprised of a Board of Regents and Senate. The Board of Regents is generally charged with the “management, administration and control of the property, revenue, business and affairs of the university”. Among others, the Board has the specific power to:

- make rules and regulations concerning the meetings of the Board and its transactions;
- exercise, in the name and for the benefit of the university and as the act and deed of the university, any or all powers, authorities and privileges conferred upon the university as a corporation by this Act;
- acquire, maintain and keep in proper order real property;
- lay out and spend sums that may be considered necessary for the support and maintenance of the university;
- appoint the leadership, faculty and staff of the university;
- establish faculty councils and other bodies within the university; and
- fix, determine and collect all fees and charges to be paid to the university.

The Senate has “general charge of all matters of an academic character”. Some of its key powers include:

- determining the degrees, including honorary degrees, diplomas and certificates of proficiency to be granted by the university and the persons to whom they shall be granted;
- determining the conditions of matriculation and entrance, the standing to be allowed students entering the university and all related matters;
- considering and determining all courses of study and all matters relating to courses of study;
- regulating instruction and determining the methods and limits of instructions;
- preparing the calendar of the university for publication; and
- exercising disciplinary jurisdiction with respect to students in attendance at the university by way of appeal of the faculty council.

In addition, the *Act* also addresses a number of other issues such as exemption from taxation, protection from liability, audit, annual reporting, parking and the appointment of the president.

Subsection 36(2) of the *Act* mandates that the university cannot incur liability or make an expenditure, without the consent of the Lieutenant-Governor in Council, that exceeds one-quarter of one percent of the total of a grant made to the university by the Legislature and estimated revenue of the university from other sources for the current year. Section 38.1 of the *Act* is intended to preserve the autonomy of the institution, ensuring that the merits of decisions or actions of the Board or the Senate taken in contemplation of work customarily associated with a university is not questioned by the Auditor General and stating that the university is not an agency of the Crown for the purpose of the *Auditor General Act*, or any other purpose. The university is subject to the *Transparency and Accountability Act*, though there are sections in the *Act* intended to protect the autonomy of the institution.

PRIMARY CLIENTS

Memorial University has four groups of primary clients. They are:

1. Students
 - a. undergraduate
 - b. graduate
 - c. certificate
 - d. diploma
2. Alumni
3. Funders
 - a. provincial government
 - b. federal government (research)
 - c. other
4. The Public (includes special obligation to the people of Newfoundland and Labrador)

LINES OF BUSINESS

Memorial is a very diverse institution that has three major lines of business, including: teaching and learning; research, scholarship and creative activity; and public engagement. It also has an administrative function that supports the work of the university in its main lines of business. Each line of business is guided by a strategic framework developed with extensive stakeholder consultation.

Teaching and Learning

Memorial offers a vast array of certificate, diploma, and undergraduate and graduate degree programs in multiple modes and settings. The university is solely responsible for

the following: the development and delivery of program curriculum; the evaluation of students; and the academic policies and standards that govern programs. Student success while registered and after graduation is the goal of curriculum design and delivery at Memorial. To that end, a Teaching and Learning Framework was developed by the university and adopted by Senate in 2011. The framework commits Memorial to foster a community of creativity, innovation and excellence for current and future program development and delivery.

Research, Scholarship and Creative Activity

Memorial's faculty, students and staff engage in research and creative activity of a scholarly nature. Memorial has a number of research centres and institutes that are focused on a variety of issues relevant to the province and beyond such as cold ocean engineering, marine science, social and economic development, and many more. In 2011, Senate adopted the Research Strategy Framework to foster a more vibrant and expansive culture of scholarly inquiry at Memorial and face the challenges of the 21st century. The framework is designed to encourage cross-disciplinary research collaborations and enable the sharing of resources, with a view not only to advancing knowledge but also to having an impact on external communities at local, national and international levels.

Public Engagement

Memorial's faculty, students and staff have always engaged with the public through activities such as cooperative education, sharing of expertise, and conducting applied research that addresses the needs of government, communities, organizations and business. Memorial has built strong community linkages and addresses the needs of the province through a number of public engagement entities such as the Gardiner Centre, the Genesis Group, the Labrador Institute and the Harris Centre. In 2012, Senate adopted the Public Engagement Framework to build on the work of the university in Newfoundland and Labrador and beyond. The university hopes to forge stronger linkages with its traditional partners, seek out new opportunities for collaboration and continue to work to bring people together in innovative ways and for our mutual benefit.

Administration

An institution the size of Memorial requires a significant central administration to ensure it operates efficiently and effectively and achieves its overall goals. Some of the major functions include registrarial services, human resource management, finance, academic and administrative computing, facilities management, marketing and communications, student affairs, risk management/audit, alumni relations and development, and analysis and planning.

CORE VALUES, VISION AND MISSION

In 2013, following an extensive consultation process, Memorial's Senate and Board of Regents approved a new statement of values, vision and mission for the university. Prior to this revision, the last time the mission, vision and core values of the university had been changed was in 2007. While there are many similarities in the old and new statements, there are also some differences and it was felt that the university should use the new statements in the next three-year planning cycle (2014-2017). Memorial's new core values and vision are given below. During the 2011-14 planning cycle, the university made substantial progress towards its old mission and this is outlined below.

Core Values

Excellence: Encouraging and promoting excellence through innovation and creativity, rigour and pragmatism.

Integrity: Being honest and ethical in all interactions, maintaining the highest ethical standards in teaching, research, public engagement and service.

Collegiality: Engaging others with respect, openness and trust in pursuit of a common purpose, having regard for individuals, ideals and the institution as a whole.

Inclusiveness and Diversity: Embracing and acting on responsibility to guarantee diversity and equity.

Responsiveness: Being receptive to individuals and communities.

Accountability: Accepting responsibility for achievement of common goals and objectives.

Freedom and Discovery: Supporting the freedom to pursue knowledge that is based on individual and collective intelligence, curiosity, ingenuity and creativity.

Recognition: Acknowledging, tangibly, all aspects of university enterprise including teaching and learning, research, scholarship, creative activity and public engagement.

Responsibility to place: Valuing and fulfilling the special obligation to the people of Newfoundland and Labrador by supporting and building capacity for excellence that:

- addresses needs and opportunities for Newfoundland and Labrador;
- engages the university community on matters of national and international significance;
- produces and delivers academic programs of national and international calibre; and,
- recognizes the dynamic opportunities presented by a multi-campus institution.

Responsibility to learners: Recognizing students as a first priority and providing the environment and support to ensure their academic and personal success.

Interdisciplinary collaboration: Supporting overarching themes in all pursuits that cut across academic units and address significant opportunities and challenges for which Memorial is particularly well positioned to build nationally and internationally recognized capacity.

Sustainability: Acting in a manner that is environmentally, economically and socially sustainable in administration, academic and research programs.

Vision

A vision is the outcome which would be achieved if the university's mandate is completed. It is a short statement describing the ideal state the university is striving to achieve in the long-term. Accordingly, the university's vision is:

Memorial University will be one of the most distinguished public universities in Canada and beyond, and will fulfill its special obligation to the people of Newfoundland and Labrador.

Mission

As noted above, Memorial University created a new mission during the 2013-2014 reporting period. The new mission can be found in the 2014-2017 strategic plan (<http://www.mun.ca/ciap/Planning/MemorialStrategicPlan2014-17.pdf>). Below is a summary of the work completed during the 2011-2014 plan period to fulfill the old mission. This transitions the reporting of the university for the next plan period. The old mission is stated as follows:

Memorial University is an inclusive community dedicated to creativity, innovation and excellence in teaching and learning, research and scholarship and to public engagement and service. We recognize our special obligation to the people of Newfoundland and Labrador.

Memorial welcomes students and scholars from all over the world and contributes knowledge and shares expertise locally, nationally and internationally.

Measure: Demonstrated excellence in higher education, particularly in the areas of teaching, research and service to the community

During the period 2011-2014, Memorial University worked diligently to fulfill its mission and achieved a high measure of success. The initiatives undertaken were guided by three university-wide frameworks - teaching and learning, research, and public engagement. The university demonstrated excellence in higher education, particularly in the areas of teaching, research and service to the community through initiatives that were planned to: enhance efforts in support of student success; enhance academic programming responsive to students' needs; enhance research profile, with emphasis on meeting the needs of the province; and enhance facilities to accommodate anticipated growth. For example:

- The university established strategic committees in support of student success. Evaluations of student needs were completed and programs were developed to address the needs (e.g., a First Year Success Program pilot project was implemented to assist first-year students known to experience substantial academic challenges; professional development programs were developed to enhance the teaching quality of educators and improve student engagement).
- Cross-disciplinary research groups and collaborations were formed across the university and with external stakeholders to address interests in areas, including but not limited to agriculture, forestry, ocean technologies, healthcare, and offshore oil and gas. Many projects included funding support from federal and provincial governments, research foundations and industry organizations.
- Numerous public-engagement initiatives were developed to serve the public good, in the province and beyond. Faculty and units of the university engaged in initiatives with government organizations, the K-12 education system, the College of the North Atlantic, international institutions and many other stakeholders through various means (public forums, community events, online technologies, etc.) to create and share knowledge and resources.
- New facilities were established and existing ones were upgraded to international standards. For example, new student residences were completed and existing residences were renovated on both the St. John's campus and the Grenfell campus. The Faculty of Medicine was expanded to increase teaching and research capacity. The Boreal Ecosystem Research Facility was established on Grenfell campus which will provide high-level research resources to support federal, provincial, university and private sector research priorities in forestry, agriculture, and the environmental sector.

To continue to build on its achievements going forward, Memorial drafted new plans and initiated new projects during the plan period including:

- An *Enrolment Plan 2020* which proposes recruitment and retention strategies to help achieve determined enrolment targets, while simultaneously improving student academic success and continuing to fulfill the special role and obligation of Memorial towards the province.
- A *Strategic Research Intensity Plan 2014-2020* which is designed to grow the number of research-active faculty and research chairs and enhance development of the thematic interests identified in the *Research Strategy Framework*.
- An *Infrastructure Plan* which is being formulated to include development of new and existing facilities (for example, development of a new core Science complex on the St. John's campus and renovation of the Battery Hotel and Suites which was purchased to address increasing demand for space at the university).
- An efficiency review which is being designed to identify how the university may operate more efficiently in support of its future plans.

The next section of this report presents the activities that were undertaken by the university to achieve the more specific goals and objectives of the 2011-2014 plan. For further details, readers are encouraged to reference the corresponding objectives sections from the *Memorial University Annual Reports 2011-2012 and 2012-2013*.

REPORT ON STRATEGIC ISSUES

Memorial University is a very complex entity with three major campuses, each comprised of a multitude of academic, administrative and support units. It offers a full spectrum of courses ranging from short-term industry response, certificates, diplomas, bachelors, masters and doctoral degrees. By virtue of its status as a comprehensive university, it also conducts research in a vast range of subject areas and is involved in many initiatives that serve the needs of the province and beyond. Given the complexity of the organization, the level of decentralization that exists within it, and the general characteristics of a university environment, it is not always feasible to gather complete information about its activities in certain indicators. In some cases, the best way to demonstrate that a goal or activity has been achieved is to provide supporting examples from throughout the institution. This is appropriate because quantitative assessment in many cases speaks only to the quantity and not the quality of the work that is being done.

The report on strategic issues that follows provides an overview of the activities undertaken during the last year and for the entire reporting period.

ISSUE 1: STUDENTS AND THE TEACHING AND LEARNING ENVIRONMENT

Memorial has an obligation to provide a high quality education for its students in a teaching and learning environment that allows them to fully develop their potential to become active, engaged and productive members of their community, the province and the world. Student success while attending the university and afterwards is a key measure of achievement.

In May 2011, Memorial University adopted a Teaching and Learning Framework. The ultimate goal was to define the desired nature of Memorial's Teaching and Learning Community. Over the course of an extensive consultation process, students, educators and staff identified the key characteristics of a learning environment where all can thrive – an environment that is engaging and supportive, committed to discovery, inclusive, outcomes-oriented and responsive.

The Teaching and Learning Framework has been developed to ensure that Memorial's programs remain relevant, its curricula reflect the most current developments in the disciplines, and the methods of delivery reflect the best emerging practices. Memorial's Teaching and Learning Community has been implementing initiatives of the framework to enhance the environment. Student success initiatives are being developed and implemented with new strategies that will help undergraduate and graduate students achieve their educational goals.

Objective 2013-2014: By March 31, 2014, Memorial University will have implemented the framework and enhanced its teaching and learning environment.

Measure: Implemented the Teaching and Learning Framework and enhanced the teaching and learning environment

In 2013-2014, Memorial University achieved its objective to implement the Teaching and Learning Framework and enhance its teaching and learning environment. The university's teaching and learning community continued to undertake initiatives of the framework to achieve the objective. Examples of the types of initiatives undertaken are in the table below.

INDICATOR	RESULTS
1. Implemented initiatives of the Teaching and Learning Framework	<ul style="list-style-type: none"> • Memorial implemented a range of initiatives of the Teaching and Learning Framework. Examples for the period are given below. <ul style="list-style-type: none"> ▪ A new leadership learning community called MOMENTUM was implemented by Memorial. The community helps students to learn leadership lessons from others while sharing their own. ▪ The university developed a Safe Space initiative. The initiative promotes a more inclusive environment in student residence. ▪ Research and studies were completed on issues around students of diverse cultures and vulnerable students (students with learning needs associated with disabilities and/or mental health issues). The university is using the results to design programs and services to enable students to achieve their education. ▪ Student Health Services collaborated with the Counseling Centre to enhance the care of students with severe mental difficulties. ▪ Memorial's Scholarships Office built relationships with students, high school personnel, government officials, other faculty and staff, and external donors to enhance student success. ▪ New scholarship programs were offered to enhance existing programs for students. ▪ Grenfell implemented a system to facilitate course offerings. The campus also initiated phase two of a Core Curriculum Review. These initiatives were developed to improve program development and delivery, better enabling students to complete their education in a more successful and timely manner.

<p>2. Developed an assessment framework for the Teaching and Learning Framework</p>	<ul style="list-style-type: none"> • The university commenced development and implementation of an assessment framework for the Teaching and Learning Framework utilizing a three-level approach, including: <ol style="list-style-type: none"> 1. Institutional level – institutional survey instruments were adopted to assess the success of the implementation of the Teaching and Learning Framework, including: the National Survey of Student Engagement (NSSE), Canadian University Survey Consortium (CUSC) survey, the Canadian Graduate Professional Student Survey (CGPSS), and internally developed surveys. These instruments are administered in different timeframes. These surveys are being implemented to help assess the overall impacts of Teaching and Learning initiatives and compare Memorial to other Canadian Institutions. 2. Unit level – work commenced to develop unit-specific indicators to assess unit progress towards the implementation of the Teaching and Learning Framework recommendations. 3. Project level – Individual projects related to the Teaching and Learning Framework include an assessment framework at the project proposal stage. For example, the First Year Success program, currently in its second year of piloting, tracked an extensive number of academic and non-academic performance indicators including, but not limited to, student grades, class attendance, participation in advising and career counseling sessions, and emotional markers.
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The initiatives outlined above helped Memorial University achieve its goal to enhance its teaching and learning environment. In addition, other initiatives were undertaken over the plan period to: enhance facilities in support of teaching, research and administration; increase support of innovations and improvements in teaching and program delivery; improve and expand teaching and learning space; enhance supports for teaching development; and enhance experiential and co-operative education opportunities.

The table below outlines additional initiatives undertaken over the plan period to achieve the goal of enhancing the university's teaching and learning environment.

Goal 1: By March 31, 2014, Memorial University will have enhanced its teaching and learning environment.

Measure: Enhanced teaching and learning environment

INDICATOR	RESULTS
<p>1. Enhanced facilities in St. John’s and Corner Brook in support of teaching, research and administration</p>	<ul style="list-style-type: none"> • Memorial made a number of significant enhancements to its facilities in St. John’s and Corner Brook during the period. Examples are below. <ul style="list-style-type: none"> ▪ A major expansion of the Faculty of Medicine was undertaken with funding from the Government of Newfoundland and Labrador and the Canadian Foundation for Innovation. A six-story building is under construction adjacent to the Health Sciences Centre. The faculty expansion will be housed on levels one and two of the building. The new Craig L. Dobbin Genetics Research Centre will be housed on levels three, four, and five. The new space includes modern facilities that enhance the teaching, research and administration of the Faculty of Medicine. ▪ With the expansion of the Faculty of Medicine, it was deemed necessary to build a parking garage to address the parking lost where the new building stands and to also meet the growing need for parking on campus and for the Health Sciences Centre. The parking garage opened in January 2012 and has approximately 870 parking spaces including spaces for people with disabilities. The space enhances access to the facilities of the university. ▪ A link was constructed between the S.J. Carew (Engineering) Building and the Dr. Jack Clark (C-CORE) Building. The link expanded and enhanced collaborative facilities for teaching and research activities. ▪ The Grenfell Campus Atrium was developed and provides access to the Arts and Science facilities. It was designed to promote and enhance networking and collaborating among disciplines of the campus.

<p>2. Increased support of innovations and improvements in teaching and program delivery, including flexible modes of delivery</p>	<ul style="list-style-type: none"> • The university increased support of innovations and improvements in teaching and program delivery through Distance Education and Learning Technologies Support (DELTS) by: <ul style="list-style-type: none"> ▪ Creating media rich resources such as videos, interactive learning objects, animations, custom graphics, and mobile apps for on-campus and online courses and external clients/partners. ▪ Facilitating adoption of on-campus Desire2Learn (D2L) Learning Management System by educators and students. Almost 70.0 percent of on-campus courses now use D2L. ▪ Developing and implementing an online proctor pilot for course exams. ▪ Distributing exams to 80 exam sites throughout the province for online courses. ▪ Developing specific online orientation programs offered to the School of Human Kinetics and Recreation and the Division of Community Health and Humanities. • Extensive curriculum mapping and re-design activities were implemented in various academic units (e.g., Faculty of Education, Faculty of Engineering and Applied Science, Faculty of Medicine, and School of Nursing) to ensure that the curriculum achieves the desired student learning outcomes. • A Teaching and Learning Community blog (teachingandlearning.mun.ca) was established. Educators and learners reflect on their teaching and learning activities using the values outlined in the framework. • The Teaching and Learning Framework guided a review of Grenfell's Core Curriculum which is a central component of the draft strategic plan for the campus. Grenfell's Core Curriculum involves a set of requirements of most degree programs at Grenfell campus (with the exception of Fine Arts and Nursing degrees) that ensures that students take courses from a broad range of areas and at least ten courses in writing. A Core Review Committee undertook a broad re-examination of the Core requirements and made recommendations that helped implement the qualities of the graduate outlined in the Teaching and Learning Framework.
<p>3. Improved and expanded teaching and learning space</p>	<ul style="list-style-type: none"> • A number of initiatives were implemented across campuses of Memorial to improve and expand teaching and learning space. Examples are below. <ul style="list-style-type: none"> ▪ In addition to the expansion of teaching and learning spaces through development of new infrastructure described under indicator one above, learning spaces were expanded for students and faculty in areas of older infrastructure of the university including the Arts and Administration building, the Chemistry building and the Education building. ▪ A multi-year project was undertaken on the St. John's campus with funding from the Classroom/Teaching

	<p>Infrastructure fund to update the technical and physical infrastructure of 10 shared classrooms. Significant technology upgrades, including state-of-the-art multimedia equipment, were made to other classroom, learning and meeting spaces.</p> <ul style="list-style-type: none"> ▪ Grenfell upgraded over 15 classrooms along with other teaching and learning spaces with changes to physical attributes such as décor, computer desks, seating arrangements and state-of-the-art multimedia equipment. ▪ The Marine Institute upgraded all on-campus classrooms and laboratories with modern computer and projection technologies. Classrooms on off-campus locations were also upgraded including: two classrooms in Lewisporte, two classrooms in Foxtrap, and four classrooms at the Southside location in St. John’s. ▪ Two Living Learning Communities, where students in residence live with a group who share the same academic goals and interests, were started in fall 2013 on the St. John’s campus. The communities include First Year Engineering and Outdoor Recreation. In each community, 25 students live on the same floor in residence with their own Learning Assistant and they engage in programming and activities designed for their specific community. ▪ Grenfell initiated a teaching space review to develop a multi-year plan to address the physical needs of students as well as pedagogical trends in the area of teaching spaces.
<p>4. Enhanced supports for teaching development</p>	<ul style="list-style-type: none"> • Memorial’s DELTS provided instructional development programs and services for educators throughout the university such as follows: <ul style="list-style-type: none"> ▪ A suite of instructor training was created and delivered including: usage of Smart Board technology, Desire2Learn (D2L) management, Fundamentals of Teaching and Learning, and Teaching and Learning in an Online Environment. ▪ A two-year program that focuses on course redesign to improve student engagement in large classes was implemented and welcomed 11 faculty members into the first cohort of the program. ▪ The Teaching Skills Enhancement Program (TSEP) was implemented to assist educators and graduate students in developing teaching skills. A total of 150 educators and graduate students have participated in the program to date. ▪ Twenty-four other professional experiences were provided to educators on all campuses of Memorial University as part of the professional development program for educators offered by DELTS. ▪ A formalized partnership with Grenfell Campus was undertaken to expand instructional design services by sharing an Assistant to Instructional Designer position.

	<ul style="list-style-type: none"> ▪ Instructional design staff were embedded in the School of Social Work and the Faculty of Engineering and Applied Science to assist with course design and the effective use of technology in on-campus and online courses. • Other programs and services were established, including: <ul style="list-style-type: none"> ▪ Orientation for incoming educators followed up with brown bag lunches to inform and keep them current on a variety of topics ranging from teaching techniques and technologies to policies and procedures of the university. ▪ President’s teaching awards to recognize teaching quality and the contribution to the environment.
5. Enhanced experiential and co-operative education opportunities	<ul style="list-style-type: none"> • DELTS offered professional development on experiential learning to educators highlighting the advantages of experiential learning and the methods available to educators to integrate experiential learning into their teaching. • Opportunities in career development and experiential learning were developed across campuses by: making student presentations on experiential learning; organizing experiential events with community partners for students to engage in learning; partnering with disciplines around the university to develop experiential learning initiatives; and holding sessions and hosting conferences on experiential learning for educators on experiential learning in the classroom. • Grenfell created an experiential learning committee with a view to examining and building upon existing experiential learning opportunities and creating new opportunities. • The Marine Institute sponsored opportunities for students to engage in experiential opportunities. For example, a second-year Marine Environmental student was supported to travel to the Arctic as part of the Students on Ice program to educate and inspire a new generation of polar scientists, researchers and environmental leaders.

Summary

From 2011 to 2014, Memorial enhanced its teaching and learning environment by implementing activities and initiatives of the Teaching and Learning Framework. The university has ensured that its programs remain relevant, its curricula reflect the most current developments in the disciplines, and the methods of delivery reflect the best emerging practices. Achieving Memorial’s strategic direction in teaching and learning will require additional work. The university will continue to develop activities and initiatives that engage students and educators such as those outlined above.

Objective 2013-2014: By March 31, 2014, Memorial University will have implemented the identified initiatives toward improved student success.

Measure: Implemented the identified initiatives toward improved student success

In 2013-2014, Memorial University achieved its objective to implement initiatives toward improved student success. Examples of the various types of initiatives undertaken are in the table below.

INDICATOR	RESULTS
<p>1. Implemented initiatives to improve retention, time to graduation and completion rates at both the graduate and undergraduate level</p>	<ul style="list-style-type: none"> • Memorial University implemented initiatives to improve retention, time to graduation and completion rates. Examples include: <ul style="list-style-type: none"> ▪ Expanding the drop-in academic skills clinic operations to better assist students with their personal academic skills. The Centre provided 18,000 student consultations in 2013, a historical record. ▪ The health and wellness of students is an important factor in enhancing student success. Student Health Services implemented a survey to determine what health issues students are experiencing and the impact on student success. The survey also provides comparative data with other universities in Canada and the United States. This will help Memorial better help its students. ▪ The university re-vamped programs to support student development, including the HIRE – Supervisory Skills Leadership Certificate and the IMPACT – Global Leadership Certificate to incorporate the needs of graduate students and all students. • Looking to the longer-term, the university implemented a process to develop an enrolment plan with strategies aimed at further improving student retention, time to graduation and completion rates in the future. <i>Enrolment Plan 2020</i> was drafted for submission to the Senate and the Board of Regents of the university, and was approved in May 2014. The plan has undergraduate enrolment targets and graduate enrolment targets. It proposes that recruitment and retention strategies be adapted to help achieve targets while simultaneously improving student academic success. Objectives align with the province's emerging Population Growth Strategy, while continuing to fulfill the special role and obligation of Memorial towards the province.

<p>2. Enhanced support services, awards and scholarships for students</p>	<ul style="list-style-type: none"> • The university enhanced processing and delivery of financial aid to students by participating in: <ul style="list-style-type: none"> ▪ A new pilot program for improved loan delivery. ▪ A training conference and online sessions provided by the US Department of Education on processes of delivering student aid to out-of-province students via online processing and electronic loan disbursement. • The university established 49 new scholarships (including Memorial awards and industry scholarships) and updated contracts for 15 existing scholarships. • The Marine Institute awarded 133 scholarships and three awards for academic excellence and leadership skills. • Grenfell streamlined recognition of student achievement through the creation of a Student Recognition Ceremony. • A new online application process was implemented for students to apply for undergraduate scholarships with very specific criteria. • The university partnered with ARAMARK to include meal plans on the Campus Card System. • Career Development and Experiential Learning of Memorial enhanced its support by: <ul style="list-style-type: none"> ▪ Conducting 1,935 student career consultations in 2013-14 (which represents an 88.0 percent increase in two years). ▪ Developing an introduction to experiential/community service learning for new student orientation in fall 2013. ▪ Developing eight academic experiential learning partnerships in the following disciplines: Political Science, Human Kinetics and Recreation, Social Work, Communications, Engineering, Education, and Psychology. ▪ Hosting an inaugural International Experiential Learning Institute (IELI) in May 2013 involving 47 experiential educators from seven provinces and 18 states. • Student Health Services initiated a “stepped-care” model of care with improved mental health monitoring and response capacity. • Direct counselling services were established in residence for students with the placement of a counselling grad student in the Residence Life Office. • Memorial’s Aboriginal Resource Office enhanced its support services. In fall 2013 the office addressed 686 Aboriginal student visits (an increase of 319 from fall, 2012) and assisted students on 227 occasions (an increase of 62 from fall, 2012). • The university, in partnership with Queen’s University, created an Aboriginal Awareness survey and administered it to first-year students to determine their knowledge about Aboriginal populations in the province.
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<p>3. Completed development of measures to measure performance in first-year courses</p>	<ul style="list-style-type: none"> • Memorial performs an annual assessment of performance in first year in its Academic Performance Profile which is available online. It also tracks performance in first year courses. • The university adopted and developed indicators of student success to monitor performance of students in the First Year Success Program. This program was implemented during the plan period as a pilot program to improve the success of first year students whose entrance average was between 70.0 and 74.9. Indicators include, but are not limited to, student grades, class attendance, participation in advising and career counseling sessions, and emotional markers. Students who participate in the program will continue to be monitored through their university career.
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The initiatives outlined above helped Memorial University achieve its goal to improve student success and retention in addition to other initiatives that were undertaken over the plan period to: improve retention, time to graduation and graduation rates; enhance non-traditional learner support mechanisms and increase number of non-traditional learners; improve performance in first-year courses; and improve resources for career development, advising and counseling, and other services.

The table below outlines additional initiatives undertaken to achieve the goal of improving student success and retention. The indicators, and associated initiatives, are relevant to both measures related to the goal (i.e., improved student success and improved student retention).

Goal 2: By March 31, 2014, Memorial University will have improved student success and retention.

Measure: Improved student success
Improved student retention

INDICATOR	RESULTS
<p>1. Improved retention, time to graduation and graduation rates</p>	<ul style="list-style-type: none"> • Memorial implemented a number of initiatives to improve retention, time to graduation and graduation rates. Examples are as follows: <ul style="list-style-type: none"> ▪ The First Year Success program was developed as a pilot to provide additional help to students with admission averages between 70.0 and 74.9 percent in their first year of studies at Memorial. The second year of the pilot occurred in 2013-14 and initial results show that students in both years of the pilot had slightly higher initial retention rates and performed better in their first year than comparator groups that did not participate in the program. Data regarding long-term retention, time to graduation and graduation rates will not be available for at least two or three more years, when the first students will complete their programs. ▪ The university developed a variety of events, programs, presentations, tools and services to enhance students' understanding of the expectations that university life places upon them and develop their ability to manage their experience at university more effectively. For example: presentations on student services were developed for student orientations; and student counselling and advising services were enhanced and promoted for on-campus and online programs. ▪ The university engaged the university community and its stakeholders in events to identify opportunities to improve student success. For example, the university held meetings with representatives of the school districts of Newfoundland and Labrador and the Department of Education to address issues in the K-12 system that impact student success at university. ▪ A Students of Concern Advisory Committee (SOCAT) case management and consultant service was developed to identify and address concerns related to student success. ▪ The university developed initiatives to promote student health and wellness such as: increasing the provision of health consultations to record levels; providing opportunities for students to participate in intramural sports and other extra-curricular health and wellness activities; and providing training in First-Aid and CPR. ▪ Grenfell created a Strategic Enrolment Management Committee to examine enrolment targets and barriers to students completing their programs in a timely manner. ▪ Marine Institute implemented an academic and technical advisory committee, which has engaged in continual course development of graduate programs.

	<ul style="list-style-type: none"> ▪ Assessment of the impact of individual initiatives on academic performance, retention, and time to graduation is very difficult for a number of reasons. With numerous initiatives under way at any given time, it is not normally possible to isolate the specific impact attributable to an initiative, positive or negative. External factors such as the relative strength of a given incoming cohort, can also impact academic performance. Analyses of long term trends indicate that stronger incoming cohorts tend to have higher retention and graduation rates. It should also be noted that it takes 6 or 7 years for a given cohort to go through the system, which means that the overall impact of initiatives undertaken in a given year will not be fully understood until well after the initiatives are put in place. For these reasons, it is not possible to provide information about the specific impact of the initiatives undertaken. In general, retention and graduation rates at Memorial fluctuate from year to year. The most recent data indicates that there has not been a significant change in these indicators over the reporting period.
<p>2. Enhanced non-traditional learner support mechanisms and increased number of non-traditional learners enrolled</p>	<ul style="list-style-type: none"> • Memorial University defines non-traditional learner as those who are traditionally under-represented in the student population, such as students over the age of 25 (mature industry workers or single parents), international students, and Aboriginal students. The number of full-time students over the age of 25 attending Memorial grew about 6.0 percent from fall 2010 to fall 2013 while the number of international students increased by 47.1 percent and the number of self-declared Aboriginal students increased by 54.3 percent over the same period. • The university conducted a study to enhance support services for groups such as students older than average, Aboriginal students, international students and students with disabilities. These groups are major users of student services particularly health services, and the study was in effort to improve support mechanisms for them and increase their enrollment numbers. The university is using the results to design programs and services to enable students to achieve their education. Examples of enhancements to support services during the period include: <ul style="list-style-type: none"> ▪ Memorial’s Aboriginal Resource Office enhanced its services and profile by increasing its activities such as: student tutoring programs; student sessions on topics of interest (e.g., time management, paper writing, presentation skills etc.); promotion in social media, career fairs, and youth symposiums; and communication with aboriginal organizations that are connected with students. The number of student visits to the office more than doubled over the period reaching 686 in 2013-2014.

	<ul style="list-style-type: none"> ▪ Student Health Services collaborated with the Counseling Centre to enhance the care of students with severe mental difficulties. ▪ The medical centre of Student Health Services was upgraded to be culturally competent, demonstrating diversity by décor and offering a variety of culturally specific resources for students. ▪ The university developed mentors programs and cross-cultural integration programs. These programs expand and enhance the full range of immigration, health insurance, income tax filing assistance, housing issues advising, pre-arrival assistance, crisis counselling, outreach programs, family programs, and career programs provided through the International Student Advising (ISA) Office on the St. John's campus.
3. Improved performance in first-year courses	<ul style="list-style-type: none"> • The First Year Success Program, now in its second year, has established a foundation to significantly impact performance in first-year courses and thus has been approved for a third year. Thus university is confident from student feedback that the program improves performance in first-year courses. • Memorial implemented initiatives such as the First Year Success Program to improve performance in first-year courses. While work was completed toward development of measures to evaluate performance in first-year courses as a result of the program, it will take three years or more to provide comparative data to make a meaningful assessment. • Grenfell implemented a review of its Summer Bridge Program, which is designed to assist those students who wish to begin university but do not meet the required admission average. The review is expected to support a more integrated first-year success program to be made available to a wider population of students. This indicates improved performance in first-year courses by students who participate in the first-year success program. • Academic performance in first year fluctuates from year to year and is influenced by a number of internal and external factors. Over the period covered by the plan, there was an increase in the first semester average achieved by students from 64.2 percent to 65.9 percent, and the first semester pass rate increased from 88.0 percent to 89.4 percent.
4. Improved resources for career development, advising and counseling, and other services	<ul style="list-style-type: none"> • Memorial conducted an inventory of support services and initiatives to better assist students in their university education and experience. • The university, through Career Development and Experiential Learning, improved resources by: offering student presentations; partnering with disciplines around the university; and holding sessions and hosting conferences for educators to assist students.

	<ul style="list-style-type: none">• Student Health Services worked to meet student demand for quality and timely primary care. Initiatives over the plan period included upgrading electronic medical records, redesigning the medical clinic to improve flow and capacity, hiring more family physicians, and adding of a third clinic office assistant to handle patient volume.
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Summary

From 2011 to 2014, Memorial University implemented many initiatives to improve student success and retention such as those outlined above which enhance programs, services, and support for students as well as celebrate their success. While the specific impact of the specific initiatives cannot be assessed for the reasons previously noted, these enhancements at the undergraduate and graduate levels are perquisite to student success and retention. The university continues to develop its evaluation frameworks. Ongoing challenges include: the need for continued financial support; competition of national and international universities; and social, cultural and economic changes of Newfoundland and Labrador.

ISSUE 2: RESEARCH, CREATIVE ACTIVITY AND SCHOLARSHIP

Memorial remains committed to fostering a vibrant culture of scholarly inquiry, where knowledge is created and transformed with excitement, creativity, and rigor. To sustain such a culture and support research growth at the university, a Research Framework was completed and was endorsed on September 13, 2011 by Memorial's Senate. The framework sets out guiding principles that value and support: the freedom of researchers; the importance of all aspects of research (scholarship, creativity, knowledge transfer, community engagement); the university's special obligation to the people of Newfoundland and Labrador; and the development of research capacity across academic units; and research output and capacity that is recognized nationally and internationally.

Memorial's research framework outlines ten themes that represent areas of existing strength across the university as well as new areas of significant opportunity. The themes include: Aboriginal peoples; arctic and northern regions; community, regional and enterprise development; creative arts, culture, and heritage; environment, energy and natural resources; governance and public policy; information and communication technology; oceans, fisheries, and aquaculture; social justice; and wellbeing, health, and biomedical discovery.

Objective 2013-2014: March 31, 2014, Memorial University will have implemented its research and creative activity strategic plan.

Measure: Implemented its research and creative activity strategic plan

In 2013-2014, Memorial created the *Strategic Research Intensity Plan 2014-2020* through a comprehensive consultation process with the university community to further the development of the research framework. The research plan has since been approved by the Senate and the Board of Regents of the university. The plan was created with a view not only to advancing research and creative activity but also to having an impact on external communities at local, national, and international levels. External funding is vital for the development of research themes and faculty projects. The university continues to seek new sources of external funding so that research carried out by faculty, staff, and students can flourish in an environment committed to the principles of the research framework. Examples of the various types of initiatives that were undertaken during the period are provided in the table below.

INDICATOR	RESULTS
1. Enhanced development of thematic interests	<ul style="list-style-type: none"> • Memorial implemented initiatives to enhance development of thematic interests in all areas outlined in the research framework. In general, initiatives included: establishment and upgrades of research facilities; creation of new research positions and personnel; review of activities in specific areas; agreements with stakeholders of the university; and development of funding sources. These initiatives support research projects and other initiatives. • Development of thematic interests is indicated by numerous activities and achievements of faculty and units of the university. For example, Centres and faculty of the Marine Institute published issues in the Journal of Ocean Technology on topics relevant to the strategic plan and received awards of outstanding achievement. Other examples are applicable to indicators below and referenced under them.
2. Developed cross-disciplinary initiatives in thematic interests	<ul style="list-style-type: none"> • Cross-disciplinary initiatives were developed among individual units of the university. A couple of specific examples are: <ul style="list-style-type: none"> ▪ Members of Memorial’s SafetyNet Centre for Occupational Health and Safety Research, the Faculty of Business Administration, the School of Nursing, and the School of Social Work were involved in the Centre for Research on Work Disability Policy and a project to investigate work disability from a variety of perspectives. ▪ A multi-disciplinary and collaborative research project across Memorial contributed to 25-year high returns of the endangered Inner Bay of Fundy Atlantic salmon to Fundy National Park (FNP) rivers. • The Vice-President (Research) initiated a review of Memorial University’s activities in Labrador in order to stimulate a university-wide discussion on possible new initiatives there. • A cross appointment procedure was established within Memorial University for researchers of the Marine Institute. • Grenfell and the Marine Institute engaged in a joint initiative to explore collaborative research projects between the two campuses.
3. Collaborated with researchers from outside the university (both public and private sector)	<ul style="list-style-type: none"> • The School of Pharmacy and the Faculty of Medicine are leading a multi-disciplinary study of bariatric surgery in Newfoundland and Labrador including surgeons, nurse practitioners, dietitians, decision makers from Eastern Health and the NL Centre for Health Information, and policy makers at the provincial Department of Health and Community Services. • The Faculty of Arts was represented in an international group of researchers that published the first comprehensive study to compare where marine protected environments, such as fishing and oil and gas, are placed in relation to human activities. • Professors of the Faculty of Engineering and Applied Science were members of the Joint Center of Excellence for Arctic Shipping and

	<p>Operations, which won an international competition that resulted in \$3 million in funding from Lloyd's Register Foundation to examine Arctic shipping and operation risks.</p> <ul style="list-style-type: none"> • The Faculty of Business Administration was represented on a research team involving representatives from the oil sands companies, non-governmental organizations, government and other academic institutions, investigating the barriers and enablers of collaboration in the oil and gas industry. • Technology developed in the Department of Chemistry was licensed by Green Centre Canada which is a liaison between university researchers (working on developing new sustainable processes) and industrial partners (interested in lowering their green bottom line using these new technologies). • The Marine Institute hosted major events, including: the International Research Ship Operators conference which brought together, for the first time in Newfoundland and Labrador, research ship owners and operators from around the world; the 21st International Maritime Lecturers Association Conference bringing together maritime educators and experts from all over the world; and the World Seafood Congress which attracted 130 speakers and 378 delegates from 35 countries. • The Marine Institute signed a Memorandum of Understandings (MOU) with the following: the Town of Holyrood to provide a framework for advancement of oceans-related education, training, applied research and economic development; Merinov (an applied fisheries research organization in Quebec) for the two institutions to identify and share in fisheries research relevant to the Canadian fishing industry; and WWF-Canada to provide a framework for advancement of fisheries and oceans related education, training, and research and development. • Schools and centres of the Marine Institute collaborated with industry on a variety of projects such as: <ul style="list-style-type: none"> ▪ A simulation project on supplying ice navigation and port design assessment for a Liquefied Natural Gas (LNG) facility and the ships being built to service the field for Yamal LNG. ▪ A project for SBM Offshore (Netherlands) undertaking maneuvering assessments for a FPSO pick up and connection of Sub Sea turret for a large production field in the Gulf of Mexico. ▪ The signing of the Galway Declaration between Canada, the United States, and Europe agreeing on collaborations in support of North Atlantic research. • Grenfell collaborated on initiatives such as: <ul style="list-style-type: none"> ▪ The Boreal Ecosystem Research Initiative with Natural Resources Canada Agriculture and Forestry divisions. ▪ CUEXPO 2013 on community-university partnership and research.
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	<ul style="list-style-type: none"> ▪ A collaborative research agreement with the Canadian Forest Service, Natural Resources Canada in support of forest sector research. ▪ A Symposium on Healthy Aging ▪ A multi-year project related to Canadian regional development involving researchers from other universities in the county. • The Labrador Institute was involved in initiatives such as: <ul style="list-style-type: none"> ▪ Soil science - crop productivity with the Labrador Agricultural Association. ▪ Sheshatshiu Community Archaeology Project. ▪ Salmon research with Nunatsiavut Government and Innu Nation. ▪ Aboriginal Health Research Ethics. ▪ Research on the history of resource economies in Labrador. ▪ Dalhousie Youth Resiliency project.
<p>4. Developed sources of seed and start-up funding for development of new research initiatives, partnerships and collaborations</p>	<ul style="list-style-type: none"> • Seed funding was provided by Memorial University to new faculty for projects in areas of Arts, Music, Social Work, Environmental and Natural Sciences and more. The university, including individual units and faculty, also participated in projects and developed partnerships which garnered funding for research initiatives. Examples are given under this indicator. • Researchers in the Department of Earth Sciences are among those from 16 other universities and 24 leading mining companies across Canada to benefit from the largest Collaborate Research and Development grant ever awarded by the Natural Sciences and Engineering Research Council of Canada (NSERC). A \$5.1 million investment will support a pan-Canadian research partnership to innovate the country's mining industry. • A total of 39 researchers received awards from the RDC Ignite program in 2013-14 valued at \$1.34 million. • Hibernia Management and Development Company (HMDC) contributed \$1.98M to create the Hibernia Project Geophysics Support Fund to enhance geophysics education and research. • The Harris Centre was awarded \$250,000 from four funds for 19 projects in applied research. • The Harris Centre brokered approximately 40 projects from various sectors and themes, including agriculture, recreation, tourism, health, skills development, environment, oil and gas, immigration, fisheries, and aquaculture. • Grenfell developed a regional collaboration research fund initiative with the College of the North Atlantic (CNA) as well as successful applications to Research Development Corporation Ignite, Collaborate, and Leverage Programmes. • The Labrador Institute secured Ignite funding and ARI funding for biochar research as well as Harris Centre funding for contaminants research.

	<ul style="list-style-type: none"> • The Marine Institute secured the following: <ul style="list-style-type: none"> ▪ Approximately \$3 million from provincial sources and industry partner Kongsberg for a five-year project which aims to improve the safety and efficiency of oil and gas operations in ice environments through the development of dynamic positioning (DP) system technologies for ship operations in such environments. ▪ A \$5.9 million investment by HMDC, Atlantic Canada Opportunities Agency (ACOA) and the province to develop an Offshore Operations Simulator for training and research in support of offshore activities. ▪ An amount of \$283,000 in renewal of its contribution agreement with the National Research Council to support applied research and development for small and medium sized enterprises in Newfoundland and Labrador and Nunavut.
5. Enhanced research activity services and systems	<ul style="list-style-type: none"> • The strategic research intensity plan prepared for approval by Senate and the Board of Regents included objectives to enhance capacity, including services and systems, at Memorial to support increased research activity. This is to build on initiatives implemented during the plan period. Examples are outlined under this indicator. • Grants facilitators and research officers were positioned in academic units on the St. John's campus to ensure researchers are appropriately familiar with university and sponsoring agencies' policies, guidelines, and deadlines. • The expertise and support of DELTS helped enhance research activity and systems. For example, a mobile app was designed and deployed for the Faculty of Medicine's eHealth Research Unit to assist in monitoring palliative care patients. Three additional iPad apps are in development to be used by health care patients. • Grenfell established the Boreal Ecosystem Research Facility which will provide high-level research resources to support or inform federal, provincial, university and private sector research priorities in forestry, agriculture, and the environmental sector. • Grenfell hired a Research Development and Liaison Officer for the Grenfell Campus Research Office and opened a shared research laboratory space in the Arts and Science Extension. • The Marine Institute made a number of enhancements to its services and systems by: <ul style="list-style-type: none"> ▪ Developing an administrative and policy support system. ▪ Creating two positions in the Office of Research and Development to further the research enterprise of the Institute, including a Research and Development Liaison Officer and a Grants and Contracts Officer. ▪ Upgrading the projection and operating system for the Full Motion Bridge.

	<ul style="list-style-type: none"> ▪ Adding the M/V Shamook to its research and training fleet. ▪ Adding a multibeam sonar, sub-bottom profiler, laser scanner, and other systems to the M/V Anne S. Pierce. ▪ Expanding the Marine Bioprocessing capabilities with the addition of a new Biotechnology Lab located in the Mt. Scio Media Services building. ▪ Upgrading the monitoring system and biofilters to the aquaculture facility. ▪ Installing a cold water immersion tank in the Offshore Safety and Survival Centre to research equipment and human factors related to survival in harsh marine environments.
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The initiatives outlined above helped Memorial University achieve its goal to enhance its research profile and productivity in addition to other initiatives that were undertaken over the plan period to develop the thematic interests of the university.

The table below outlines additional initiatives undertaken to achieve the goal of enhancing the university’s research profile and productivity. The indicators, and associated initiatives, are relevant to both measures related to the goal (i.e., enhanced research profile and enhanced research productivity).

Goal 3: By March 31, 2014, Memorial University will have enhanced its research profile and productivity.

Measure: Enhanced research profile
 Enhanced research productivity

INDICATOR	RESULTS
1. Enhanced set of thematic interests	<ul style="list-style-type: none"> • Memorial formed a research council, comprised of associate deans (research) from every campus, faculty, and school to advise on implementation of the Research Strategy Framework. • The Office of the Vice-President (Research) developed a communications campaign for the Research Strategy Framework that explains the goals, objectives, and strategic research themes for key stakeholders. Activities included print materials and participation in a variety of trade shows and conferences where the thematic areas were highlighted. • The Office of the Vice-President (Research) developed a new website that features tools to allow researchers to easily access information about internal and external funding opportunities. • Memorial promoted arctic and northern regions through the Memorial Up North campaign. This included the inaugural edition of

	<p>the President's Report, <i>Face Forward</i>, focusing on Memorial's capacity and work in this area, participation in the Northern Lights conference and the signing of a Memorandum of Understanding with the Nunatsiavut Government.</p> <ul style="list-style-type: none"> • Memorial's Harris Centre brokered applied projects from various sectors and themes, including agriculture, recreation, tourism, health, skills development, environment, oil and gas, immigration, fisheries, and aquaculture. • The Marine Institute's Office of Research and Development, in conjunction with its internal Research and Development Advisory committee and the applied research unit directors, revised its Strategic Research Plan. A number of action items related to the thematic interests are being implemented. • Grenfell reviewed its operational systems within the Research Office to assess the impact of research activity. • The Labrador Institute increased research related to a number of thematic areas such as soil science, natural resources, marine populations, and archaeology.
2. Increased number of research-active faculty	<ul style="list-style-type: none"> • Over the period 2011-2014, the following initiatives were undertaken to increase the number of research-active faculty. <ul style="list-style-type: none"> ▪ Research Chairs were established in a variety of areas such as: Chevron Chair in Reservoir Characterization; Centre for Arctic Resource Development (CARD) Chair in Ice Mechanics; and the Husky Energy Chair in Oil and Gas Research. ▪ New research faculty were appointed throughout the institution. For example, a joint research faculty member and a research associate were appointed to the Faculty of Education and the Labrador Institute. A research faculty member was appointed to the Department of Archaeology in the Faculty of Arts. • The strategic research intensity plan, prepared for approval by Senate and the Board of Regents, was designed with objectives and specific initiatives to grow research-active faculty and research chairs in every academic unit across campuses of the university by supporting faculty career development (through recruitment, start-up funding, orientation, mentorship, workload allocation, and recognition processes). Frameworks of evaluation will be considered as part of implementing the plan. • While considerable work was completed toward the achievement of the indicator, developing measures for this indicator has taken longer than anticipated due primarily to issues around appropriate indicator definition. The university is unable to state whether or not there is an increase in the indicator at this time.

<p>3. Increased number of cross-disciplinary groups and collaborations and funding for the initiatives</p>	<ul style="list-style-type: none"> • During the planning period, Memorial initiated new cross-disciplinary groups and collaborations in the areas noted below. These are in addition to previously existing initiatives. • Grenfell and the Labrador Institute collaborated on initiatives in thematic interests relevant to their regions. • The Labrador Institute increased its collaborations with the campuses and various units of the university (e.g., Grenfell campus, the Faculty of Education, and the Faculty of Arts) and in projects with external stakeholders such as “Traditional Knowledge: A Blueprint for Change” undertaken in partnership with the Sivunivut Inuit Community Council in North West River. • The Marine Institute engaged in regular consultations internally and with various external agencies, with respect to their protocols/requirements, for funding for research chairs, resulting in a growth of research funding from \$2.5 million to over \$9.0 million over the past few years. • Grenfell secured funding from ACOA, IBRD, and private donations for the construction of the Boreal Ecosystem Research Facility to support forestry, agriculture, and environmental research. • A number of new initiatives were undertaken in support of this indicator including: <ul style="list-style-type: none"> ▪ Memorial engaged the services of a consultant to create a strategy to increase multi-disciplinary teams across academic units in the ten strategic research themes. A wide range of cross-disciplinary research groups and collaborations were formed across the university and with external stakeholders. These groups and collaborations address interests in all thematic areas, including, but not limited to, agriculture, forestry, ocean technologies, healthcare, and offshore oil and gas. Funding was secured from federal and provincial governments and industry organizations by individual campuses and units of the university. ▪ Memorial’s strategic research intensity plan includes objectives to establish funding for encouraging development of cross-disciplinary research activities and activities which align with the priority research themes of the Research Strategy Framework. Frameworks of evaluation will be considered as part of implementing the plan. ▪ Memorial announced two new funding programs – the cross-campus initiatives fund meant to encourage and build on the existing strategic relationship between Memorial’s campuses and the conference fund, supporting conferences, workshops or seminars that are hosted or co-hosted by Memorial University. ▪ An inventory of provincial, national, and international research and development support programs was developed.
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	<ul style="list-style-type: none"> ▪ Educational sessions for faculty involving research funding opportunities and post-award administration were organized. • The information above indicates that there has been an increase in the number of cross-disciplinary groups and collaborations during the reporting period. However, the university is unable to quantify the precise magnitude of the increase.
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Summary

From 2011 to 2014, Memorial University implemented many initiatives to enhance its research profile and productivity. The research framework calls for increased collaboration within the university and with partners in the external community. The results of the university's efforts in this manner provide practical and tangible benefits to the province and beyond. The ongoing challenge is that the growing research initiatives and a research growth plan require significant increases in the level of research funding that the university attracts from granting councils and industry. The new Research Intensity Plan will help the university achieve its goals in this vital area.

ISSUE 3: NEEDS OF THE PROVINCE

Memorial has played a major role in the development of the province and remains committed to its cultural, social and economic needs. The university's involvement with regional and rural development in the province dates back to at least the early 1960s. Education and research projects throughout the university continue to build on this tradition of service. Memorial takes its expertise out to the communities of Newfoundland and Labrador, and beyond, for purposes of learning more about the challenges people face and raising awareness of the value of a highly educated population.

In 2012, Memorial University adopted a Public Engagement Framework that guides priority-setting and decision-making across the university to foster public engagement. The framework is dedicated to encouraging and supporting publicly engaged work, and serving the public good, in Newfoundland and Labrador and beyond. The university forges strong linkages with its traditional partners, seeks out new opportunities for collaboration and continues to bring people together in innovative ways. The vision is for Memorial University to be a world leader as an engaged public university, while remaining committed to its special obligation to the people of Newfoundland and Labrador.

Objective 2013-2014: By March 31, 2014, Memorial University will have implemented opportunities, initiatives and partnerships to enhance the delivery of university education.

Measure: Implemented opportunities, initiatives and partnerships to enhance the delivery of university education

In 2013-2014, Memorial University worked to achieve its objective to implement opportunities, initiatives and partnerships to enhance the delivery of university education. Examples of the various types of initiatives undertaken are in the table below.

INDICATOR	RESULTS
<p>1. Continued activities relating to connections and partnerships with College of the North Atlantic and the K-12 system as well as other organizations such as regional development boards, provincial government, federal government, private business, community organizations and research foundations</p>	<ul style="list-style-type: none"> • Memorial University continued to enhance its connections with the K-12 system and its stakeholders via the following initiatives: <ul style="list-style-type: none"> ▪ Traditional Outreach: Memorial’s domestic recruitment team visited approximately 500 schools, held approximately 50 evening information sessions (specifically for graduating high school students and their parents), and participated in more than 75 career/education fairs. ▪ Enhanced Social Media Outreach: A variety of social media platforms were used including Facebook, Twitter, Tumblr, Flickr, Instagram and Google+. ▪ Enhanced Campus Tours: Memorial conducted approximately 250 campus tours. More than 90.0 percent of these tours were individualized and customized. ▪ Webinars: Students, teachers, counselors and others were invited to learn more about Memorial’s campuses, programs and services through the more than 30 webinars offered throughout the recruitment cycle. ▪ Enhanced Student Tracking: Memorial’s recruitment team connected with and tracked more than 8,000 undergraduate prospective students via Memorial’s student records system. • The university supported the infrastructure and delivery of K-12 education through a partnership with the Department of Education’s Centre for Distance Learning and Innovation (CDLI). For example: <ul style="list-style-type: none"> ▪ Educational resources were developed for the K-3 Reading and Writing Initiative. ▪ A new Lunch and Learn series was initiated for guidance counselors in the St. John’s area to better inform them about Memorial. • Memorial’s DELTS partnered with CNA and CDLI to develop a resource sharing community among technology-enabled learning professionals of educational systems in the province (Teaching with Technology Community). • DELTS contributed to other partner initiatives such as: <ul style="list-style-type: none"> ▪ Collaborating with the Janeway Lifestyles Program of Eastern Health to create online resources, including 21 videos and training/facilitator materials for professional development. ▪ Developing 40 best practices video resources for the Early Childhood Education program of CNA. ▪ Collaborating with the English Language Research Centre to create educational and learning resources as well as the design and content work for the Dialect Atlas of Newfoundland and Labrador.

	<ul style="list-style-type: none"> • The Harris Centre engaged in numerous activities such as: <ul style="list-style-type: none"> ▪ Conducting two regional workshops and six public forums throughout the province for stakeholders on topics of education, research and other public interest. ▪ Facilitating 11 Synergy Sessions for government officials, representatives of non-governmental organizations and University members to address public policy issues. ▪ Brokering approximately 40 projects from various sectors and themes, including agriculture, recreation, tourism, health, skills development, environment, oil and gas, immigration, fisheries, and aquaculture. ▪ Hosting a networking event, during the annual 'Engage Memorial Week', for Memorial students (undergraduate and graduate) to meet various publicly-engaged members of the public including approximately 30 local leaders from public and private sectors. ▪ Establishing an undergraduate scholarship with Newfoundland and Labrador (NL) Regional Economic Development Association (now disbanded) and Municipalities NL. ▪ Partnering with the Newfoundland Quarterly and commissioned an article for each issue. ▪ Developing a knowledge mobilization ontology with Cornell University. ▪ Collaborating with CNA and the University of New Brunswick to establish Yaffle at these institutions. • The university partnered with the NunatuKavut Community Council and CNA to offer an Aboriginal Ambassador Program. Two students traveled to three Southern Inuit communities and presented to 60 students in grades 5-9 on engineering programs. • Memorial assisted external organizations with setting up visits and workshops for Aboriginal high school students (Vale, Miawpukek First Nations Office, Urban Aboriginal Knowledge Network, and the St. John's Native Friendship Centre). • Grenfell campus continued its activities by: <ul style="list-style-type: none"> ▪ Devoting a number of bed spaces in student residences to CNA and Academy Canada. ▪ Participating on a Strategic Enrolment Management committee with CNA. ▪ Involving the Office of Public Engagement, Government of Newfoundland and Labrador, in the strategic planning process of the campus. • The Marine Institute held a number of public engagement events and marine competitions involving K-12 students. • The Labrador Institute collaborated with CNA to offer joint first year programs (CAS transfer and First Year Success) to students in Goose Bay in preparation for further education.
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<p>2. Enhanced university outreach and lifelong learning initiatives</p>	<ul style="list-style-type: none"> • Many of Memorial University`s campuses, centres and academic and non-academic units offer outreach and lifelong learning programs and services. DELTS enhanced these initiatives by developing content and making them available to greater audiences through sophisticated media technologies and other technological services. • Grenfell`s Division of Community Education expanded outreach and lifelong learning initiatives by developing relationships with internal and external partners. For example, Grenfell signed an agreement to integrate DELTS services on the campus to increase the university`s capacity to provide programs and services to greater numbers by distance technologies. • The Marine Institute offered a number of outreach programs to industry organizations. For example: <ul style="list-style-type: none"> ▪ A training program was created for Husky focusing on new equipment used onboard supply ships. ▪ Two Transport Canada certified programs (Helmsman and Bridgwatch Training) were designed for delivery in Nunavut. ▪ An applied training program was developed for inshore fishing enterprises targeting Northern shrimp. ▪ Onsite training in offshore safety was increased both locally and internationally. ▪ Distance delivery technology was installed for the flume tank for clients to participate in exercises from offsite and remote locations. ▪ Crowd Management and Control training was developed and delivered for the construction site of the Hebron Gravity Base Structure.
<p>3. Increased enrollment of non-traditional students</p>	<ul style="list-style-type: none"> • The university defines non-traditional learner as those who are traditionally under-represented in the student population, such as students over the age of 25 (such as mature industry workers or single parents), international students, and Aboriginal students. The number of full-time students over the age of 25 attending Memorial grew about 6.0 percent from fall 2012 to fall 2013. The number of self-declared Aboriginal students grew by 10.7 percent and the number of international students grew by 10.5 percent over the same period. • Continued development of Memorial`s online courses and programs provided typical non-traditional students (students age 25+ such as mature industry workers and single parents) with greater access to university education.

The initiatives outlined above helped Memorial University achieve its goal to enhance the delivery of educational opportunities in the province in addition to other initiatives that were undertaken over the plan period to: assess needs and wants for the delivery of education; enhance collaborations with other institutions; improve transfer of knowledge and research expertise throughout the province; increase enrollment of non-traditional students; and increase the number of courses and programs offered by distance.

The table below outlines additional initiatives undertaken over the plan period to achieve the goal of enhancing the delivery of educational opportunities in the province.

Goal 4: By March 31, 2014, Memorial University will have enhanced the delivery of university educational opportunities in the province.

Measure: Enhanced delivery of educational opportunities

INDICATOR	RESULTS
1. Assessed needs and wants of students, employers and the province for the delivery of education	<ul style="list-style-type: none"> • The university implemented a variety of regularly scheduled occurrences for gathering and assessing information on the needs and wants of students, employers and the province such as the following: <ul style="list-style-type: none"> ▪ Undergraduate and graduate student survey instruments were administered. These surveys were used consecutively in the three-year cycle and the results were distributed to stakeholders of the university. ▪ Student recruiters completed annual schedules of contact (including school visits, community events, open communication media, etc.) with student candidates and their influencers. ▪ Career Development and Experiential Learning maintained contact with students and employers through one-on-one consultations, employment programs, career fairs, etc. ▪ Alumni Affairs and Development held annual events and continued to build its services to enhance links between alumni, their employers and the province more broadly. ▪ The Harris Centre conducted annual public forums, regional workshops and information sessions with hundreds of participants on University education and topics of interest to the public. • The Labrador Institute, in collaboration with the Centre for Institutional Analysis and Planning, conducted a survey on post-secondary education plans of Labrador students.

	<ul style="list-style-type: none"> • The Faculty of Engineering and Applied Science successfully completed year (2013/14) of its 8-year growth plan for doubling of the Faculty, as per its strategic plan entitled “Vision 2020”. <ul style="list-style-type: none"> ▪ The Faculty reached and surpassed its 2014 target of around 520 graduate students in the fall 2014. ▪ Eight new faculty were hired since the start of the growth plan, another one accepted, a tenth near conclusion. All faculty are in areas of strategic priority to the Faculty/ Province and existing major strengths, i.e., ocean, arctic and offshore energy technologies. ▪ New support staff and lab technologist positions were added in support of the Faculty’s growth in student enrolments and research activities. ▪ New courses, program offerings and research programs were created and are under development as a result of the growth in faculty complement, including but not limited to, offshore structures, ice/ship interactions, Arctic and harsh environment engineering, sustainable energy, biomedical engineering, engineering management, among others. ▪ Laboratory equipment purchases and renewal included items such as: new lathes, cold chamber upgrades, welding equipment, trickle bed reactor, load cells, etc. which contribute to additional lab sections, new labs, and/or enhanced course content in labs to accommodate larger student enrolments. • The Marine Institute invested in expansion of its facilities and operations to support the following: development of industry research; development of the new Vice-President campus structure; enhancement of student services; and growth of undergraduate and graduate degree programs. Examples include: <ul style="list-style-type: none"> ▪ Hiring new faculty and student recruiters to support new programs and student enrollment. ▪ Increasing undergraduate enrollment by 23.0 percent and graduate enrollment by 87.6 percent. ▪ Designing new graduate programs in areas such as coastal and marine planning. ▪ Upgrading of projection and operating system for the Full Motion Bridge in the Centre for Marine Simulation. ▪ Expanding the SmartBay network by the Centre for Applied Ocean Technology. ▪ Completing a cold water immersion tank to facilitate research into survival in cold ocean conditions. ▪ Enhancing the Centre of Aquaculture and Seafood Developments bioprocessing facilities on Mt. Scio. ▪ Upgrading distance delivery capability and the Flume tank belt in the Centre for Sustainable Aquatic Resources.
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<p>2. Enhanced collaborations with other institutions</p>	<ul style="list-style-type: none"> • The university enhanced connections and partnerships with other educational entities as well as other organizations such as regional development boards, provincial government, federal government, private business, community organizations and research foundations. For example: <ul style="list-style-type: none"> ▪ The university's Student Recruitment Office worked closely with the school districts of the province and the Department of Education on events and initiatives that connect educational systems and inform them of Memorial's services, programs and facilities. ▪ The Special Advisor to the President for Aboriginal Affairs met with Aboriginal leaders throughout the province to build the relationships needed to facilitate the development of enhanced services for Aboriginal students at Memorial. ▪ DELTS collaborated with the Department of Education's CDLI and CNA on developing a resource sharing community among technology-enabled learning professionals of educational systems in the province (Teaching with Technology Community). The community creates, shares, and collaborates on initiatives that lead to the development of quality support resources for the advancement of teaching with technology within the provincial K-12 education system. ▪ The Harris Centre participated on a number of regional committees and partnered with representatives of federal and provincial governments, other educational institutions and industry associations on projects related to various sectors and themes.
<p>3. Improved transfer of knowledge and research expertise throughout the province</p>	<ul style="list-style-type: none"> • DELTS initiated a number of projects in this area throughout the province. For example: <ul style="list-style-type: none"> ▪ A searchable repository of approximately 40 years of educational media was assembled for educators in the province's public education system (K-12). ▪ Technological innovations supported the Teachers in Action – STEM Education Project undertaken with the Faculty of Education. ▪ Four mobile iPad apps were developed with the School of Music to provide students greater flexibility to access music theory drill and practice objects by distance. ▪ A mobile app was designed and deployed for the Faculty of Medicine's eHealth Research Unit to assist in monitoring palliative care patients. Further opportunities were identified to develop three additional iPad apps to be used by health care patients.

	<ul style="list-style-type: none"> • The Harris Centre organized a number of channels for transferring knowledge and research expertise. In addition to annual events, the centre completed presentations (e.g., CUExpo in Corner Brook, Harbour Authorities Conference in Gander, and Nunatsiavut Economic Development Summit in Hopedale) and extended Yaffle research capability and resources to other educational institutions. • The Labrador Institute expanded research, lecture series and other events on topics of interest to the region. Examples include Expo Labrador and the Nunatsiavut Government Heritage Forum. • The Marine Institute supported greater transfer of knowledge through programs and initiatives such as: <ul style="list-style-type: none"> ▪ Offering a variety of short courses throughout the province via the Community-Based Education Delivery unit. ▪ Partnering with organizations in rural Newfoundland and Labrador and the North to deliver training courses on topics such as Marine Emergency Duties, First Aid, Bridgewatch and fish processing. ▪ Delivering a range of industrial response training to Western Newfoundland and Labrador through the Safety and Emergency Response Training Centre. ▪ Increasing availability of the Holyrood Marine Base and associated assets for use by the local ocean industry (e.g., Whitecap Scientific and Acoustic Zoom).
4. Increased enrollment of non-traditional students	<ul style="list-style-type: none"> • Over the period of the plan, self-declared Aboriginal student enrollment grew by 54.3 percent, international student enrollment grew by 47.1 percent and enrolment for full-time students older than 25 increased by approximately 17.0 percent. • Continued development of Memorial’s online courses and programs provided greater access to university programs for typical non-traditional students (students age 25+ such as mature industry workers and single parents) as well as other groups (such as Aboriginal students and international students). Registrations in online courses grew about 5.0 percent during the three-year period 2011-14 covered by this report.
5. Increased the number of courses and programs offered by distance	<ul style="list-style-type: none"> • Memorial has increased the number of courses and programs offered by distance from approximately 350 to over 400 in total over the past few years.

Summary

From 2011 to 2014, Memorial University enhanced delivery of educational opportunities in the province by implementing initiatives and projects and with internal and external stakeholders. The university’s campuses and their individual units and researchers have been engaged in a variety of activities on their own and through collaborative partnerships. Memorial continued to build strong links with the community, especially in rural areas of the province, in recognition of the distinct role Memorial must play in the social, cultural and economic development of the province.

Objective 2013-2014: By March 31, 2014, Memorial University will have enhanced its presence and activities internationally in an effort to increase its international student enrollment.

Measure: Enhanced Memorial University’s presence and activities internationally in an effort to increase its international student enrollment

In 2013-2014, Memorial University worked to achieve its objective to enhance Memorial University’s presence and activities internationally in an effort to increase its international student enrollment. Examples of the various types of initiatives undertaken are in the table below.

INDICATOR	RESULTS
1. Prepared a white paper as first step in development of an international strategic plan	<ul style="list-style-type: none"> • A White Paper on Internationalization was prepared in collaboration by representatives of the three campuses of the university. The scope of the paper includes current international activities, the relationships and planning around these (and future) activities, and the structures in place to administer them. Recommendations are provided as a precursor to a framework for the creation of a pan-University internationalization strategy that will guide Memorial’s planning in various spheres of activity (e.g. research, teaching & learning, public engagement, recruitment, student services, and training delivery).
2. Enhanced international recruitment efforts at the graduate and undergraduate levels	<ul style="list-style-type: none"> • Memorial University increased international undergraduate students by approximately 7.0 percent and international graduate students by 15.0 percent from fall 2012 to fall 2013. The increase was a result of the efforts of the university, including: <ul style="list-style-type: none"> ▪ Enhanced Traditional Outreach: Memorial’s international recruitment team visited over 200 international schools and participated in almost 100 education fairs and other events.

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Enhanced Virtual Outreach: Memorial conducted approximately 30 webinars and enhanced different modes of communication with international students, including electronic newsletters, mailings, online chats, and social media (Facebook, Twitter, Flickr, Tumblr, and Instagram). ▪ Enhanced Student Tracking: Memorial was successful in adding approximately 3,000 new prospects to the BANNER student database. ▪ Strategic Initiatives: Memorial secured ACOA and provincial funds to lead an Atlantic Canada recruitment mission to Brazil in fall 2013. The university also participated in a number of events and signed agreements with universities in various locations (e.g., Australia, China, Taiwan, etc.) to support enrollment of international students. ▪ Website Development: The university developed a new graduate student recruitment microsite http://www.mun.ca/become/graduate/. • Grenfell specifically enhanced its efforts with a number of activities such as: <ul style="list-style-type: none"> ▪ Recruiting in countries in distinct regions of the world, including: the Caribbean, Europe, Latin America, Asia, Russia, the United Kingdom, the United States, Barbados, Antigua, St. Lucia, Trinidad and Tobago, Guyana, the Bahamas, Belize, Guatemala, Mexico, Costa Rica, Colombia, China, Taiwan, and Japan. ▪ Conducting agent site visits and training (with Student Recruitment) in Taiwan, China and Japan. ▪ Attending ICEF 2013 North America workshop to explore new agent partnerships (with Student Recruitment). ▪ Continuing collaboration with the ESL Program Coordinator (Grenfell) to jointly undertake recruitment efforts in Asia. ▪ Developing six Grenfell recruitment agent agreements in Mexico, Colombia, Taiwan, China, Russia and Japan. ▪ Continuing relations with Memorial-wide recruitment agents, most notably in Zimbabwe and Belize. ▪ Increasing international recruitment missions by four weeks (made possible by a redirection of recruitment budget from domestic to international recruitment). • MI International, in collaboration with Academic and Student Affairs and the schools of the Marine Institute, enhanced its focus on recruitment opportunities by continuing to implement a strategy for attracting international students, centred on strategic international partnerships. Marine Institute currently has 63 international students in total, including students from China, Brazil, and Saudi Arabia. An additional 41 students are enrolled and studying in China via distance education (through partnerships with Chinese universities).
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<p>3. Enhanced services to support international students</p>	<ul style="list-style-type: none"> • Memorial University enhanced services to support international students through numerous initiatives undertaken across campuses by various academic and non-academic units. For example: <ul style="list-style-type: none"> ▪ Three staff positions to be shared by designated units (Career Development, International Centre, International Student Advising and School of Graduate Studies) for the purpose of increasing services and support provided for international students. Two positions focus on the career development needs of international graduate and undergraduate students. The remaining position is focused on supporting international graduate students interested in entrepreneurship. ▪ The medical centre of Student Health Services was upgraded to be culturally competent, demonstrating diversity by décor and offering a variety of culturally specific resources for students. ▪ Student Health Services hired a faculty appointment with expertise in international student mental health. ▪ DELTS enabled 49 international undergraduate students and approximately 34 international graduate students to attend Memorial by distance. ▪ A total of 33 international undergraduate entrance scholarships valued at \$101,700 were disbursed; 14 undergraduate academic awards valued at \$2,000 each were disbursed; and 19 Global Engagement Grants ranging from \$200 to \$800 were disbursed. ▪ International undergraduate conference fund awards totaling \$24,470 were awarded to 16 students to assist them to explore Canadian culture, foster leadership skills and allow them to delve deeper into their studies. ▪ A total of 11 international students were nominated by faculty and staff at Memorial for outstanding contributions and three of the students were selected for awards valued at \$3,000 each. ▪ Grenfell campus developed a hospitality/hosting club matching international students with faculty and staff willing to host the students in their homes for cultural exchange. ▪ Grenfell also hired two student assistants to lead a student-led activity program for international students.
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The initiatives outlined above helped Memorial University achieve its goal to enhance its international profile in addition to other initiatives that were undertaken over the plan period to: enhance activities and initiatives in support of increased international student enrollment; enhance focus on opportunities with the development of an international strategic plan; increase services and support provided for international

students; increase the number of programs with an international component; and increase the number of students involved in international development projects.

The table below outlines additional initiatives undertaken to achieve the goal of enhancing the university's international profile.

Goal 5: By March 31, 2014, Memorial University will have enhanced its international profile and undertaken activities and initiatives to increase international student enrollment.

Measure: Enhanced international profile

INDICATOR	RESULTS
1. Activities and initiatives in support of increased international student enrollment	<ul style="list-style-type: none"> • The recruitment offices of Memorial's campuses worked closely to set targets, identify markets, and ensure strategic "Memorial" coverage through common initiatives. • The university participated in international missions and education conferences on an annual basis to develop and strengthen partnerships with other educational institutions and industry in locations such as the United States, Mexico, Turkey, and South Korea. • Approximately 41 MOUs were signed with partners throughout the world, including: Australia, Brazil, Czech Republic, Finland, France, Germany, Ghana, Greenland, Iceland, India, Japan, Mexico, Norway, Peru, Poland, Russia, South Korea, Spain, Sweden, Taiwan, Thailand, and Vietnam. • Accelerated pathways from undergraduate exchange semesters to master's programs were established. • Master's scholarships were created for South Korean, Turkish, Brazilian, and Mexican students. • International Undergraduate Entrance Scholarships valued at \$4,400 or \$3,000 were offered to the top applicants from each region around the globe. These scholarships help Memorial recruit international students from over 90 countries. • Grenfell campus specifically enhanced its activities by: <ul style="list-style-type: none"> ▪ Participating in professional enrolment bodies and organizations such as the Overseas Association for College Admission Counseling (OACAC), Association of International Educators (NAFSA) and the Council of International Schools (CIS). ▪ Continuing to develop relations with education trade commissioners at the Canadian Department of Foreign Affairs and Trade (the Caribbean, the United Kingdom, Colombia, Costa Rica, Russia and China).

	<ul style="list-style-type: none"> ▪ Developing student recruitment, exchange programs, international agreements and MOUs at numerous events (conferences, missions, and university visits) in international locations such as Belize, the United Kingdom, the Caribbean, Central/South America, Taiwan, China, Mexico, the Bahamas, Trinidad and Tobago, Colombia, Nicaragua, Costa Rica, Jamaica, Uruguay, Bolivia, Iceland, Barbados, Bermuda and the United States. • The Marine Institute enhanced its activities by attending educational conferences, completing developmental missions and undertaking international projects in locations such as Asia, Tanzania, Mozambique, Malawi, Cambodia, Guyana, Antigua, Barbados, Grenada, and the United States.
<p>2. Enhanced focus on opportunities with the development of an international strategic plan</p>	<ul style="list-style-type: none"> • The university received an assessment of its state of internationalization and recommendations for developing an international strategy from International Education consultant, Daniel Guhr of Illuminate Consulting Group. • Significant planning work was completed on a marketing and communications strategy. Its objective is to inform and excite selected local, regional, national and international audiences about the existing and emerging strengths of Memorial University in the marine and ocean sector and Memorial's activity and involvement in Labrador. • A study was undertaken with a mandate to explore the feasibility of expanding the delivery options at Memorial's Harlow campus to include distance and hybrid models for international students, particularly from the United Kingdom and Europe. The report concluded that these delivery options were feasible and made recommendations in order to achieve this goal. As a result of this renewed focus on the Harlow campus, a new interim director was appointed with responsibility to strengthen linkages between the Newfoundland and Labrador campuses and Harlow and to implement the recommendations of the study. This renewed focus is expected to result in increased study abroad opportunities for Memorial students, new UK/EU students enrolling in Memorial programs and new cooperative opportunities with UK educational institutions. • Grenfell identified opportunities for students to study internationally as a priority in a review of Grenfell core requirements. Initiatives undertaken as a result included: <ul style="list-style-type: none"> ▪ Increasing the focus on internationalization within Grenfell recruiting staff. ▪ Designing student exchange protocols to expedite the exchange process.

	<ul style="list-style-type: none"> ▪ Using the Strategic Internationalization Fund for pursuit of MOUs and international exchanges. ▪ Establishing new exchange agreements with international universities. • MI International, in collaboration with the MI office of Academic and Student Affairs and the schools of the Marine Institute, enhanced its focus on opportunities by: <ul style="list-style-type: none"> ▪ Updating and re-launching its website. ▪ Implementing a strategy for attracting international students, centred on strategic international partnerships. Marine Institute currently has 63 international students, including students from China, Brazil, and Saudi Arabia. An additional 41 students are enrolled and studying in China via distance education (through partnerships with Chinese universities).
3. Increased services and support provided for international students	<ul style="list-style-type: none"> • Memorial provided the full range of immigration, health insurance, income tax filing assistance, housing issues advising, pre-arrival assistance, crisis counselling, outreach programs, mentor programs, family programs, cross cultural integration programs, and career programs through the International Student Advising (ISA) Office on the St. John's campus. • Memorial's campuses worked to streamline administrative policies regarding student travel abroad to make them more efficient and responsive to the needs of students. • An inbound/outbound working group was formed to better track academic processes to support incoming and outgoing exchange students. • The International Centre and DELTS collaborated on a Desire2Learn module for pre-departure orientation for students going abroad under any kind of Memorial program. The module won a national award for innovation. • International Undergraduate Community Service Awards were developed to recognize international undergraduate students who contribute greatly to Memorial and the broader community through leadership, extra-curricular and volunteer work. • Global Engagement Grants were provided to help undergraduate students and groups fund cultural or globally focused events on campus. The primary stipulation of the fund is that all students are invited and encouraged to attend the events so that it can truly be a sharing of culture and ideas. • New programs were designed to enhance mentorship, leadership, communication and entrepreneurial skills of international students. • Memorial's Family Program was enhanced to serve international student families (spouses and children) through liaison to the community and direct provision of programs and services tailored to the specific needs of new families. A website was

	<p>developed this year connecting families to the community resources they might access. In addition, a partnership with the Association for New Canadians allowed Memorial to offer basic conversation classes to spouses with limited English proficiency.</p> <ul style="list-style-type: none"> • Grenfell increased services and supports for international students through innovative initiatives such as: <ul style="list-style-type: none"> ▪ Promoting student participation in intercultural and development-related programming, including international development week and multiculturalism week activities. ▪ Creating a series of non-curricular developments to increase all students' awareness of diversity and intercultural issues, including: coffeehouse events, specific diversity-related programming, additional international reading materials placed in the library, and weekly international film series. These developments represent attempts to increase the integration of international and domestic students.
4. Increased number of programs with an international component	<ul style="list-style-type: none"> • Memorial's faculties and schools worked to increase the internationalization of their programs primarily through partnerships and agreements with other educational institutions throughout the world. The School of Graduate Studies, the Faculty of Business, the Faculty of Engineering, Grenfell campus, the Marine Institute, etc. have signed exchange and program agreements as a result of visits to international institutions and participation in annual conferences and missions. Programs such as the Faculty of Business 2+2 program, where students complete two years of post-secondary education in China and two in St. John's at Memorial, welcome international students into specific academic focuses. • Recommendations of the White Paper on Internationalization provide for the creation of a pan-University internationalization strategy that will guide Memorial's planning in various spheres of activity, including teaching and research programs. • While the information above indicates there was an increase in the number of programs with an international component, quantifying the magnitude of the increase is not possible at this time.
5. Increased number of students involved in international development projects	<ul style="list-style-type: none"> • Memorial's faculties and schools worked to increase international development projects primarily through partnerships and agreements with other educational institutions throughout the world. The School of Graduate Studies, the Faculty of Business, the Faculty of Engineering, Grenfell campus, the Marine Institute, etc. have supported student research projects in other countries through signed agreements with international institutions.

	<ul style="list-style-type: none"> • The Going Global Grant provided an opportunity for an increased number of graduate students to showcase their research in international development at international conferences and take part in an international development research project. • MI International provides numerous opportunities for student involvement in international projects. It increased opportunities through its continued initiatives such as: <ul style="list-style-type: none"> ▪ Implementing business development projects in a variety of countries (e.g., Tanzania, Mozambique, Malawi, Suriname, Cambodia, Antigua-Barbuda and Guyana). ▪ Placing graduates overseas (e.g., the Philippines, Vietnam, Cambodia, Malawi, South Africa and St. Lucia) on six-month internship work placements. ▪ Building a network of Newfoundland and Labrador, Atlantic and International companies for the purpose of international project development. • While considerable work was completed toward the achievement of the indicator, supporting statistics are not available due to resource constraints and competing priorities. As such, the university is unable to state whether or not there is an increase in the indicator.
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Summary

From 2011 to 2014, Memorial University implemented many initiatives to enhance its international profile. Memorial University was active internationally, transferring expertise and services from Newfoundland and Labrador around the world through a variety of projects and initiatives. While the specific impact of some initiatives is not measurable for certain indicators, the university programs, services and partnerships are attracting and will continue to attract more international students at the undergraduate and graduate levels. Memorial will continue to explore opportunities in the future.

ISSUE 4: CONDITIONS FOR SUCCESS

For Memorial to be successful in achieving all its goals, an institutional commitment was made to create the conditions necessary for success. The biggest challenge to be addressed was a lack of space and aging infrastructure. Many of the buildings on the St. John’s campus and Marine Institute campus are more than 30 years old and in need of revitalization and have major deferred maintenance issues. New infrastructure is also needed to ensure that the university is able to meet its objectives. The university clearly articulated these needs and has worked towards its goals. Government has made very significant commitments that have allowed the university to address infrastructure issues.

Objective 2013-2014: By March 31, 2014, Memorial University will have further enhanced its teaching, research and residence infrastructure through implementation of year three initiatives included in its infrastructure plan.

Measure: Further enhanced its teaching, research and residence infrastructure through implementation of initiatives included in its infrastructure plan.

In 2013-2014, Memorial University achieved its objective to further enhance its teaching, research and residence infrastructure through implementation of initiatives included in its infrastructure plan. Examples of the types of initiatives undertaken are in the table below.

INDICATOR	RESULTS
<p>1. Enhanced external resources sufficient to maintain current infrastructure at an acceptable level</p>	<ul style="list-style-type: none"> • In addition to the annual deferred maintenance funding provided by government to maintain infrastructure, the university received funding for enhancements from external resources. For example: <ul style="list-style-type: none"> ▪ Investments from ACOA helped the Ocean Sciences Centre to upgrade its facilities and continue to support the needs of the provincial aquaculture industry. ▪ Investments from the Government of Canada issued to the Marine Institute were allocated to improve facilities in the aquaculture and seafood processing and ocean technology industries. ▪ Investments from ACOA helped to enhance fire training equipment and facilities of the Marine Institute to support industrial clients in Newfoundland.

<p>2. Identified and prioritized infrastructure development projects for academic and non-academic space</p>	<ul style="list-style-type: none"> • A Space Committee of the university identified and prioritized infrastructure development projects for academic and non-academic space according to a space policy and utilizing a space management software system. Examples of projects identified and prioritized are listed below. <ul style="list-style-type: none"> ▪ Planning for development of a new core Science complex on the St. John’s campus continued to be a priority. The university received a functional space planning study from Stantec Architecture, selected a location for the new building on campus, and began the design concept phase that will lead to selection of a design concept followed by a detailed architectural design. ▪ Upgrades to ventilation/exhaust systems associated with the safe operation of equipment in laboratories on the St. John’s and Grenfell campuses were prioritized and completed. ▪ Two main classrooms at Grenfell were prioritized to be upgraded and were refurbished to modern standards. ▪ The Gymnasium on Grenfell campus was modernized with new flooring and lighting systems. ▪ Repair and upgrade work on laboratory systems and equipment was initiated as a priority at the Marine Institute.
<p>3. Enhanced integration of student common areas into space-allocation initiatives and future campus planning strategies</p>	<ul style="list-style-type: none"> • Planning for the new Core Science Complex on the St. John’s campus incorporated student common areas. • Campus planning for existing academic buildings and future expansion at Grenfell identified requirements for student study areas and/or social gathering spaces.
<p>4. Enhanced research infrastructure</p>	<ul style="list-style-type: none"> • The Boreal Ecosystem Research Facility was established on Grenfell campus to provide high-level research in forestry, agriculture and the environmental sector. • Construction was performed on a number of research infrastructure projects such as: <ul style="list-style-type: none"> ▪ The Cold-Ocean Deep-Sea Research Facility of the Ocean Sciences Centre, which will provide researchers with access to infrastructure and equipment for the study of freshwater and marine organisms, especially those from the cold waters of the Arctic and North Atlantic oceans. ▪ The Suncor Energy Offshore Research and Development Centre of the S. J. Carew Building (Engineering), which will provide dedicated space for research and industry collaboration related to the ocean technology and offshore petroleum sectors.

	<ul style="list-style-type: none"> ▪ The Hibernia Offshore Operations Simulator Facility of the Marine Institute, which will provide training and research opportunities to better equip workers in oceans industries. (The Hibernia Offshore Operations Simulator Facility was made possible by donations of \$4.4 million from the Hibernia Management and Development Company Ltd. (HMDC) and \$750,000 from the Provincial Government’s Infrastructure Funding Program. The Government of Canada, through ACOA’s Innovative Communities Fund, is providing more than \$1 million, which mainly supports the simulator, and also includes smaller components related to helicopter safety training, and planning and design components related to the Holyrood Marine Base.)
<p>5. Increased graduate and undergraduate student housing spaces and upgraded existing housing facilities to modern standards</p>	<ul style="list-style-type: none"> • New student residence accommodations were completed and opened on the St. John’s campus including two dormitory-style buildings with 500 additional bed spaces. • New student residence accommodations were completed and opened at Grenfell providing 200 additional bed spaces. • Major renovations were made to existing residence facilities on the St. John’s campus, including Paton College (nine dormitories) and Burton’s Pond (four apartment buildings).

The initiatives outlined above helped Memorial University achieve its goal to enhance its infrastructure facilities in addition to other initiatives that were undertaken over the plan period to: enhance new space on the St. John’s campus, at the Marine Institute and in Corner Brook in support of teaching, research and administration; improve and enhance student residence space in St. John’s and Corner Brook; improve space allocation mechanisms through development of a comprehensive space plan; and increase emphasis on deferred maintenance issues.

The table below provides an outline of additional indicators of success and initiatives undertaken to achieve the goal of enhancing the university’s infrastructure facilities.

Goal 6: By March 31, 2014, Memorial University will have enhanced its teaching, research and residence infrastructure in order to achieve its strategic goals.

Measure: Enhanced infrastructure facilities

INDICATOR	RESULTS
<p>1. Enhanced new space on the St. John's campus, at the Marine Institute and in Corner Brook in support of teaching, research and administration</p>	<ul style="list-style-type: none"> • The Faculty of Medicine was expanded to increase teaching and research capacity. • The Battery Hotel and Suites was purchased with a plan to: utilize the property to reduce the current space deficit at Memorial; address unfulfilled demands for resident space for graduate students; undertake programming that is "to be determined"; and use the space for public engagement. • The School of Human Kinetics and Recreation (HKR) officially opened a brand new theatre in the Physical Education Building. • The S. J. Carew (Engineering) and the Dr. Jack Clark (C-CORE) buildings on the St. John's campus were linked and expanded, enhancing collaborative research, development, and teaching activities. • The Marine Bioprocessing resources located in the Mt. Scio Media Services building were expanded with the addition of a new Biotechnology Laboratory. • The Boreal Ecosystem Research Facility was established on Grenfell campus to provide high-level research resources to support or inform federal, provincial, university and private sector research priorities in forestry, agriculture and the environmental sector. • The Arts and Science Atrium was created on Grenfell campus to provide networking and collaborating space as well as access to the Arts and Science facilities. • The Labrador Institute office moved with the College of the North Atlantic (CNA) to a new location. Officials from CNA and Memorial University were involved for the official signing of the new co-location agreement for Labrador West.
<p>2. Improved and enhanced student residence space in St. John's and Corner Brook</p>	<ul style="list-style-type: none"> • New student residence accommodations were completed and opened on the St. John's campus and on Grenfell campus. • Major renovations were made to existing residence facilities on the St. John's campus.
<p>3. Improved space allocation mechanisms through development of a comprehensive space plan</p>	<ul style="list-style-type: none"> • A Space Policy was developed which identifies space ownership and assignments to academic and non-academic units as well as the process for making changes to existing space and acquiring new space. • A Vice-Presidents' Space Committee was formed and designated "acting authority" by the Space Policy for any decisions in regards to the changes of space and to evaluate any space requests. • The university implemented a comprehensive space management software system that tracks all space allocations.

	<ul style="list-style-type: none"> • A teaching space review was initiated at Grenfell campus to develop a multi-year plan to address the physical needs of students as well as pedagogical trends in the area of teaching spaces. • Student study areas and/or social gathering spaces at Grenfell campus have been identified within existing academic buildings and will be included in future expansion.
4. Increased emphasis on deferred maintenance issues	<ul style="list-style-type: none"> • Funding for deferred maintenance increased from \$5.4 million in 2010-11 to \$10 million in 2011-12 and has been maintained at that level since that time. • Capital renewal projects were completed on the St. John's campus consisting of four roof replacements, a concrete and paving package, underground electrical infrastructure upgrades, major building envelope upgrades to Queen's College, fire alarm system improvements, and elevator upgrades. • Fire alarm systems, mechanical systems, and electrical systems were upgraded in the Arts and Science buildings and Forest Centre on Grenfell campus.

Summary

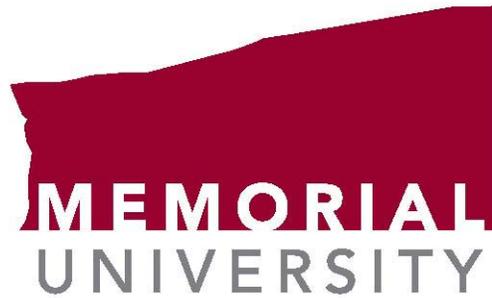
From 2011 to 2014, Memorial University implemented many initiatives to enhance its teaching, research and residence infrastructure in order to achieve its strategic goals. A critical component of achieving Memorial's goals is the requirement to develop the necessary conditions for success, particularly as it relates to infrastructure. Achieving all other goals and objectives of the university are dependent on improved and new facilities like student residence and a Science research and teaching complex at the St. John's campus. Memorial continues to work with government on priorities regarding infrastructure needs.

CONCLUSION

Memorial University has been engaged in developing comprehensive plans for almost two decades and has been providing annual reports to its stakeholders for much longer. Memorial is open and transparent with its constituents, accountable to its funders, and responsible for its actions. Memorial has successfully worked towards achieving its mission from 2011 to 2014 through the goals and objectives set out in the strategic plan for the period. This report meets the university's obligations under the province's *Transparency and Accountability Act*.

The *President's Report 2013-14* provides more detail on the general initiatives reported in this document and on many other activities of the university. Readers can find that report and many other relevant documents, including the annual Memorial University *Fact Book*, the annual *Research Report*, annual audited financial statements, planning documents, and much more information on the Memorial University website (www.mun.ca). The financial statements of Memorial University for 2013-14 are appended to this report.

In addition to these reports and plans, the *Memorial University Strategic Plan 2014-17*, which was tabled in the House of Assembly to meet the university's obligations under the province's *Transparency and Accountability Act*, provides a further guide to the university's work over the coming years. In the spirit of transparency and accountability, the university continues to operate in a manner that encourages broad communication about its activities, progress towards stated goals and objectives and use of resources.



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

*Consolidated Financial Statements
with Supplementary Schedules*

March 31, 2014

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND
INDEX TO CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED MARCH 31, 2014**

Consolidated Financial Statements

Independent Auditors' Report	
Consolidated Statement of Financial Position	Statement 1
Consolidated Statement of Operations	Statement 2
Consolidated Statement of Remeasurement Gains	Statement 3
Consolidated Statement of Changes in Net Deficiency	Statement 4
Consolidated Statement of Cash Flows	Statement 5
Notes to Consolidated Financial Statements	

Unaudited Supplementary Information

Compensation Practices at Memorial University of Newfoundland	Schedule 1
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INDEPENDENT AUDITORS' REPORT

To the Board of Regents of
Memorial University of Newfoundland

We have audited the accompanying consolidated financial statements of **Memorial University of Newfoundland** which comprise the consolidated statement of financial position as at March 31, 2014 and the consolidated statements of operations, remeasurement gains, changes in net deficiency and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's responsibility for the consolidated financial statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of **Memorial University of Newfoundland** as at March 31, 2014 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

St. John's, Canada
July 3, 2014

The image shows a handwritten signature in black ink that reads "Ernst & Young LLP". The signature is written in a cursive, flowing style. It is contained within a thin black rectangular border.

Chartered Accountants

**CONSOLIDATED STATEMENT OF
FINANCIAL POSITION**

As at March 31
[thousands of dollars]

	2014	2013
ASSETS		
Current		
Cash and cash equivalents	19,511	13,528
Restricted cash [note 4]	7,426	6,756
Short-term investments [note 6]	132,171	110,429
Accounts receivable	64,871	87,806
Other current assets	7,400	6,697
Total current assets	231,379	225,216
Portfolio investments [note 6]	107,684	101,733
Assets under construction [note 8]	141,954	160,050
Tangible capital assets [note 7]	241,375	191,017
Total assets	722,392	678,016
LIABILITIES		
Current		
Bank indebtedness [note 5]	12,533	13,748
Accounts payable and accrued liabilities	63,235	65,150
Deferred revenue	37,347	43,197
Deferred contributions - external grants and donations [note 10]	97,498	89,179
Current portion of long term debt [note 11]	517	514
Total current liabilities	211,130	211,788
Long term debt [note 11]	312	829
Derivative liability	1,643	2,167
Post-employment benefits [note 12]	171,817	158,342
Deferred capital contributions [note 9]	362,473	327,648
Total liabilities	747,375	700,774
NET DEFICIENCY		
Net assets restricted for endowment purposes	74,018	69,089
Net assets related to remeasurement gains	7,255	1,916
Unrestricted net deficiency	(106,256)	(93,763)
Total net deficiency	(24,983)	(22,758)
Total liabilities and net deficiency	722,392	678,016

See accompanying notes
Contingencies [note 13]

On behalf of the Board:


Chair of the Board of Regents


Chair of the Finance Committee

CONSOLIDATED STATEMENT OF OPERATIONS

Year ended March 31
[thousands of dollars]

	<u>2014</u>	<u>2013</u>
REVENUE		
Government grants	444,274	423,694
Student fees	62,469	62,711
Other income	61,489	56,701
Amortization of deferred capital contributions <i>[note 9]</i>	25,561	22,847
Sales and services	13,612	11,393
Investment income	7,701	6,364
	<u>615,106</u>	<u>583,710</u>
EXPENSES		
Salaries and employee benefits	412,558	398,913
Materials and supplies	37,061	36,836
Repairs and maintenance	32,486	32,471
Utilities	28,218	25,451
Scholarships, bursaries and awards	26,567	26,773
Amortization of tangible capital assets	25,789	21,986
Other operating expenses	17,242	12,686
Travel and hosting	16,733	16,249
Externally contracted service	16,720	15,813
Post-employment benefits <i>(note 12)</i>	13,476	11,474
Professional fees	11,786	12,615
Equipment rentals	4,096	4,177
Interest expense	587	623
External cost recoveries	(19,132)	(19,758)
	<u>624,187</u>	<u>596,309</u>
Excess of expenses over revenue	<u>(9,081)</u>	<u>(12,599)</u>

See accompanying notes

**CONSOLIDATED STATEMENT OF
REMEASUREMENT GAINS**Year ended March 31
[thousands of dollars]

	<u>2014</u>	<u>2013</u>
Accumulated remeasurement gains at beginning of year	1,916	-
Unrealized gains attributable to:		
Portfolio investments	6,427	1,979
Derivative liability	534	181
Amounts reclassified to consolidated statement of operations:		
Portfolio investments	(1,622)	(244)
Accumulated remeasurement gains at end of year	<u>7,255</u>	<u>1,916</u>

See accompanying notes

**CONSOLIDATED STATEMENT OF CHANGES
IN NET DEFICIENCY**

As at March 31
[thousands of dollars]

	Net Assets Restricted for Endowment Purposes	Net Assets Related to Remeasurement Gains	Unrestricted Net Deficiency	2014	2013
Balance, beginning of year	69,089	1,916	(93,763)	(22,758)	(15,984)
Change in remeasurement gains for the current year	-	5,339	-	5,339	1,916
Excess of revenue over expense (expense over revenue)	3,412	-	(12,493)	(9,081)	(12,599)
Endowment contributions	1,517	-	-	1,517	3,909
Balance, end of year	74,018	7,255	(106,256)	(24,983)	(22,758)

See accompanying notes

CONSOLIDATED STATEMENT OF CASH FLOWS

Year ended March 31
[thousands of dollars]

	<u>2014</u>	<u>2013</u>
OPERATING ACTIVITIES		
Excess of expenses over revenue	(9,081)	(12,599)
Items not affecting cash:		
Amortization of tangible capital assets	25,789	21,986
Amortization of deferred capital contributions	(25,561)	(22,847)
Loss on disposal of tangible capital assets	48	135
Increase in post-employment benefits, net	13,475	11,474
Change in non-cash working capital	22,796	1,974
Cash provided by operating activities	<u>27,466</u>	<u>123</u>
CAPITAL ACTIVITIES		
Purchase of tangible capital assets	(76,195)	(59,762)
Net change in assets under construction (purchases less transfers)	18,096	(53,950)
Contributions received for capital purposes	60,386	115,551
Cash provided by capital activities	<u>2,287</u>	<u>1,839</u>
INVESTING ACTIVITIES		
Increase (decrease) in short-term investments, net	(21,742)	4,107
Increase in restricted cash, net	(670)	(561)
Increase in portfolio investments, net	(1,146)	(4,926)
Cash used in investing activities	<u>(23,558)</u>	<u>(1,380)</u>
FINANCING ACTIVITIES		
Decrease in bank indebtedness, net	(1,215)	(1,391)
Endowment contributions	1,517	3,909
Decrease in long-term debt, net	(514)	(110)
Cash (used in) provided by financing activities	<u>(212)</u>	<u>2,408</u>
Net change in cash and cash equivalents during the year	5,983	2,990
Cash and cash equivalents, beginning of year	13,528	10,538
Cash and cash equivalents, end of year	<u>19,511</u>	<u>13,528</u>

See accompanying notes

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

1. AUTHORITY AND PURPOSE

Memorial University of Newfoundland [the “University”] is a corporation operating under the authority of the *Memorial University Act*. It is a comprehensive research university offering a full range of undergraduate, graduate and continuing studies programs. The academic governance of the University is vested in the Senate. The University is a government not-for-profit organization [GNPO], governed by a Board of Regents, the majority of whom are appointed by the Government of Newfoundland and Labrador. The University is a registered charity under the *Income Tax Act [Canada]* and, accordingly, is exempt from income taxes, provided certain requirements of the *Income Tax Act [Canada]* are met.

2. SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation

The consolidated financial statements of the University have been prepared by management in accordance with Canadian public sector accounting standards for GNPO’s, including the 4200 series of standards, as issued by the Public Sector Accounting Board [PSAB].

Reporting entity

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the University and the following not-for-profit organizations, which are controlled by the University:

- C-CORE
- Campus Childcare Inc.
- The Canadian Centre for Fisheries Innovation
- Genesis Group Inc.
- The Memorial University of Newfoundland Botanical Garden Incorporated (dissolved April 2013)
- Memorial University Recreation Complex
- Newfoundland Quarterly Foundation (dissolved April 2013)
- Western Sports and Entertainment Inc.

All intercompany assets and liabilities, revenues and expenses have been eliminated.

The reported operations and financial positions of dissolved entities have been included in the consolidated financial statements up to the date of their dissolution.

Use of estimates

The preparation of these consolidated financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities, and reported amounts of revenues and expenses during the year at the date of the consolidated financial statements. Actual results could differ from these estimates. Estimates are reviewed periodically, and as adjustments become necessary, they are reported in the earnings of the period during which they became known. Areas of key estimation include actuarial assumptions for post-employment benefits, allowance for doubtful accounts, amortization rates and cost of assets under construction.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

Revenue recognition

Revenues from contracts, sales, unrestricted investment income [interest, dividends, realized gains and losses], other ancillary services [parking, residence, sundry sales, etc.] and student fees are recognized when the goods or services are provided and collection is reasonably assured.

The University follows the deferral method of accounting for contributions, which include donations and government grants, as follows:

Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Contributions externally restricted for purposes other than endowment are initially deferred and recognized as revenue in the year during which the related expenses are incurred.

Restricted contributions for the purchase of capital assets are deferred and amortized to operations on the same basis as the related asset.

Endowment contributions are recognized as direct increases in the net assets in the year during which they are received.

Restricted investment income [interest, dividends, realized gains and losses] is recognized in the year in which the related expenses are incurred.

Restricted investment income [interest, dividends, realized gains and losses] that must be maintained as an endowment is recorded as a direct increase/decrease to net assets.

Expense recognition

Expenses are recorded on the accrual basis as they are incurred and measureable based on receipt of goods or services and obligation to pay.

Cash and cash equivalents

Cash and cash equivalents include cash on deposit, investments in money-market funds and short-term investments with original terms to maturity of 90 days or less. Cash and cash equivalents held by external investment managers for investing rather than liquidity purposes are classified as investments.

Tangible capital assets

Purchased tangible capital assets are recorded at cost less accumulated amortization. Contributed tangible capital assets are recorded at fair value at the date of acquisition. Repairs and maintenance expenditures are charged to operations. Betterments which meet certain criteria are capitalized.

The University's permanent art collection is expensed when purchased and the value of donated art is not recognized in these consolidated statements.

The University's library collection is capitalized and recorded at cost.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

Assets under construction are not recorded as tangible capital assets, or amortized, until the asset is put into service.

Assets under capital lease are recorded as tangible capital assets and amortized on the same basis as the underlying asset.

Tangible capital assets are amortized over their useful lives using the following methods and rates. Half a year's amortization is taken in the year of acquisition and no amortization is taken in the year of disposal.

<u>Asset</u>	<u>Rate</u>	<u>Method</u>
Buildings	8%	Declining balance
Furniture and equipment	20%	Declining balance
Computers	30%	Declining balance
Software	20%	Declining balance
Vehicles and vessels	30%	Declining balance
Library collection	10 years	Straight line

Impairment of long-lived assets

Tangible capital assets are written down when conditions indicate they no longer contribute to the University's ability to provide goods and services, or when the value of the future economic benefits associated with the tangible capital assets is less than their net book value. The net write-downs are accounted for as expenses in the consolidated statement of operations. Any associated unamortized deferred capital contributions related to the derecognized assets is recognized in income.

Post-employment benefits

Pension plan

The employees of the University participate in a defined benefit pension plan [the Plan] administered under the *Memorial University Pensions Act* with any deficiencies being funded by the Province of Newfoundland and Labrador. Payments to the Plan consist of contributions from employees together with matching amounts from the University plus any additional amounts required to be paid by an employer as prescribed in the *Pension Benefits Act (1997)* [PBA]. In addition to its matching contributions, the University made a special payment of \$20.3 million to the Plan during the year. This payment was made against the going concern unfunded liability, not attributable to indexing, that was identified in the December 31, 2012 valuation of the Plan. With respect to a solvency deficiency, the PBA requires that an employer contribute an amount sufficient to liquidate the deficiency within five years of the solvency valuation date. The University's contributions to the pension plan are recorded as an expense in the consolidated statement of operations. The assets and obligations of the plan are not recorded in these consolidated financial statements.

An actuarial valuation of the Plan was performed for funding purposes as at December 31, 2012 and the results of the valuation and its extrapolation to March 31, 2013 were reported upon in the March 31, 2013 financial statements. During the 2013/2014 fiscal year, the valuation was revised to reflect changes to certain economic and

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

demographic assumptions. This included a change in the discount rate from 6.0% to 6.3% and a change in the retirement age assumption to reflect the fact that since mandatory retirement was eliminated, a number of Plan members are electing to work beyond age 65. The impact of these changes is disclosed and addressed in the March 31, 2014 financial statements of the pension plan. The revised assumptions have been incorporated into the valuation prepared as at December 31, 2013 and the results have been extrapolated to March 31, 2014 for financial statement reporting.

The extrapolation revealed that the going concern unfunded liability is \$295.8 million at March 31, 2014 based on current Plan provisions and PBA requirements. Under the PBA, a going concern unfunded liability must be funded over a period of not more than 15 years while a solvency deficiency must be funded over a maximum five-year period. A portion of the going concern unfunded liability relates to the past service cost of indexing, introduced under the Plan, effective July 1, 2004. A funding arrangement was implemented coinciding with the introduction of indexing to liquidate this unfunded liability over a period of 40 years. At March 31, 2014, approximately 30.25 years are remaining in the amortization schedule. The indexing liability is amortized on a declining balance basis along with recognition that if the indexing contributions (i.e., an additional 0.6% of payroll being made by both the University and employees) exceed the originally scheduled amortization payment, that 15 years' worth of these excess contributions can be accounted for when determining the University's special payments.

The University is required to make special payments to fund the going concern unfunded liability revealed in the December 31, 2012 actuarial valuation. As at December 31, 2012 the going concern unfunded liability was \$292.7 million. The portion of the going concern unfunded liability (after accounting for the indexing liability) to be amortized was \$220.0 million and the required amortization payment for fiscal 2014/2015 is \$22.6 million (or 7.2% of pensionable payroll) (2013/2014 - \$20.3 million). University special payments will continue at this level (i.e., 7.2% of pensionable payroll) until the next actuarial valuation for funding purposes, which is due no later than December 31, 2015 (i.e., within three years of the December 31, 2012 actuarial valuation).

With respect to solvency, the University is exempt from the solvency funding requirements of the PBA until December 31, 2015.

Other post-employment benefits

In addition to the University's pension plan, the University also has defined benefit plans for other post-employment benefits. These benefits are actuarially determined using the projected benefit method prorated on service and the administration's best estimate of salary escalation, retirement ages of employees and escalation on covered benefit expense outlays. Actuarial gains and losses will be amortized over the average remaining service life of employees.

The post-employment benefits are:

- Supplemental Retirement Income Plan
- Voluntary Early Retirement Income Plan
- Other benefits [severance, group life insurance and health care benefits]

Additional disclosure is provided in note 12.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

Financial instruments

The University classifies its financial instruments as either fair value or amortized cost. The accounting policy for each category is as follows:

Fair value

This category includes cash and cash equivalents, restricted cash, bank indebtedness, derivatives and equity investments quoted in an active market for identical assets or liabilities using the last bid price. The University has designated its bond portfolio that would otherwise be classified into the amortized cost category at fair value as the University manages and reports performance of it on a fair value basis.

These financial instruments are initially recognized at fair value and subsequently carried at fair value.

Transaction costs related to these financial instruments in the fair value category are expensed as incurred.

Unrealized changes in fair value are recognized in the consolidated statement of remeasurement gains until they are realized, when they are transferred to the consolidated statement of operations.

Where a decline in fair value is determined to be other than temporary, the amount of the loss is removed from accumulated remeasurement gains and recognized in the consolidated statement of operations. On sale, the amount held in accumulated remeasurement gains with that instrument is removed from net assets and recognized in the consolidated statement of operations.

Amortized cost

This category includes short term investments, accounts receivable, accounts payable and accrued liabilities and debt. They are initially recognized at fair value and subsequently carried at amortized cost using the effective interest rate method, less any impairment losses.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instrument.

Short term investments consist of investments in debt securities, whether or not quoted in an active market, initially recorded at fair value plus financing fees and transaction costs that are directly attributable to their acquisition or disposal. These debt securities are thereafter carried at amortized cost using the straight line amortization method.

Write-downs of financial assets in the amortized cost category are recognized when the amount of the loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are then written down to net recoverable value with the write-down being recognized in the consolidated statement of operations.

Derivative financial instruments

Derivative financial instruments are utilized by the University in the management of interest rate exposure related to its bank indebtedness. The University may also enter into foreign exchange forward contracts to eliminate the risk of fluctuating foreign exchange rates on future commitments. The University does not utilize derivative financial instruments for trading or speculative purposes.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

The University enters into interest rate swaps in order to reduce the impact of fluctuating interest rates on its floating rate bank indebtedness. These swap agreements require the periodic exchange of payments without the exchange of the notional principal amount on which the payments are based.

Contributed materials and services

If contributed materials meet the definition of a tangible capital asset, and fair value is determinable, the University capitalizes and amortizes the tangible capital asset. All other contributed materials are not recognized in these consolidated financial statements.

Volunteers, including volunteer efforts from the staff of the University, contribute an indeterminable number of hours per year to assist the University in carrying out its service delivery activities. The cost that would otherwise be associated with these contributed services is not recognized in these consolidated financial statements.

Agency obligations

The University acts as an agent which holds resources and makes disbursements on behalf of various unrelated groups. The University has no discretion over such agency transactions. Resources received in connection with such agency transactions are reported as liabilities and subsequent distributions are recorded as decreases in these liabilities.

3. MEMORIAL UNIVERSITY ACT

In accordance with the *Memorial University Act*, the University is normally prohibited from recording a deficit on its consolidated financial statements in excess of $\frac{1}{4}$ of 1% of its total revenue.

During 1996, pursuant to Section 36 of the *Memorial University Act*, the University received approval from the Lieutenant-Governor in Council to record a deficit of up to \$5.0 million in 1996 and an additional \$10.0 million in 1997 as a result of the recognition of the liabilities related to VERIP for faculty and staff.

During 2001, the University received approval from the Lieutenant-Governor in Council to exclude from the definition of a deficit, pursuant to Section 36 of the *Memorial University Act*, any amounts resulting from the recognition of the liabilities related to recording vacation pay entitlements, severance and other post-employment benefits.

4. RESTRICTED CASH

Restricted cash consists of premiums paid to Manulife Financial on behalf of employees which are held in an interest-bearing bank account to be used to fund future rate increases or enhancements in the long-term disability and basic term life insurance plans. The related liability is included in accounts payable and accrued liabilities.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

5. BANK INDEBTEDNESS

Pursuant to Section 41 of the *Memorial University Act*, the University has received approval from the Lieutenant-Governor in Council to borrow to finance two capital projects. The projects involved the construction of a new residence complex for Grenfell Campus [Project 1] and the implementation of an energy performance program in five buildings on the University's main campus in St. John's [Project 2]. The debt has been negotiated using bankers' acceptances [BA's] which mature during the 2014/15 fiscal year. Management expects to refinance these loans through BA's for the balance of the term of the loan. Disclosure related to interest rate risk is provided in *note 14*.

Derivative liability

Project 1 interest rate swap transaction involves the exchange of the underlying floating rate Canadian BA for a fixed interest rate of 4.76% expiring April 12, 2017 with a notional amount of \$2.2 million. The fair value of this interest rate swap is \$0.19 million [2013 - \$0.27 million].

Project 2 interest rate swap transaction involves the exchange of the underlying floating rate Canadian BA for a fixed interest rate of 5.12% expiring October 1, 2022 with a notional amount of \$10.3 million. The fair value of this interest rate swap is \$1.45 million [2013 - \$1.90 million].

6. FINANCIAL INSTRUMENT CLASSIFICATION

The following table provides cost and fair market value information of financial instruments by category. The maximum exposure to credit risk is the carrying amount shown below.

[thousands of dollars]	2014			2013
	Fair Value	Amortized Cost	Total	Total
Cash and cash equivalents	19,511	-	19,511	13,528
Restricted cash	7,426	-	7,426	6,756
Short term investments	-	132,171	132,171	110,429
Accounts receivable	-	64,871	64,871	87,806
Portfolio investments	107,684	-	107,684	101,733
Bank indebtedness	12,533	-	12,533	13,748
Accounts payable and accrued liabilities	-	63,235	63,235	65,150
Long term debt	-	829	829	1,343
Derivative liability	1,643	-	1,643	2,167

The following table provides an analysis of financial instruments that are measured subsequent to initial recognition at fair value, grouped into levels 1 to 3 based on the degree to which fair value is observable:

Level 1 fair value measurements are those derived from quoted prices in active markets for identical assets or liabilities using the last bid price.

Level 2 fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data.

[thousands of dollars]	2014				2013
	Level 1	Level 2	Level 3	Total	Total
Cash and cash equivalents	19,511	-	-	19,511	13,528
Restricted cash	7,426	-	-	7,426	6,756
Investments					
Publicly traded equity - CDN	26,193	-	-	26,193	25,338
Publicly traded equity – USD	8,463	-	-	8,463	6,712
Publicly traded equity – Global	5,580	-	-	5,580	5,114
Fixed income	-	67,448	-	67,448	64,569
Bank indebtedness	-	12,533	-	12,533	13,748
Derivative liability	-	-	1,643	1,643	2,167

7. TANGIBLE CAPITAL ASSETS

[thousands of dollars]	2014			2013
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	309,355	157,277	152,078	107,083
Furniture and equipment	129,822	77,605	52,217	47,915
Computers	28,730	21,321	7,410	5,603
Software	4,780	2,217	2,563	2,528
Vehicles and vessels	5,002	4,729	273	317
Library collection	150,679	123,845	26,834	27,571
Total	628,368	386,993	241,375	191,017

Amortization expense for the year is \$25.8 million (2013 - \$22.0 million).

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

8. ASSETS UNDER CONSTRUCTION

Assets under construction represent costs incurred to date on the construction of new facilities. When construction is completed, the assets will be reclassified to tangible capital assets and amortization will commence. Assets under construction are as follows:

[thousands of dollars]	<u>2014</u>	<u>2013</u>
Project Description		
Grenfell Campus (GC) New Residence	-	18,542
MUN Residences	32,388	55,943
Medical School Extension	54,085	45,569
Ocean Sciences Center Deep Water Supply	24,127	19,637
Grenfell Campus Environmental Labs	3,731	2,086
Engineering Expansion	6,464	3,139
C-CORE Expansion	6,239	4,192
Core Science Facility	1,054	230
100 Signal Hill Road Property	11,229	10,712
Training Boat and Launching System	26	-
Offshore Operations Simulator	1,244	-
HMDC Offshore Operations Facility	51	-
GC Environmental Lab Equipment	1,015	-
GC Emergency Generator	301	-
Total	<u>141,954</u>	<u>160,050</u>

9. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions related to tangible capital assets represent the unamortized and unspent amount of donations and grants received for the purchase of tangible capital assets. The amortization of deferred capital contributions is recorded as revenue in the consolidated statement of operations.

[thousands of dollars]	<u>2014</u>	<u>2013</u>
Balance, beginning of year	327,648	234,944
Additional contributions received	60,386	115,551
Less amounts amortized to revenue	(25,561)	(22,847)
Balance, end of year	<u>362,473</u>	<u>327,648</u>

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

10. DEFERRED CONTRIBUTIONS – EXTERNAL GRANTS AND DONATIONS

Deferred contributions related to expenses of future periods represent unspent externally restricted grants and donations for research and other programs.

[thousands of dollars]	2014	2013
Balance, beginning of year	89,179	87,377
Grants and donations received during the year	73,136	81,146
Less expenses incurred during the year	(64,817)	(79,344)
Balance, end of year	97,498	89,179

11. LONG-TERM DEBT

[thousands of dollars]	2014	2013
CMHC mortgage on Queen’s College, 5.875% interest, repayable in 50 equal, blended payments of \$29 semi-annually, maturing in June 2019, secured	227	270
Capital leases negotiated through the RBC Royal Bank, varying interest rates, payable in equal annual installments, secured by assets under lease	602	1,073
	829	1,343
Less: current portion	517	514
	312	829

Annual repayments of long-term debt over the next five years are as follows:

2015	517
2016	179
2017	51
2018	54
2019	28

12. POST-EMPLOYMENT BENEFITS

The University has a number of post-employment benefit liabilities including employee future benefits (severance, health and dental benefits and life insurance), Voluntary Early Retirement Income Plan (VERIP) and Supplemental Retirement Income Plan (SRIP).

Employee Future Benefits

The University provides group life insurance and health care benefits on a cost shared basis to retired employees, and in certain cases, their surviving spouses. In addition, the University pays severance to certain employee groups upon termination, retirement or death, provided they meet certain eligibility criteria. The cost of providing these future benefits is unfunded. Current year payments are funded on an annual basis from operations.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

The significant actuarial assumptions used in measuring these benefits include the following:

	<u>2014</u>	<u>2013</u>
Discount rate:		
Liability	4.40%	4.10%
Expense	4.10%	4.13%
Average rate of compensation increase	4.00%	4.00%

The health care inflation rate is 7% in year 1, reducing 0.5% per year to 4% in year 7 and later (2013 – 4.0% per annum). There is no explicit inflation rate used in this valuation.

Voluntary Early Retirement Income Plan (VERIP)

In February and May 1996, the University offered faculty and staff, who reached age 55 and attained a minimum of 10 years pensionable service, an opportunity to take an early retirement under the provisions of the VERIP. Subject to eligibility criteria, the Plan provided an incentive of enhanced pension benefits of up to five years' pensionable service and waiver of actuarial reduction, if applicable, or a lump sum early retirement payment. The early retirement incentive is unfunded. Current year payments are funded on an annual basis from operations.

The significant actuarial assumptions used in measuring these benefits include the following:

	<u>2014</u>	<u>2013</u>
Discount rate		
Liability	3.70%	3.25%
Expense	3.25%	3.50%

Supplemental Retirement Income Plan (SRIP)

In May 1996, the Board of Regents approved a SRIP to provide benefits to employees of the University whose salaries exceed the Canada Revenue Agency maximum pensionable salary and whose defined benefit pension, therefore, exceeds the maximum benefit payable from the Plan.

The significant actuarial assumptions used in measuring these benefits include the following:

	<u>2014</u>	<u>2013</u>
Discount rate		
Liability	4.40%	4.00%
Expense	4.00%	4.10%

The accrued liability and expense of these post-employment benefits are outlined in the tables below:

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

[thousands of dollars]

	2014			
	Employee Future Benefits	VERIP	SRIP	Total Liability
Post-employment benefits	170,908	6,080	21,601	198,589
Unamortized actuarial loss	(21,631)	-	(5,141)	(26,772)
Total liability	149,277	6,080	16,460	171,817

[thousands of dollars]

	2013			
	Employee Future Benefits	VERIP	SRIP	Total Liability
Post-employment benefits	163,744	6,394	20,476	190,614
Unamortized actuarial loss	(26,302)	-	(5,970)	(32,272)
Total liability	137,442	6,394	14,506	158,342

[thousands of dollars]

	2014			
	Employee Future Benefits	VERIP	SRIP	Total Liability
Current year benefit costs	6,296	-	1,058	7,354
Interest on accrued benefit obligations	6,725	200	853	7,778
Benefit payments	(3,764)	(514)	(436)	(4,714)
Amortized actuarial losses	2,579	-	479	3,058
Total expense	11,836	(314)	1,954	13,476

[thousands of dollars]

	2013			
	Employee Future Benefits	VERIP	SRIP	Total Liability
Current year benefit costs	5,885	-	871	6,756
Interest on accrued benefit obligations	6,299	221	703	7,223
Benefit payments	(4,055)	(533)	(370)	(4,958)
Amortized actuarial losses	2,070	120	263	2,453
Total expense	10,199	(192)	1,467	11,474

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

13. CONTINGENCIES

Canadian University Reciprocal Insurance Exchange (CURIE)

The University participates in a self-insurance cooperative involving a contractual agreement to share the insurance, property and liability risks of member universities for a term of not less than five years.

In the event the premiums are not sufficient to cover claims settlements, the member universities would be subject to an assessment in proportion to their participation. For the year ended December 31, 2013, CURIE had a surplus of \$15.4 million and a cumulative subscribers' equity of \$71.3 million. The University's pro-rata share is approximately 3% on an ongoing basis.

14. FINANCIAL INSTRUMENTS AND RISK MANAGEMENT

Market risk

The University is exposed to market risk on its investments due to future fluctuations in market prices. This risk is managed by a Statement of Investment Policy and Objectives approved by the Board of Regents which includes investment policy provisions for an acceptable asset mix structure and quality constraints on fixed income instruments.

(a) Currency Risk

Currency risk relates to the University operating in different currencies and converting non-Canadian transactions at different points in time when adverse changes in foreign currency rates occur. The University minimizes foreign currency risk to protect the value of foreign cash flows, both committed and anticipated, by using foreign exchange contracts when market conditions are judged to be favorable. There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

[thousands of dollars]

2014 Foreign Currency Denominated Assets	Fair Values (CAD)	Impact of 1% Absolute Change in Exchange Rates on Net Assets
US Equity	8,463	84.63
Global Equity	5,580	55.80

(b) Interest rate risk

The University's exposure to interest rate risk relates to its floating interest rate bank indebtedness which utilizes BA's. The University has managed this floating interest rate risk by entering into interest rate swap agreements with the RBC Royal Bank to offset the movement in the BA rates. Any change in BA rates will be offset by a corresponding change in the interest rate swap. The fair value of these interest rate swap agreements are recorded in the consolidated statement of financial position and the change in value is reflected in the consolidated statement of remeasurement gains.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2014

Credit risk

Credit risk is the risk of loss due to the failure of a counterparty to satisfy its obligations. The University is exposed to credit risk with respect to accounts receivable from students, governments and other clients as well as through its investments in fixed income and equity. Services are provided to a large number of students and entities, which minimizes the concentration of credit risk. The University routinely monitors the receivable balances and establishes an appropriate allowance for doubtful accounts based upon factors surrounding credit risk, historical trends, and other information. The University limits its exposure to credit loss on fixed income by investing in securities with high credit quality. To maximize the credit quality of its investments, the University performs ongoing credit evaluations based upon factors surrounding the credit risk of issuers, historical trends and other information. The fair value of debt securities includes consideration of the credit worthiness of the debt issuer. All transactions executed by the University in listed equities are settled upon delivery using approved brokers. The risk of default is considered minimal, as the delivery of those securities sold is made only when the broker has received payment. Payment is made on purchases only when the security is received by the broker. The trade will fail to consummate if either party fails to meet its obligation. The maximum risk of loss at March 31, 2014 is limited to the amounts as shown on the consolidated statement of financial position.

Liquidity risk

The University is exposed to liquidity risk with respect to its contractual obligations and financial liabilities. This risk is managed by maintaining adequate cash and cash equivalents. The University believes that cash and cash equivalents on hand, future cash flows from government grants and student fees will be adequate to meet its financial obligations.

15. COMPARATIVE FIGURES

Certain figures from the prior period have been reclassified to conform to the presentation adopted for the current period.

Unaudited Supplementary Information

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

March 31, 2014

**COMPENSATION PRACTICES AT
MEMORIAL UNIVERSITY OF NEWFOUNDLAND**

Compensation at the University is characterized by the financial remuneration received by individuals in relation to the duties and responsibilities of their respective position. Compensation is predominantly in the form of a fixed salary that is regularly reviewed for annual step progression, general economic increases, administrative stipends and market differential where deemed necessary.

At the executive level, the Board of Regents [the “Board”] on the recommendation of its Executive Compensation Committee engages in a Senior Executive Compensation Review that assesses compensation levels for the University’s Executive members against similar positions within the Canadian University Market. This market review is normally done on a 5-year interval to ensure market currency.

Compensation for Academic Executive, Academic Management, and Academic Staff include a salary amount identified on the faculty scale, based on experience, rank and highest degree, in accordance with the Memorial University of Newfoundland Faculty Association [MUNFA] collective agreement. In addition, there is an administrative stipend, set by the Board that is applied in addition to core compensation to reflect the size and complexity of the faculty, school or department. Per-course instructors are represented by Lecturers’ Union of Memorial University of Newfoundland [LUMUN] and compensated in accordance with negotiated salary amounts.

There are three main salary scales for administrative groups below the level of Vice-President, including; Senior Administrative Management [SAM] scale; the Management and Professional staff [MPS] scale; and unionized and non-unionized staff [Common] scale.

Compensation levels for administrative positions below the level of Vice President are determined based on consideration of nine common factors in the application of the University’s job evaluation plan [AIKEN]. In these cases, positions are assessed and assigned a rating outcome in nine areas, resulting in a total number of points for a position with an associated salary band, the intention being that broader, more difficult positions will achieve higher ratings and therefore be slotted higher in terms of salary banding. Once banded, compensation and employee progress through these bands or salary levels are a separate process.

Compensation analyses for academic and administrative positions are regularly completed to ensure market compliance within identified comparator groups and to ensure ongoing competitiveness of the University’s compensation structure. These market differentials are applied where market demands are greater than assigned salary levels.

For unionized faculty and staff, compensation structures are determined through collective bargaining processes between the University and the various unions representing each employee group; MUNFA, Canadian Union of Public Employees [CUPE], and the Newfoundland Association of Public Employees [NAPE].

The attached tabular information and explanatory notes provide an overview of salary ranges for executive, academic and administrative positions at Memorial University of Newfoundland.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
EXECUTIVE SALARY RANGES
MARCH 31, 2014

	Salary Range (\$)
President and Vice-Chancellor	430,000
Vice-Presidents:	
Provost (Academic) <i>[note 1]</i>	208,917 - 261,146
Administration & Finance	185,693 - 232,116
Research <i>[note 1]</i>	185,693 - 232,116
Grenfell Campus [GC]	185,693 - 232,116
Fisheries & Marine Institute	185,693 - 232,116
Deputy Provost (Students) & Associate Vice-President (Academic) Undergraduate Studies	179,486 - 224,357

Note 1: Actual salary is \$271,592 as per employment contract.

Schedule 1
[unaudited]

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
ACADEMIC SALARY RANGES
MARCH 31, 2014

	Salary Range (\$)	Actual Minimum and Maximum Salaries (\$)	Number of Employees <i>[note 1]</i>
Academic Executive: Deans of Faculties/Schools University Librarian Associate Vice-President	<i>[note 2]</i>		14 10 1 3
Academic Management: Associate Deans Assistant Deans Department Heads Directors Associate University Librarians	<i>[note 3]</i>		67 23 6 32 3 3
Academic Staff: Professors Associate Professors Assistant Professors Lecturers <i>[note 4]</i> Co-op Education Coordinators Librarians Instructors-Marine Institute	31,723 - 166,467 107,336 - 166,467 91,024 - 135,882 78,790 - 97,141 62,478 - 72,673 60,438 - 105,296 56,358 - 148,113 31,723 - 118,886	58,397 - 237,832 78,790 - 237,832 97,141 - 160,350 68,595 - 135,882 62,478 - 84,907 84,906 - 115,491 58,397 - 123,645 64,224 - 121,680	1,115 239 296 217 92 21 37 213

Note 1: Based on employees who occupy full time positions.

Note 2: Academic Deans receive a salary depending upon professorial rank plus an administrative stipend in the range of \$9,500 to \$26,500 per year depending on the size and complexity of their academic units, and whether they are serving a first or a second term.

Note 3: Academic Department Heads receive a salary based upon their professorial rank plus an administrative stipend in the range of \$5,500 to \$10,000 depending on the size of their academic unit.

Note 4: Lecturers include 45 Visiting Professors paid on the lecturer scale.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
ADMINISTRATIVE SALARY RANGES
MARCH 31, 2014

	Salary Range (\$)	Actual Minimum and Maximum Salaries (\$)	Number of Employees
Senior Administrative Management Level 1 to 5 <i>[note 1]</i>	99,511 - 195,120	99,511 - 208,194	121
Management and Professional Staff <i>[note 2]</i>	47,213 - 89,189	47,213 - 90,945	526
Administrative Staff <i>[note 3]</i>	28,780 - 108,854	29,071 - 93,527	2,400

Note 1: Compensation levels were assessed based on the Canadian broader public sector.

Note 2: Compensation was assessed based on the Atlantic Canadian broader public sector developed under the University's Job Evaluation System.

Note 3: Administrative salary ranges [Common Pay Scale] reflect salary levels defined by union collective agreements or non-bargaining terms and conditions of employment.



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