



**2014-2015** **ANNUAL  
REPORT**

MEMORIAL UNIVERSITY OF NEWFOUNDLAND





**Board of Regents**

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August 31, 2015

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

Dear Minister Jackman:

In accordance with the Board of Regents' responsibilities under the *Transparency and Accountability Act*, I present the 2014-2015 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, 2014 – March 31, 2017 that was tabled in the House of Assembly.

The main strategic issues include:

- Teaching and Learning
- Research, scholarship and creative activity
- Public engagement
- Enabling Success

The report covers the university's annual objectives for April 1, 2014 to March 31, 2015. My signature is indicative of the Board of Regents accountability for the actual results reported.

Sincerely yours,

A handwritten signature in blue ink that reads "Iris Petten". The signature is fluid and cursive.

Iris Petten  
Chair, Board of Regents



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## INSTITUTIONAL OVERVIEW

Memorial University College was established in 1925 as a living memorial to those who served Newfoundland in World War I. It opened in St. John's with an initial enrollment of 55 students and a full-time teaching staff of six. Following Confederation in 1949, the institution 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 people of the province. By 1961, with an enrollment of 1,925, Memorial had outgrown its campus on Parade Street and 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's total enrollment is 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 over 30 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. It offers highly-regarded and specialized programs, services and facilities in such diverse areas as business, English, music, education, linguistics, fine arts, folklore, biology, earth sciences, cold-ocean engineering, maritime studies, rural health care and archaeology. Extensive on-line courses and programs make the institution even more accessible to the people that it serves.

The first year after receiving university status in 1949, Memorial's enrollment stood at only 307 students. In contrast, the university is currently home to 18,200 diploma, undergraduate and graduate students. The table on page four provides detailed enrollment information for fall 2014 by provincial campus, program level, gender and enrollment status.

	Undergraduate/Diploma			Graduate			Total
	Female	Male	Total	Female	Male	Total	
St. John's Campus/CNS	6,642	4,623	11,265	1,864	1,551	3,415	<b>14,680</b>
Full-time	6,155	4,346	10,501	1,013	1,122	2,135	<b>12,636</b>
Part-time	487	277	764	851	429	1,280	<b>2,044</b>
Grenfell Campus/WRSON	895	370	1,265	9	22	31	<b>1,296</b>
Full-time	863	353	1,216	8	20	28	<b>1,244</b>
Part-time	32	17	49	1	2	3	<b>52</b>
Marine Institute Campus+	264	721	985	44	107	151	<b>1,136</b>
Full-time	164	521	685	6	22	28	<b>713</b>
Part-time	100	200	300	38	85	123	<b>423</b>
Distance	684	404	1,088	0	0	0	<b>1,088</b>
Full-time	157	107	264	0	0	0	<b>264</b>
Part-time	527	297	824	0	0	0	<b>824</b>
<b>Total*</b>	<b>8,485</b>	<b>6,118</b>	<b>14,603</b>	<b>1,917</b>	<b>1,680</b>	<b>3,597</b>	<b>18,200</b>

\*- Excludes 224 post graduate medicine students.

+ - Excludes Marine Institute industrial response courses. The total enrolment in these courses was 8,537 and the revenue generated from them subsidizes the administrative and faculty costs of the Institute

As of March 31, 2015, Memorial employed approximately 4,900 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	513	685	1,198	1,730	1,273	3,003	<b>4,201</b>
Full-time	436	604	1,040	1,304	964	2,268	<b>3,308</b>
Part-time	77	81	158	426	309	735	<b>893</b>
Grenfell Campus	43	65	108	115	74	189	<b>297</b>
Full-time	37	61	98	108	67	175	<b>273</b>
Part-time	6	4	10	7	7	14	<b>24</b>
Marine Institute Campus	48	162	210	96	103	199	<b>409</b>
Full-time	48	155	203	92	86	180	<b>383</b>
Part-time	0	7	7	4	17	19	<b>26</b>
<b>Total</b>	<b>604</b>	<b>912</b>	<b>1,516</b>	<b>1,941</b>	<b>1,450</b>	<b>3,391</b>	<b>4,907</b>



The *Memorial University Act* specifies the roles, responsibilities, structure and other governance and administrative aspects of the university. The university is governed by a Board of Regents that includes 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, 2015 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"> <li>• Dr. Susan Dyer Knight, Chancellor</li> <li>• Dr. Gary Kachanoski, President and Vice-Chancellor</li> <li>• Dr. Noreen Golfman, Vice-President (Academic) and Pro Vice-Chancellor</li> </ul>	<ul style="list-style-type: none"> <li>• Iris Petten, Chair, Board of Regents</li> <li>• Pat Coish-Snow, Vice-Chair, Board of Regents</li> <li>• Steve Belanger</li> <li>• Robert Bishop</li> <li>• Mark Bradbury</li> <li>• Mary Cormier</li> <li>• Michelle Daye</li> <li>• Patricia Dicker</li> <li>• Richard Dillon</li> <li>• Jim Keating</li> <li>• Bill Matthews</li> <li>• Vinod Patel</li> <li>• Max Rice</li> <li>• Tony Roche</li> <li>• Kathleen Roul</li> </ul>	<ul style="list-style-type: none"> <li>• Colleen Galgay-Johnson</li> <li>• Katharine Hickey</li> <li>• John Hogan</li> <li>• Kim Keating</li> <li>• Denis Mahoney</li> <li>• George Tucker</li> </ul>	<ul style="list-style-type: none"> <li>• Asan Mohideen</li> <li>• Candace Simms</li> <li>• Matthew Brockel</li> <li>• Samantha St. Croix</li> </ul>

The following appointments were made to senior administrative positions during 2014-2015.

Dr. Noreen Golfman was appointed provost and vice-president (academic) by the Board of Regents effective March 26, 2015. A member of the university community since 1984, she served as dean of graduate studies at Memorial from June 2008 to September 2014, when she was appointed provost and vice-president (academic) *pro tempore*. A professor of English, Dr. Golfman holds a PhD from the University of Western Ontario. Dr. Golfman is actively engaged in national boards and foundations aimed at enhancing higher education, research and the arts. She recently served two terms as president of the Canadian Federation of Social Sciences and Humanities, and recently completed terms as president of both the Canadian Association of Graduate Studies and the Northeastern Association of Graduate Schools.

Ms. Shelley Smith was appointed as Memorial's first chief information officer, effective June 24, 2014. In this role, Ms. Smith will lead information management and information technology strategy for the university. She joins Memorial from her position as executive director, Corporate and Information Management Services, Office of the Chief Information Officer, Government of Newfoundland and Labrador.

## **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 most notable 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 located in Corner Brook which is on the west coast of the island. 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 offers 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 south side 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 of the Labrador Institute is to 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 number 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”. Key responsibilities of the Board include the 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, protection from liability, audit, annual reporting, parking, exemption from taxation 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 specific clauses in the *Act* intended to protect the autonomy of the institution.

## 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 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, the Office of Public Engagement 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**

Memorial's central administration provides services to support the academic enterprise. Some of the major functions include registrarial services, human resource management, finance, academic and administrative computing, facilities management, marketing and communications, student services, risk management/audit, alumni relations and development, and analysis and planning.

# **VISION AND MISSION**

In 2013, following an extensive consultation process, Memorial's Senate and Board of Regents approved a new mission, vision and values statement for the University.

## **VISION**

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**

Memorial University is an inclusive community dedicated to innovation and excellence in teaching and learning, research, scholarship, creative activity, service and public

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

By March 31, 2017, Memorial University will have demonstrated innovation and excellence through enhanced teaching and learning, research, scholarship, creative activity, service and public engagement.

Measure: Demonstrated innovation and excellence through enhanced teaching and learning, research, scholarship, creative activity, service and public engagement.

Indicators:

- Enhanced teaching and learning
- Enhanced research, scholarship and creative activity
- Enhanced public engagement with the people of Newfoundland and Labrador and beyond

## 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. Its campuses offer a full spectrum of courses ranging from short-term industry response, certificates, diplomas, bachelors, masters and doctoral level. 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, in some cases, the best way to demonstrate that a goal or activity has been achieved is to provide supporting examples from across the institution. This allows the university to speak to both the quantity and the quality of the work that is being done.

Memorial recognizes its obligation to the people of Newfoundland and Labrador. Working with its partners in all sectors, Memorial is able to make strong contributions to the Province, particularly in the areas of teaching and learning, research and development, and public engagement, with a goal of helping to produce skilled and educated citizens.

The report on strategic issues that follows provides an overview of the activities undertaken during the last year in support of the three year plan.

### ISSUE 1: TEACHING AND LEARNING

Generation and dissemination of knowledge is vital for the advancement of society. Memorial University is dedicated to providing an exemplary teaching and learning environment that allows its students, educators and staff to become leaders in their disciplines, their community, the province and the world. The Teaching and Learning Framework at Memorial was developed to foster creativity, innovation and excellence in program curricula and delivery. A fundamental goal of the framework is the development of a teaching and learning community that engages learners and educators in the pursuit and sharing of knowledge. To achieve this goal, the community must be engaging, supportive, responsive, inclusive, outcomes-oriented and committed to discovery. Key principles on which this community depends include:

- Building relationships among educators, students, staff and the broader community.
- Engaging people in all teaching and learning settings by developing shared understanding of commitment to goals and objectives and building partnerships.
- Creating synergies among the various components of teaching and learning including: research, interdisciplinary teaching and learning, classroom settings, informal experiences, and practical applications.



- Providing support by aligning policies and procedures with distribution of resources.
- Committing to quality of curricula and learning experiences through continuous evaluation of courses, programs and instruction to ensure that they are relevant, creative, innovative and appropriately challenging.
- Fostering transformation of students, educators and staff by providing a supportive and inclusive environment that is safe to take risks and experiment.
- Valuing contributions by supporting professional development and celebrating and rewarding teaching contributions.
- Acknowledging responsibility of educators, students, staff and the institution in sharing responsibility and accountability for effective teaching and active learning.
- Supporting lifelong learning by offering institutional and community-based learning opportunities that: respect various learning styles, are responsive to community needs, and are inclusive.

Student success while attending university and afterwards is a key focus of the teaching and learning community at Memorial. The community works to ensure that its approaches to teaching and learning support the needs of its diverse population.

### **Goal 1: By March 31, 2017, Memorial University will have strengthened its teaching and learning.**

**Objective** By March 31, 2015, Memorial will have undertaken activities to strengthen its teaching and learning

**Measure:** Undertaken activities to strengthen teaching and learning

INDICATOR	RESULTS
1. Aligned and coordinated programs, services and facilities for teaching and learning.	<ul style="list-style-type: none"> <li>• In 2014-2015, Memorial University developed the Teaching and Learning Framework Strategic Plan 2014-2017 as a mechanism to guide the alignment and coordination of programs, services and facilities. This document provides a governance model, tools, resources, and research mechanisms to inform action and provide supports and services to engage students, faculty, and staff across the three campuses. The goal of the plan is to create a more vibrant teaching and learning environment at Memorial. A copy is available on-line at: (<a href="http://blog.delts.mun.ca/teachingandlearning/files/2014/11/TLF-2014-2017.pdf">http://blog.delts.mun.ca/teachingandlearning/files/2014/11/TLF-2014-2017.pdf</a>). The plan has been resourced with \$1.2 million in funding annually. This funding leverages support from sources within the university and is invested in several initiatives to support the 14 recommendations of</li> </ul>

	<p>the Teaching and Learning Framework (TLF), which was adopted in 2011.</p> <p>The 2014-2017 plan focuses on five of the 14 recommendations of the TLF, including: 1) identifying people and structures responsible for realizing the TLF and enhancing the teaching and learning community at Memorial University; 2) making instructional design and delivery support available to all educators; 3) providing assistance for students who are experiencing academic challenges especially in first year; 4) providing opportunities for engagement among students, educators and the community at large; and 5) providing flexibility in course scheduling, delivery methods and evaluation strategies to accommodate the needs of our diverse learners and programs. The plan builds on the initiatives of the TLF implemented since the adoption of the framework in 2011, including initiatives such as the First Year Success Program for students and the Teaching Skills Enhancement Program for educators.</p> <ul style="list-style-type: none"> <li>• To support implementation in the next three years, the following actions were taken to provide the necessary governance and support mechanisms: <ul style="list-style-type: none"> <li>▪ Establishment of a Pan-university Steering Committee for the TLF – the committee consists of the Associate Vice-President Academic (Planning, Priorities and Programs), Associate Vice-President Academic (Marine Institute), Associate Vice-President Academic (Grenfell Campus) and Dean of the School of Graduate Studies. The committee oversees the allocation of the annual \$1.2 M funding provided to support the TLF strategic plan.</li> <li>▪ Manager of the TLF – The position was filled during the reporting period and is designed to support the development of the elements of the strategic plan, in particular the Teaching Chairs initiative and the annual TLF Fund Competition.</li> <li>▪ Distance Education, Learning and Teaching support (DELTS) was recognized as the primary support unit for teaching and learning and addresses priority one. DELTS also supports the other priorities by continuing to work to enhance their relationship with students, faculties and educators, emphasizing their support role both online and on-campus.</li> <li>▪ Chairs in Teaching and Learning (CTL) – Deans of Memorial presented a proposal for the formation of the CTL position within their faculties, schools and campuses; terms of reference and an application process were developed and administered by the provost for the deans to accept applications and make recommendations on appointment of CTLs with collegial consultation with faculty. The objectives of the program include the following: 1) The creation of a learning community of scholars and professionals dedicated to teaching and learning excellence; 2) The development and dissemination of best practices in teaching and learning; 3) The development of strategies and programs to address critical challenges and immediate needs facing teaching and learning at Memorial University; 4) The development of the next</li> </ul> </li> </ul>
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generation of teachers through mentoring of junior faculty and graduate students; 5) Promote the scholarship of teaching and learning; 6) Meet the challenges of changing demographics and resource availability in the teaching environment; and 7) Advance the objectives of the MUN Teaching and Learning Framework. The selection process for the chairs commenced in 2014-15 and will be completed in 2015-16.

- In order to engage both students and faculty, several initiatives were launched including:
  - TLF St. John's Campus Funding Competition – \$1.1 million for 2014/15 and 2015/16 was allocated to encourage the exploration of creative and innovative practices in teaching and learning on the St. John's campus; terms of reference and application guidelines were developed to support the competition. The objectives of the competition are to identify teaching and learning programs and approaches that are evidence-based and have demonstrated capacity to: 1) contribute to the development of the desired qualities in our graduates; 2) enhance the teaching and learning experience for learners and educators; 3) contribute to student success, including achievement of identified learning outcomes; 4) enhance the flexibility of the teaching and learning environment with respect to program design, mode of delivery and scheduling; and 5) facilitate critical thinking and interaction among learners, educators, researchers, staff and the community.
  - The terms of reference and competition procedures were developed for a Student award for self-directed learning. The first award will be presented in 2016. The Award for Outstanding Self directed Learning was established to recognize undergraduate students with the qualities and skills that enable them to manage their own learning and successfully undertake self-directed learning projects.
  - TLF funding for the Grenfell Campus (\$50,000), Marine Institute (\$50,000) and the School of Graduate Studies (\$150,000) - funding was allocated to these units for them to begin developing initiatives to support teaching and learning. For example, the Marine Institute has created a new MI Teaching and Learning Innovation Award to recognize excellence. Grenfell Campus is also in the process of developing a Teaching and Learning Centre based on current stakeholder consultations.
  - \$49,000 in TLF funding was allocated to the Writing Centre to enhance assistance to students who are experiencing academic challenges.
  - Projects were funded under the Classroom Teaching Infrastructure Fund to align service and facilities for teaching and learning as follows:
    - \$15,500 was allocated for remote monitoring and management of classroom technology on the St. John's campus. The monies

	<p>were utilized to purchase AMX RMS (remote management software) computer, server, and additional hardware /software to support the installation. This system has been successfully set up and will lead to greater classroom efficiency as support staff will be better able to remotely monitor and manage classroom audio visual equipment.</p> <ul style="list-style-type: none"> <li>○ \$55,000 was allocated to technology for the McCann Centre in the Faculty of Education. Technological enhancements will improve the capacity of the McCann Centre as a facility utilized to conduct educator developmental programs. Utilization of the money is in the development phase. Actual work is scheduled to begin in the fall 2015.</li> <li>○ Significant upgrades were made to the motor control equipment in the Marine Institute’s motors lab with funding from the Classroom Teaching Infrastructure Development Fund (\$101,390) and the Marine Institute (\$57,859).</li> </ul> <ul style="list-style-type: none"> <li>• To help guide decisions and directions to enhance alignment and coordination in the future, several pieces of research were commissioned. Examples include: <ul style="list-style-type: none"> <li>▪ Compiled learnings from previous initiatives such as the First Year Success Program for students, Teaching Skills Enhancement Program and Project Engage for educators to develop best practices in the future.</li> <li>▪ Commissioned a report on “Accommodating Students with Individual Learning Needs associated with Disabilities and/or Mental Health Challenges”. The report focused on accommodations for students and led to recommendations to develop a Healthy Campus at Memorial University.</li> <li>▪ Completed a study on “Strengthening the Value Chain: Supporting International Students and Building Intercultural Competence at Memorial University” which focused on the experiences and needs of international students. The study’s recommendations will help to inform a teaching and learning approach to better support international students at Memorial. A summary report of the retreat was produced and distributed to the University community <a href="http://blog.delts.mun.ca/teachingandlearning/files/2014/06/Strengthening-The-Value-Chain.pdf">http://blog.delts.mun.ca/teachingandlearning/files/2014/06/Strengthening-The-Value-Chain.pdf</a>.</li> </ul> </li> <li>• Enhancement of the teaching and learning environment occurred in many areas of the university. <ul style="list-style-type: none"> <li>▪ The Labrador Institute coordinated a number of initiatives including the provision of: <ul style="list-style-type: none"> <li>○ Masters Certificate in Project Management, with the Gardiner Centre. A total of 11 students completed the program, four of which were employed by Aboriginal organizations.</li> <li>○ Inuit Bachelor of Education program pre-education year in fall 2014.</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Intersession courses.</li> <li>○ Graduate courses in Indigenous Education, Teaching and Learning, and Social and Cultural Difference and Education.</li> <li>○ Graduate assistantships for the Sheshatshiu archaeology project</li> <li>▪ Grenfell Campus teaching and learning activities include: <ul style="list-style-type: none"> <li>○ Beginning the process of transitioning the Learning Centre (academic support unit) into a Teaching and Learning Centre. A consultation process is currently underway to explore needs and identify enhancements to be included in a new Teaching and Learning Centre. This process will continue into 2015-2016.</li> <li>○ Planning for more innovative teaching spaces within the context of the Teaching and Learning Framework commenced as part of an accessibility audit and classroom/teaching space review. The objective will be for classrooms to be more accessible and accommodating for those with special needs, as well as incorporate innovative designs such as alternative classroom layout and seating arrangements.</li> </ul> </li> </ul>
<p>2. Promoted and developed connections among educators, students, staff and the broader community to support teaching and learning.</p>	<ul style="list-style-type: none"> <li>• In 2014-2015, the university undertook a number of initiatives to promote and develop connections among educators, students, staff across the campuses of the University and the broader community to support teaching and learning. Examples include: <ul style="list-style-type: none"> <li>▪ Teaching and Learning Retreat April 30, 2014 – held to assist with the development of the TLF Strategic Plan 2014-2017. Over 60 participants across the university community including educators, staff, students and community stakeholders engaged in an agenda of activities to identify priorities and initiatives in teaching and learning for going forward. A summary report of the retreat was produced and distributed to the University community <a href="http://blog.delts.mun.ca/teachingandlearning/files/2014/09/TLRetreat-Summary-Report.pdf">http://blog.delts.mun.ca/teachingandlearning/files/2014/09/TLRetreat-Summary-Report.pdf</a>.</li> <li>▪ Enrollment Planning Retreat January 23, 2015 – held to focus on undergraduate enrollment for the St. John’s campus, bringing together the people responsible for planning, implementing and evaluating enrollment initiatives to achieve two objectives: <ul style="list-style-type: none"> <li>○ Consider and discuss challenges in the 21st century global environment and their significance for Memorial University and its enrollment planning, management and oversight into the foreseeable future.</li> <li>○ Identify potential strategies for responding to the changing environment, with the view to making the St. John’s campus one of the most attractive destinations for undergraduate education in the country and the world.</li> </ul> </li> </ul> <p>Over 80 participants across the university community including educators, staff, students and community stakeholders engaged in an agenda of activities to achieve these objectives. A summary report of the retreat was produced and distributed to the University community</p> </li> </ul>

	<p><a href="http://www.mun.ca/vpacademic/EP_Retreat_Report-_05-02-15_FINAL.pdf">http://www.mun.ca/vpacademic/EP_Retreat_Report-_05-02-15_FINAL.pdf</a></p> <ul style="list-style-type: none"> <li>▪ The University used a variety of communication mechanisms to promote teaching and learning and provided development opportunities in teaching and learning including inviting Ken Steele from Academica who spoke on “Innovation in Teaching and Learning”.</li> <li>▪ The Marine Institute invested \$25,000 in student engagement space (informal spaces for students to meet and gather) and continues to provide work integrated learning opportunities for students in partnership with external employers.</li> <li>▪ Numerous opportunities were created to connect the Marine Institute to the broader community, particularly through youth engagement initiatives and community events, such as open houses, MI Ocean Net’s Youth and the Oceans conferences, and student competitions. Competitions included the Marine Advanced Technology Education (MATE), Remotely Operated Vehicle (ROV), NL Regional Ranger and Scout competitions, the Marine Institute’s Model Boat Race, and the Nautical Skills Competition, in collaboration with the Company of Master Mariners of Canada NL Division.</li> <li>▪ Staff of the Labrador Institute hosted or participated in a number of local and provincial forums, conferences regarding the importance of education and research in Labrador.</li> <li>▪ Activities undertaken on the Grenfell Campus included: <ul style="list-style-type: none"> <li>○ Leadership training (through the Centre for Higher Education Research and Development at the University of Manitoba) that was offered to faculty and staff at Grenfell.</li> <li>○ Several teaching workshops were offered by faculty at Grenfell throughout the past academic year. Others were offered through DELTS.</li> <li>○ Student Services developed connections with academic units using the Teaching and Learning Framework through student health and wellness visits to academic divisions. This resulted in positive discussions surrounding current trends in student wellness (especially mental health) and the intersection with the teaching and learning mandate of the university.</li> </ul> </li> </ul>
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## Summary

In 2014-15, Memorial took significant steps to enhance its teaching and learning environment by completing and commencing implementation of the strategic plan for the Teaching and Learning Framework. This document outlines how the university intends to implement its goals and objectives in this key area, and the key initiatives that it intends to pursue in the next few years. The strategic plan also identifies where

established funding for teaching and learning initiatives will be directed. One key initiative is the establishment of teaching and learning chairs in the Faculties and Schools. The objectives of the program of Chairs in Teaching and Learning are outlined above indicating the value added to the education of students and the qualities of graduates of Memorial University. Much has been done in the past year but the implementation of the plan is still in the early stages and there is much to do in the coming years. By undertaking the initiatives noted above, Memorial has achieved its 2014-15 objective to engage in activities to strengthen its teaching and learning community.

**2015-16 Objective**

**Objective:** By March 31, 2016, Memorial University will have continued to undertake activities to strengthen its teaching and learning.

**Measure:** Continue to undertake activities to strengthen teaching and learning

**Indicators:**

- Continued to align and coordinate programs, services and facilities for teaching and learning
- Continued to promote and develop connections among educators, students, staff, and the broader community to support teaching and learning

## **ISSUE 2: RESEARCH, CREATIVE ACTIVITY AND SCHOLARSHIP**

Research and the production of scholarly knowledge have increased steadily at Memorial since it was granted university status in 1949. In recent years, Memorial has recommitted itself to fostering a vibrant culture of scholarly inquiry, where knowledge is created, transformed and disseminated with excitement, creativity and rigor. The establishment of the Research Strategy Framework in 2011 represents a major advance in the growth and evolution of the institution, not only in advancing scholarly knowledge but also in having an impact on external communities at local, national and international levels.

The research framework focuses on pursuing, supporting and celebrating excellence in all forms of research and scholarly knowledge. It is intended to support and encourage researchers to build on a rich record of engagement with community partners and research collaborators, both here and around the world, and to continue to develop a culture of research excellence. Some of the core values established in the framework include: respecting the academic freedom of researchers; supporting all aspects of research (scholarship, creativity, knowledge transfer, community engagement); recognizing Memorial's special obligation to the people of Newfoundland and Labrador; and developing research capacity across academic units that is recognized nationally and internationally.

Ten research themes, reflecting Memorial's current strengths and emerging strategic opportunities, capture clusters of activities, many with natural connections across the diverse disciplines, academic units, and forms of scholarship at this university. 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.

External funding is vital for the development of research and scholarly projects and it comes from a variety of sources. The university continues to seek new sources of external funding so that research carried out by faculty, students and staff can flourish in an environment committed to the principles of the research framework.

### **Goal 2: By March 31, 2017, Memorial University will have enhanced its creation and profile of research and scholarly knowledge.**

Objective: By March 31, 2015, Memorial will have undertaken activities to enhance its creation and profile of research and scholarly knowledge



Measure: Undertaken activities to enhance creation and profile of research and scholarly knowledge

INDICATOR	RESULTS
<p>1. Provided supports and services to individuals and groups engaged in research and creation of scholarly knowledge</p>	<ul style="list-style-type: none"> <li>• A number of initiatives were completed to provide enhanced supports and services to individuals and groups engaged in research and creation of scholarly knowledge. The vice-president (research) initiated a review of the systems and structures related to research grant and contract support services within the Office of the Vice-President (Research). The review informed a proposal for streamlining and formalizing institutional processes related to research grant and contract support services within the Office of the Vice-President (Research), with a view to enhancing the support and services provided. Some of the changes and revisions for improved research supports and services include: <ul style="list-style-type: none"> <li>▪ The creation of two new units: Research Grant and Contract Services (RGCS) and CREAT, CRC and CFI Services (CCCS). <ul style="list-style-type: none"> <li>○ RGCS is responsible for all grants and contracts, except those offered by the Canada Foundation for Innovation (CFI) and the Canada Research Chairs Secretariat. Major Research Partnerships also fall within RGCS.</li> <li>○ CCCS is the institutional point of contact for the Canada Research Chairs Program (CRC) and Canada Foundation for Innovation (CFI) funding. The Core Research Equipment and Instrument Training Network (CREAIT) which is Memorial's pan-university network of major research equipment is also part of CCCS.</li> <li>○ The creation and implementation of a new business model for CREAT in the 2014-15 fiscal year led to improved efficiencies and stability, as well as better service to Memorial's researchers and external clients. Through streamlining of the services and equipment offered, CREAT refocused on maximizing the quality of service and support provided to Memorial's research community. By pursuing new opportunities to increase revenue (with an emphasis on external clients), CREAT is simultaneously improving service to Memorial's research community while increasing exposure and raising the university's research profile.</li> </ul> </li> <li>▪ The development of the Strategic Research Intensity Plan (SRIP) 2014-2020 which builds on the Research Strategy Framework to support the university's vision to "...be one of the most distinguished public universities in Canada and beyond...".</li> </ul> <p>The Plan's development was a collegial process involving extensive discussions within all Schools, Faculties and Campuses of Memorial University. There was a formal, six-week consultation period, whereby the Plan was posted on Memorial University's Research</p> </li> </ul>

	<p>website. During this period, all university stakeholders were able to provide feedback in confidence to the Vice-President (Research). During the consultation stage, the Plan was also presented to Deans' Council, Research Council, the Planning and Budget Committee of Senate, and Senate before being brought forward for presentation and approval to the Board of Regents at its meeting on May 8.</p> <p>The plan "reflects a synergistic and integrated approach for strengthening all aspects of research at Memorial University, including scholarship and creative activities, as well as the translation of knowledge into products, practices and policies, and other forms of community engagement." The plan identifies 12 recommendations to support the plan's goals. The plan and its recommendations can be accessed on-line at:  <a href="http://www.mun.ca/research/explore/srip/SRIP-2014-2020.pdf">http://www.mun.ca/research/explore/srip/SRIP-2014-2020.pdf</a></p> <ul style="list-style-type: none"> <li>▪ The development of an Innovation Strategy to help increase Memorial's performance related to the commercialization of research outcomes with commercial potential. The Innovation Strategy will support the Strategic Research Intensity Plan and make recommendations on specific actions that will allow Memorial to strengthen its contribution to the economic competitiveness of the Province of Newfoundland and Labrador, and create one of the most progressive university innovation environments in Canada.</li> </ul> <p>As a result of the Innovation Strategy, Genesis Research has been integrated within the Vice-President (Research). It serves as the technology transfer office at Memorial University.</p> <ul style="list-style-type: none"> <li>▪ The Labrador Institute provided support to researchers to participate in a number of research forums. Examples include:       <ul style="list-style-type: none"> <li>○ The Resources and Sustainable Development in the Arctic (ReSDA), a research network funded by the Social Sciences and Humanities Research Council (SSHRC) which is currently providing funding to the Labrador Institute in support of a regional coordinator position.</li> <li>○ A Labrador Institute workshop in partnership with ReSDA, attended by approximately 60 researchers and industry and community representatives.</li> </ul> </li> <li>▪ Initiatives on the Grenfell Campus included:       <ul style="list-style-type: none"> <li>○ Opening of the Boreal Ecosystem Research Facility</li> <li>○ Development of Grenfell Campus Strategic Plan – Vision 20/20. The plan outlines research themes, objectives and actions.</li> <li>○ Enhanced collaboration between the Grenfell Campus Research Office and corresponding offices on the St. John's Campus</li> <li>○ Provision of research start-up funds to all new Grenfell faculty.</li> </ul> </li> <li>▪ Initiatives at the Marine Institute included:</li> </ul>
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	<ul style="list-style-type: none"> <li>○ MI &amp; the Irish Marine Institute signed an MOU to link their individual SmartBay ocean observation initiatives to pursue trans north Atlantic research initiatives.</li> <li>○ Support of the development of the Irish/NL Research &amp; Enterprise Collaboration Program in collaboration with the Department of Business, Tourism, Culture and Rural Development (BTCRD), Atlantic Canada Opportunities Agency (ACOA) &amp; OceansAdvance.</li> <li>○ Support of the creation of the Canadian Marine Working Group, the Canadian component of the tri-lateral Canada/EU/USA Marine Working Group, focused on facilitation of collaborative north Atlantic research initiatives between institutions &amp; industry, under the auspices of Horizon 2020, the €77Billion EU program for research &amp; innovation. Participation in this group ensures that the Marine Institute will be an active partner in applicable Horizon 2020 research projects. Through collaboration with Canadian, European and American partners, MI will gain access to ground breaking Trans-Atlantic Ocean related research in areas ranging from Ocean Observation to Fisheries Science. Information learned will have a direct impact on the growth of Newfoundland and Labrador's (and in fact Canada's) oceans economy.</li> </ul>
<p>2. Celebrated achievements in research and the creation of scholarly knowledge.</p>	<ul style="list-style-type: none"> <li>• Memorial continues to promote and celebrate extraordinary research and its potential impacts on the wider community. Some of the channels that were used to highlight the most impactful research stories of 2014-15 included: <ul style="list-style-type: none"> <li>▪ The 2014 We Are Research Report provides a glimpse into the exciting collaborative and multidisciplinary research taking place at Memorial for the 2013-14 FY. Extraordinary research is highlighted from each of Memorial's four campuses and ten faculties. The research report tells the story of Memorial's research success using a variety of media, allowing users to connect with research on many platforms. The research report also acknowledges the support and contribution of funders. The report, which has more than 2,700 website views, can be accessed on-line at: <b><a href="http://www.mun.ca/weareresearch">www.mun.ca/weareresearch</a></b>.</li> <li>▪ The Research in Focus video series: In mid-February 2015, the Office of the Vice-President (Research) released a four-part video series that featured the deans and heads of each faculty and campus at Memorial. The purpose of the series was to highlight the faculties'/schools' goals for research during the next couple of years and indicate what impact this will have on the university, the province, and its inhabitants. The web page where the videos are housed has received almost 4,000 unique views since the videos were first launched on February 16, 2015. The videos, which were shared and promoted via social media channels, were also shared by funding agencies and community partners.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Research Matters is Memorial's bi-annual research magazine and it features stories about collaborative research from all of Memorial's campuses and faculties.</li> <li>▪ A New VP Grenfell Research Award was created and approved. The first award will be presented to a faculty member during the October 2015 Grenfell Convocation.</li> </ul> <ul style="list-style-type: none"> <li>• Memorial University is committed to celebrating the research achievements of faculty members and students. Below are some of Memorial's most prestigious and innovative examples of research excellence: <ul style="list-style-type: none"> <li>▪ Memorial University Annual Research Excellence Awards: In December 2014, four faculty members were recognized for their exceptional contribution to research and teaching at Memorial's President's Awards reception. Dr. Sean Brosnan, an accomplished educator and one of Memorial's premier scientists and researchers in the Department of Biochemistry, received the John Lewis Paton Distinguished University Professorship; Drs. Trevor Bell (Department of Geography, Faculty of Arts) and Christopher Kovacs (Faculty of Medicine) both received the University Research Professor award. The President's Award for Outstanding Research was given to Dr. Andrew Staniland, an assistant professor of composition at Memorial's School of Music and an accomplished musician and composer.</li> <li>▪ Marilyn Harvey Award: The Marilyn Harvey Award to Recognize the Importance of Research Ethics was created in 2014. The first recipient of the inaugural award was recognized at a reception in February 2015: Dr. Larry Felt is a retired faculty member with the Department of Sociology (Faculty of Arts).</li> </ul> </li> <li>• Memorial University's faculty members and students have also been recognized nationally for their research excellence. Three of these awards include: <ul style="list-style-type: none"> <li>▪ SSHRC Gold Medal: In November 2014, Dr. Beverley Diamond, a faculty member cross-appointed with the School of Music and Department of Folklore, received the 2014 Gold Medal, the highest honour awarded by SSHRC. The Gold Medal recognizes individuals whose sustained leadership, dedication and originality of thought have inspired students and colleagues alike, and whose work will have greatly enriched Canadian society and contributed to the social, cultural, economic and intellectual life in Canada and beyond.</li> <li>▪ SSHRC Talent Award: In November 2014, PhD candidate Kirk Luther received the 2014 Talent Award from SSHRC. The Talent Award recognizes outstanding achievements by an individual who holds a SSHRC doctoral or postdoctoral fellowship or scholarship.</li> <li>▪ MI Research Scientist, Robert Brown awarded the first Dr. Guylène Proulx, OC Scholarship for 2015 by the Society of Fire Protection</li> </ul> </li> </ul>
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	Engineers (SFPE) for his PhD work.
3. Secured funding to support research and creation of scholarly knowledge.	<ul style="list-style-type: none"> <li>• Memorial was successful in securing funding to support research and the creation of scholarly knowledge. Some examples of the funding secured through grants and awards include: <ul style="list-style-type: none"> <li>▪ The Seed, Bridge and Multidisciplinary Fund: The fund seeds new, “early days” innovative research projects, provides valuable bridge funding for researchers between grants, and encourages the development of multidisciplinary research activities which align the priority research themes of the Research Strategy Framework. Of the 47 applications received, the program funded 17 seed, 12 bridge and two multidisciplinary applications for a combined total of approximately \$300,000 in funding.</li> <li>▪ Research Memorial Undergraduate Career Experience Program (MUCEPs): MUCEP is an on-campus employment program for undergraduate students aimed at providing job experience. The Office of the Vice-President (Research) supported 56 research-based undergraduate student positions through the MUCEP program for the winter 2015 semester. The program supports greater opportunities for undergraduate training and engagement, and will stimulate a heightened interest of graduate studies and research careers among undergrads.</li> <li>▪ The University Student Summer Internship Program (USSIP): Memorial’s undergraduates were invited to apply for the USSIP. USSIP provides students with the opportunity to carry out a 13-week (or 16-week) research development work term under the supervision of a full-time faculty member or regular term appointee. The USSIP will provide up to \$4,500 towards the award and supervisors will contribute additional funds.</li> <li>▪ Terra Nova Young Innovator Award: This is a shared commitment between Memorial and Suncor Energy and is awarded to exceptional young faculty members whose research is particularly innovative and whose specific research proposal has real potential to make a significant impact on society. Dr. Bing Chen, an associate professor of civil engineering in the Faculty of Engineering and Applied Science received this award in 2014-15 for his research in developing a novel microbial waste-to-energy cell (MW2e) with the unique capability to simultaneously treat organic waste and generate electricity.</li> </ul> </li> <li>• Significant enhancements were also made to Memorial’s research infrastructure in 2014-15 to support the development of scholarly knowledge: <ul style="list-style-type: none"> <li>▪ The Faculty of Medicine celebrated the official opening of the Medical Education Centre (MEC) in the fall of 2014, and the Craig L. Dobbin Genetics Research Centre in spring 2015. The entire development constitutes a new six-story expansion for the Faculty of Medicine. The MEC includes a state-of-the-art simulation lab. The</li> </ul> </li> </ul>

	<p>Craig L. Dobbin Genetics Research Centre includes both a wet and dry lab and the genetics research centre. These centres were made possible by an investment of \$22 million from the Government of Newfoundland and Labrador for the MEC; and \$17.9 million from the provincial government and \$11.2 million from the Canadian Foundation for Innovation (CFI) for the genetics research centre.</p> <ul style="list-style-type: none"> <li>▪ The official launch of the \$6.8 million Suncor Energy Offshore Research and Development Centre took place in December 2014. The 1,320 square-meter expansion to Memorial’s Engineering building will house innovative ocean- and offshore engineering R&amp;D projects that can be carried out in collaboration with local and global industry partners. The expansion was made possible through combined investments from the Research and Development Corporation of Newfoundland and Labrador (RDC) and Suncor Energy.</li> </ul> <ul style="list-style-type: none"> <li>• Memorial University researchers were among the recipients of grants announced by the tri-council agencies. In 2014-15, Memorial faculty members submitted a total of 132 applications for major tri-council awards, 54 of which were successful. The 2014-15 statistics represent an increase in both the applications submitted and the success rates of those applications toward major tri-council award programs. In 2013, Memorial’s faculty members submitted a total of 128 applications for tri-council awards, 52 of which were successful. Selected examples from 2014-15 include: <ul style="list-style-type: none"> <li>▪ Three Partnership Development Grants were awarded by SSHRC to Memorial researchers in the Faculties of Arts and Education for a combined investment of \$596,476.</li> <li>▪ Two SSHRC Partnership Grants were awarded to projects that involved the collaboration of Memorial faculty members: Memorial was one of 15 Canadian Universities to collaborate with NGOs, and Fisheries and Oceans Canada on a project to gain a better understanding of Canada’s oceans and coastal communities. The project was awarded approximately \$2.5 million over six years. A second Partnership Grant valued at \$2.5 million was awarded to a project involving co-applicant Dr. Barbara Neis, Department of Sociology.</li> <li>▪ Four Memorial researchers were named as co-recipients for a SSHRC Research Partnership Grant to address the challenges and opportunities faced by those inhabiting rural communities.</li> <li>▪ 16 Joseph Armand Bombardier Canada Graduate Scholarships (Master’s Program) and 3 doctoral scholarships were awarded for a combined investment of \$595,000.</li> <li>▪ Seven SSHRC Doctoral Fellowships Program awards for a combined investment of \$480,000.</li> <li>▪ Two SSHRC Postdoctoral Fellowships for a combined investment of \$162,000.</li> <li>▪ One Impact Gold Medal Winner (Dr. Beverley Diamond) and one Impact Talent Award (Mr. Kirk Luther) for a combined investment of</li> </ul> </li> </ul>
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	<p>\$150,000.</p> <ul style="list-style-type: none"> <li>▪ Eleven Insight Grants for a combined investment of \$2,428,570.</li> <li>▪ Ten Insight Development Grants for a combined investment of \$581,096.</li> <li>▪ 37 researchers from Memorial received Natural Sciences and Engineering Research Council of Canada (NSERC) Discovery Grants: 22 from the Faculty of Science; 9 from the Faculty of Engineering and Applied Science; 3 from the Faculty of Medicine one researcher each from Grenfell Campus and Fisheries and Marine Institute for a combined investment of \$1,032,000.</li> <li>▪ Four graduate students received research scholarships from NSERC</li> <li>▪ One NSERC Strategic Project Grant received by Dr. Ian Fleming for \$602,665.</li> </ul> <ul style="list-style-type: none"> <li>• Other funding support and initiatives of note included: <ul style="list-style-type: none"> <li>▪ \$100,000 Ignite funding from Research and Development Corporation for geological research in Labrador.</li> <li>▪ \$40,000 from the international Grenfell Association for a project on end of life care in Aboriginal communities.</li> <li>▪ \$3 million from the Movember Foundation for pathways to mental wellness for Indigenous boys and men.</li> <li>▪ Faculty at Grenfell Campus were successful in securing research funding including from CFI, NSERC and with ACOA, Department of Natural Resources (DNR), CFSI, DBCRD, and RDC (Ignite and Collaborate).</li> <li>▪ Increases were achieved in application rates for tri-council and internal research funds for Grenfell Campus.</li> <li>▪ Over \$8.0M in research related funding as secured at the Marine Institute. Examples include: <ul style="list-style-type: none"> <li>○ The Province contributing \$2.6 million in its 2015 budget to the Centre for Fisheries Ecosystems Research.</li> <li>○ A research scientist with the Centre for Aquaculture and Seafood Development was awarded \$110,000 through an NSERC Discovery Grant to examine a Bio-Processing Strategy for Full Utilization of Sea Cucumbers for Production of High Value Nutraceuticals and Pharmaceuticals.</li> <li>○ A research scientist with the Centre for Sustainable Aquatic Resources was added to the national Marine Environmental Observation Prediction and Response Network (MEOPAR) under the 'New Early-Career Researcher Projects.' The MEOPAR grant, valued at \$100,000 will enable important research.</li> </ul> </li> </ul> </li> <li>• Memorial has also secured funding for major research initiatives that will be instrumental to the creation of research and scholarly knowledge. <ul style="list-style-type: none"> <li>▪ In November 2014, \$51.9 million was secured to launch the Translational and Personalized Medicine Initiative (TPMI). The unprecedented health care initiative will provide enhanced, personalized patient care through collaborative, multidisciplinary</li> </ul> </li> </ul>
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	<p>research and will translate applied medical research into a possible device, medication or therapy. The TPMI reflects a collaborative investment from the Government of Canada through the Canadian Institutes of Health Research (CIHR), ACOA, the Government of Newfoundland and Labrador, RDC, and private-sector partner IBM Canada.</p>
<p>4. Engaged external collaborators and community partners in research and creation of scholarly knowledge.</p>	<ul style="list-style-type: none"> <li>• In 2014-15, Memorial engaged external collaborators and community partners in research and creation of scholarly knowledge. <ul style="list-style-type: none"> <li>▪ Over \$31 million was committed by industry involving 227 industry partners in 304 research projects compared to 2013-14, which saw more than \$28 million committed by industry involving 194 industry partners in 268 research projects.</li> </ul> </li> <li>• Initiatives at the Labrador Institute include: <ul style="list-style-type: none"> <li>▪ A community consultation on mental health promotion and suicide prevention was conducted.</li> <li>▪ Facilitation of a community meeting hosted by MP Yvonne Jones for the Mental Health Commission of Canada.</li> <li>▪ A ReSDA Workshop welcomed more than 60 representatives to discuss how communities can derive greater benefits and suffer less harm from industrial developments.</li> <li>▪ Collaboration with Nunatsiavut partners on an ongoing salmon genetic project research.</li> <li>▪ Collaboration with the Department of National Defence to detect subsurface contamination via tree-core samples.</li> <li>▪ Collaboration with the Innu Nation on the Sheshatshiu Archaeology project fieldwork.</li> </ul> </li> <li>• At Grenfell Campus: <ul style="list-style-type: none"> <li>▪ MOUs/research agreements were signed with forestry, agriculture and international universities to enhance capacity.</li> <li>▪ Collaboration with Faculty of Medicine to create a Chair in Aging (CRC application submitted).</li> <li>▪ The 2nd Agricultural research symposium was held in partnership with the Provincial Forestry and Agrifoods Agency and the two groups are jointly developing a provincial agriculture research strategy.</li> </ul> </li> </ul>

## Summary

In 2014-15, Memorial engaged in a number of activities to enhance the creation and profile of research and scholarly knowledge. Two of the more important initiatives were



the development of the Strategic Research Intensity Plan (SRIP) and the reorganization of the services provided by the Vice-President (Research) portfolio. The SRIP builds on the Research Framework, and provides an integrated approach for strengthening all aspects of research at Memorial University. The plan identified 12 recommendations to support the goals of the institution in this area. The reorganization of services will streamline institutional processes related to research grant and contract support services and enhance the support and services provided. These two activities along with the other activities outlined above demonstrate that Memorial has achieved its objectives in this area for 2014-15.

### **2015-16 Objective**

**Objective:** By March 31, 2016, Memorial University will have continued to undertake activities to enhance its creation and profile of research and scholarly knowledge.

**Measure:** Continue to undertake activities to enhance creation and profile of research and scholarly knowledge

**Indicators:**

- Continued to provide supports and services to individuals and groups engaged in research and creation of scholarly knowledge
- Continued to celebrate achievements in research and the creation of scholarly knowledge
- Continued to secure funding to support research and creation of scholarly knowledge
- Continued to engage external collaborators and community partners in research and creation of scholarly knowledge

### ISSUE 3: PUBLIC ENGAGEMENT

Memorial University has a long-established tradition of public engagement and has played a key role in the social and economic development of the province. Since the founding of the university in 1949, much of the work done by its students, faculty and staff has emphasized the importance of strong, sustained partnerships with members of the public of Newfoundland and Labrador and beyond. The university continues to encourage and provide support for public engagement through its various campuses, faculties and schools, and through many other units and centres, such as the Harris Centre and more recently, Memorial's Office of Public Engagement. Recent revisions to Memorial's mission, vision and values and the development of the Public Engagement Framework in 2012 have strengthened Memorial's commitment in this area.

The Public Engagement Framework of Memorial is consistent with the university's mission as a public university. Public engagement is defined as: "Collaborations between people and groups within Memorial and people and groups external to the university – i.e., the "public" – that further Memorial's mission. Public engagement involves mutual respect, mutual contributions and mutual benefits for all participants." The two-way nature of public engagement means that as Memorial contributes its expertise, knowledge and resources to public opportunities and needs, the university is also enriched and advanced by the practical perspectives, knowledge and experience gained.

The vast majority of public engagement activities are specifically linked to teaching and learning, research, scholarship and creative activities. Memorial takes its expertise in these areas 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 and we are enriched by the public's expertise and perspective.

### Goal 3: By March 31, 2017, Memorial University will have enhanced its public engagement with the province and beyond.

Objective: By March 31, 2015, Memorial University will have undertaken activities to enhance its public engagement with the province and beyond.

Measure: Undertaken activities to enhance with the province and beyond.

INDICATOR	RESULTS
1. Created programs and	<ul style="list-style-type: none"> <li>In 2014-15, a number of programs and initiatives were created to support public engagement at Memorial University. Examples include:</li> </ul>

<p>supports for individual and groups involved in public engagement activities.</p>	<ul style="list-style-type: none"> <li>▪ The Engage Memorial Learning Series was established, which is a collection of workshops and events to help build internal and external capacity for public engagement. Topics covered included: experiential learning; communicating research to the public; building community relationships through youth volunteerism; a town hall event to talk about health research; community engaged learning beyond the classroom. A complete list of activities may be found on-line at: <b><a href="http://www.mun.ca/publicengagement/engagememorial/schedule.php">www.mun.ca/publicengagement/engagememorial/schedule.php</a></b></li> <li>▪ A funding program was created and administered to support public engagement activities. The Quick Start Fund (QSF) for Public Engagement supported 31 separate projects in 2014 with just under \$30,000 awarded. Nineteen faculties/units were represented by QSF recipients. The recipients were located across three campuses (St. John's, Grenfell, and Labrador Institute) and more than 60 external collaborators were identified. An additional 10 projects were funded in March 2015. Some of the funded projects include: <ul style="list-style-type: none"> <li>○ Introducing the Mi'kmaw Game of Waltes to Local Communities in Western Newfoundland</li> <li>○ The Health Care Profession Camp for Aboriginal Students</li> <li>○ Newfoundland and Labrador Art Education Association Preliminary Foundation Conference.</li> <li>○ Collaboration between Grenfell ENACTUS students and the Bonne Bay Cottage Hospital Heritage Corporation: Identifying and addressing entrepreneurial and sustainability issues in social enterprises.</li> <li>○ Engaging local fishermen in the public programming activities at the Bonne Bay Marine Station.</li> <li>○ We Stand on Guard for Thee: A Research Initiative in Support of the Canadian Forces Family.</li> <li>○ The International Conference on Marine and Freshwater Environments (iMFE) 2014 - Our Water, Our Future.</li> <li>○ Fogo Island/Change Islands engagement and knowledge mobilization workshop.</li> <li>○ Food System Collaborations: Farmers, Markets and Good Eating in NL.</li> <li>○ A complete list of funded projects can be found on-line at: <b><a href="http://www.mun.ca/publicengagement/funding/quickstartfund.php">www.mun.ca/publicengagement/funding/quickstartfund.php</a></b></li> </ul> </li> <li>▪ The first Public Engagement Postdoctoral Fellowship was developed and funded in partnership with the Faculty of Arts. Dr. Pam Hall was the recipient of the first fellowship and worked in collaboration with the Shorefast Foundation. Details: <b><a href="http://today.mun.ca/news.php?id=9161">http://today.mun.ca/news.php?id=9161</a></b></li> <li>▪ Memorial's Office of Public Engagement (OPE) participated in and/or led relevant committees and provided consulting and advisory services in support of public engagement. Selected examples include: <ul style="list-style-type: none"> <li>○ OPE participated in a planning committee for a Memorial</li> </ul> </li> </ul>
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	<p>undergraduate student forum on public engagement.</p> <ul style="list-style-type: none"> <li>○ OPE’s Manager of Public Engagement Supports represented OPE at Engage 2013 in the UK, an annual conference hosted by the UK’s National Co-ordinating Centre for Public Engagement. The conference provided an opportunity for OPE personnel to learn about best practices in university-community engagement in other jurisdictions and further develop networks with other practitioners. This will help the OPE enhance the support it provides to its many clients.</li> <li>○ OPE participated in the Community Engaged Scholarship (CES) Partnership, which brings together eight Canadian universities to advance community-engaged work.</li> <li>○ The Public Engagement Expert Working Group (EWG) meets once per semester to support and provide advice regarding the implementation of Memorial’s Public Engagement Framework, to address challenges in university-public engagement and explore public engagement opportunities and best practices. The EWG is composed of people, from within Memorial and from the community who are leaders in university-public engagement.</li> <li>▪ Four public engagement focus groups were conducted to support new faculty members who are interested in community engagement. Three were held in St. John’s and one was held in Corner Brook.</li> <li>▪ A public engagement office was established at Grenfell Campus.</li> <li>▪ Tools and resources for public engagement were made available to the university community, collaborators, and to the general public through the public engagement website, social media, meetings and events.</li> <li>▪ Memorial’s academic units on all campuses offered a variety of engagement activities. Some examples include: <ul style="list-style-type: none"> <li>○ Varsity Athletics offers camps to students in a number of areas.</li> <li>○ School of Music offers student programs such as the honour band, which brings together young music students from around the province for a weekend of learning and fun.</li> <li>○ The Marine Institute’s Open House allows the general public to tour the Ridge Road campus and speak with representatives from MI’s various schools and centres about their research, areas of expertise and ongoing projects.</li> <li>○ Labrador Institute personnel hosted students from Sheshatshiu Innu School for an archaeology experience at the Northwest River Research Station.</li> <li>○ Grenfell Campus held an Aboriginal entrepreneurial workshop.</li> </ul> </li> </ul>
2. Celebrated achievements, collaborations and partnerships	<ul style="list-style-type: none"> <li>• The university, through its Office of Public Engagement, profiled public engagement achievements, collaborations and partnerships through our website and through publications and social media. See Memorial’s Public Engagement Website (<a href="http://www.mun.ca/publicengagement/">www.mun.ca/publicengagement/</a>) for profiles and additional information. A report on all activities of the Office of Public</li> </ul>

<p>in public engagement.</p>	<p>Engagement, including those that support the Public Engagement Framework, is available on-line at:  <a href="http://www.mun.ca/publicengagement/memorial/OPE_Activity_Report_2013-15-web.pdf">www.mun.ca/publicengagement/memorial/OPE_Activity_Report_2013-15-web.pdf</a></p> <p>Specific examples include:</p> <ul style="list-style-type: none"> <li>▪ The President’s Award for Public Engagement Partnerships was launched. This Award was created to help meet the goals and objectives of Memorial University’s Public Engagement Framework by celebrating collaborative activities between the public and members of Memorial’s community. Up to two awards are offered annually for collaborative partnerships between one or more students, staff or faculty members and an organization or group from outside of Memorial.</li> </ul> <p>Award recipients receive a certificate from the President of Memorial University during the annual President’s Awards ceremony and the collaboration will receive a cash award of \$1000 to support ongoing activities.</p> <ul style="list-style-type: none"> <li>▪ A public engagement communications strategy was developed and implemented.</li> <li>▪ An inventory of public engagement activities within Memorial was initiated.</li> <li>▪ Awards were presented for the best Public Engagement presentation at the Aldrich Interdisciplinary Conference 2014 &amp; 2015.</li> <li>▪ Four engagement awards were presented to faculty, staff and students on the Grenfell Campus.</li> <li>▪ The Marine Institute’s Gerald Anderson, Director, Development and Engagement, was selected as one of this year’s 14 recipients of the 2015 Indspire Awards. Indspire, the largest non-governmental funder of Indigenous education, awarded Mr. Anderson with its environment and natural resources award for his work establishing fisheries and marine education in Nunavik, Nunavut and Labrador.</li> </ul>
<p>3. Facilitated and participated in informed public dialogue.</p>	<ul style="list-style-type: none"> <li>• In 2014-15, the university supported and participated in public dialogue through a number of initiatives, including the following: <ul style="list-style-type: none"> <li>▪ The funding of 31 public engagement projects through the Quick Start Fund for Public Engagement facilitated public dialogue on a variety of topics. Examples of support for informed public dialogue include sessions on aboriginal government, mental and physical health, cultural diversity, arts and culture, and food security.</li> <li>▪ Civic engagement activities, including the development of a civic engagement strategy for Memorial were facilitated.</li> <li>▪ Vice-President (Marine Institute) Glenn Blackwood spoke at the AGM of Oceans Advance on the advances made by MI in the areas of Ocean Technology over the past decade. The presentation stressed the need of alignment between government, industry and</li> </ul> </li> </ul>

	<p>academic/research organizations.</p> <ul style="list-style-type: none"> <li>▪ The Harris Centre sponsored events around Newfoundland and Labrador including the Memorial Presents Series, Synergy Sessions, and three regional workshops.</li> <li>▪ The Grenfell Campus community gave a presentation on engaged teaching and learning followed by facilitated discussions about the benefits of experiential learning.</li> </ul>
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## Summary

Led by the Office of Public Engagement and the Harris Centre, Memorial continued to build on its strong linkages with the community, in recognition of the distinct role Memorial must play in the social, cultural and economic development of the province. In so doing, Memorial University has achieved its objective for 2014-15 of having undertaken activities to enhance its public engagement with the province and beyond. However, there is still much that can be done and the university will continue to build on its strong base of activities in this area.

## 2015-16 Objective

**Objective:** By March 31, 2016, Memorial University will have continued to undertake activities to enhance its public engagement with the province and beyond.

**Measure:** Continued to undertake activities to enhance public engagement with the province and beyond

**Indicators:**

- Continued to create programs and supports for individuals and groups involved in public engagement activities
- Continued to celebrate achievements, collaborations and partnerships in public engagement

## ISSUE 4: ENABLING SUCCESS

Memorial University is committed to creating the conditions necessary to successfully achieve its mission and the priorities of its institutional frameworks in teaching and learning, research and public engagement. Key conditions for success include infrastructure development and operational efficiency. In past years, Government has made very significant commitments that have allowed the university to take important steps to ensure that the conditions for continued success are in place. Memorial has developed an infrastructure plan and at the request of the Government has commenced an efficiency review of its operations and budgets across the academic and administrative functions of the institution. It is anticipated that the review process will unfold over the course of this three-year plan and into the future.

Memorial's infrastructure plan focuses on the needs for new infrastructure and the revitalization of aging infrastructure across all campuses and locations of the institution. The efficiency review of the university will be a collaborative process that engages the university community in reviewing academic programs, administrative structures and policies, and sponsored research. The process will also seek to compare Memorial with other universities in Canada. The infrastructure plan and the efficiency review support the ongoing commitment of government to Memorial in areas of academic programming, student support and other priorities.

### **Goal 4: By March 31, 2017, Memorial University will have enhanced infrastructure and operational efficiency of the institution.**

Objective 1: By March 31, 2015, Memorial University will have commenced activities to enhance infrastructure and operational efficiency.

Measure: Commenced activities to enhance infrastructure and operational efficiency.

INDICATOR	RESULTS
1. Conducted developmental work of the infrastructure plan and the efficiency review.	<ul style="list-style-type: none"> <li>• The following developmental work was conducted regarding the infrastructure plan:               <ul style="list-style-type: none"> <li>▪ Internal and external consultations and review of the draft Multi-Year Infrastructure Plan 2014-2020 were conducted during spring and summer 2014.</li> <li>▪ Final approval of the Multi-Year Infrastructure Plan 2014-2020 was obtained at the September 4, 2014 Board of Regents meeting. The plan is to be reviewed annually.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Over the course of 2014-2015, initial work commenced on a number of the projects. These included: <ul style="list-style-type: none"> <li>▪ Animal Care Unit Expansion (Animal Resource Centre).</li> <li>▪ Faculty of Arts Research Archival Facility.</li> <li>▪ Grenfell Campus – Energy Strategy.</li> <li>▪ Redevelopment of the Reid Theatre in the Arts and Administration Building.</li> </ul> </li> <li>• The following campus-specific planning projects were commenced as part of the overall university infrastructure plan <ul style="list-style-type: none"> <li>▪ The Marine Institute engaged Brook-McIlroy to develop a campus master plan. The final report is expected in June 2015. The Marine Institute initiated planning for the Phase II development of the Holyrood Marine Base.</li> <li>▪ Initial work commenced for upgrades to the Food Court, a new child care facility, and modernization of the gym at the Grenfell Campus.</li> </ul> </li> <li>• The following developmental work was conducted for the efficiency review: <ul style="list-style-type: none"> <li>▪ The Operations and Budget Review Secretariat was established to facilitate the ongoing assessment and review of university operations. The goal of this review is to ensure resources are used efficiently and effectively to advance Memorial's most important priorities.</li> <li>▪ The secretariat conducted approximately fifty consultation sessions with academic, administrative, and research units across all three campuses.</li> <li>▪ Ernst and Young were engaged to conduct administrative services expenditure analysis. The report can be found online at: <a href="http://www.mun.ca/operationsbudgetreview/Final_delivered_report.pdf">http://www.mun.ca/operationsbudgetreview/Final_delivered_report.pdf</a>.</li> <li>▪ An Academic Budget Review Committee was established to recommend sustainable models for the allocation of resources within the budget envelope of the Vice-President (Academic).</li> </ul> </li> </ul>
2. Initiated implementation of the infrastructure plan and the efficiency review.	<ul style="list-style-type: none"> <li>• Over the course of 2014-2015 progress was made on a number of the projects identified in the infrastructure plan. Some highlights include: <ul style="list-style-type: none"> <li>▪ Core Science Facility <ul style="list-style-type: none"> <li>○ The project achieved 60% design development in January, 2015 with construction packages being identified and prepared.</li> <li>○ The new building will provide quality research and laboratory teaching spaces primarily for the Faculty of Science and the Faculty of Engineering and Applied Science.</li> <li>○ Shelled in space will be available for future funded project-based research that will provide opportunities for the university to collaborate with industry partners.</li> </ul> </li> <li>▪ Battery Facility <ul style="list-style-type: none"> <li>○ The university completed a public consultation to share its</li> </ul> </li> </ul> </li> </ul>



	<p>plans for the facility and to gain public input into the project.</p> <ul style="list-style-type: none"> <li>○ Renovations have begun on the former hotel rooms to transition them to graduate student accommodations. It is expected that 87 rooms will be available to graduate students in the fall of 2015. Rooms include furnishings and have an in-room refrigerator, washroom and shower. Shared kitchens will be available on each floor.</li> <li>○ The Battery Facility is envisioned as a public engagement hub, where the university and community can collaborate on topics of mutual benefit and interest.</li> <li>▪ Marine Institute - Offshore Operations Simulator       <ul style="list-style-type: none"> <li>○ The Marine Institute was expanded to include a steel frame extension to house a new offshore operations simulator.</li> <li>○ The building is now substantially complete. The simulator will enhance the Marine Institute's training and research services to the offshore sector specifically related to offshore support vessel safety.</li> </ul> </li> <li>▪ Grenfell Campus - Energy Strategy       <ul style="list-style-type: none"> <li>○ Grenfell Campus needs to have a secure source of emergency power and a reliable distribution system.</li> <li>○ Grenfell Campus acquired an emergency generator and has been in the process of bringing it online since.</li> </ul> </li> <li>▪ Grenfell Campus – Student Spaces       <ul style="list-style-type: none"> <li>○ Significant upgrades to student common spaces in residence and the Arts and Science Building provide improved food preparation facilities and social gathering areas.</li> </ul> </li> <li>▪ Essential Maintenance       <ul style="list-style-type: none"> <li>○ Upgrades – A major upgrade of St. John's College commenced that includes new windows, insulation and brick exterior, new plumbing lines, new fresh air system, new heating system, safety upgrades and accessibilities upgrades.</li> <li>○ Electrical - Electrical transformers are being replaced in the Engineering Building and Biotechnology Building. Other minor electrical system projects were also completed including lighting and fire alarm systems upgrades.</li> <li>○ Roofing - The Arts and Administration Building, Chemistry Physics Building Block B, Facilities Management Building and a section of the South Campus Boiler Room roofs are being replaced. The Chemistry Physics Building Block B and South Campus Boiler Room are complete and the other two are underway.</li> <li>○ HVAC System - The air handling units are being replaced in the Business Building and Arts and Science Building at Grenfell Campus. Other minor heating and ventilation projects were also completed to improve air quality and building performance.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• There was also significant progress to report for the efficiency review.</li> </ul>
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	<p>Some highlights include:</p> <ul style="list-style-type: none"> <li>▪ Cumulative efficiency savings of \$5.2 million has been identified since April, 2013. Examples from 2014-15 include: <ul style="list-style-type: none"> <li>○ Operational changes in a number of units including Student Recruitment, Business Administration, Marketing and Communications, School of Nursing, Faculty of Medicine, the Faculty of Science and Animal Care.</li> <li>○ Cooperative Education reorganization.</li> <li>○ Telecommunications and software licensing consolidation.</li> </ul> </li> <li>▪ \$465,000 in annualized cost avoidance has been realized. Examples include: <ul style="list-style-type: none"> <li>○ Offshore Safety and Survival Centre program and operational changes</li> <li>○ Reduced planned spending in the Office of Public Engagement</li> <li>○ School of Pharmacy operational changes</li> </ul> </li> <li>▪ 15,000 square feet of space has been reallocated to university priorities leading to greater efficiencies and more effective use of space across campuses.</li> <li>▪ Twelve operations and budget review projects were initiated in 2014-15 and are currently in progress. These projects come from a variety of areas across the university including Human Resources, the Faculty of Medicine, Marine Institute, Finance and Administrative Services, among others and include topics such as procurement, printing and mail services, computer lab utilization and shared services.</li> </ul> <ul style="list-style-type: none"> <li>• Additional information about progress to date can be found on-line at: <a href="http://www.mun.ca/operationsbudgetreview/">http://www.mun.ca/operationsbudgetreview/</a></li> </ul>
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## Summary

In 2014-15 Memorial University implemented many initiatives to enhance its infrastructure in order to achieve its strategic goals. The information provided above also demonstrates that the university has made significant progress in implementing its efficiency review. With all that has been accomplished, the university has met its stated objective for 2014-15 to enhance infrastructure and operational efficiency. In 2015-16 work will continue on the development of key initiatives in the infrastructure plan and work will also continue on the efficiency review. One of the anticipated long-term outcomes of the review is that it will help foster a culture of continuous assessment and improvement at Memorial.

**2015-16 Objective**

Objective: By March 31, 2016, Memorial University will have continued activities to enhance infrastructure and operational efficiency

Measure: Continue activities to enhance infrastructure and operational efficiency

Indicators:

- Continued developmental work of the infrastructure plan
- Continued implementation of the infrastructure plan and efficiency review.

## CONCLUSION

Memorial University has a long history of strategic planning. In recent years, it has engaged in a multitude of planning exercises that have helped map out its long term objectives in such areas as teaching and learning, research and creative activity, public engagement, infrastructure, internationalization, and enrollment. These planning exercises informed the development of Memorial's most recent three year plan that was submitted in June, 2014.

Memorial strives to be open and transparent with its constituents, accountable to its funders, and responsible for its actions. It has successfully worked towards achieving its stated objectives for 2014-15 which in turn addresses the goals and objectives set out in the strategic plan for the period 2014-17. This report fulfills the university's obligations under the province's *Transparency and Accountability Act*.

A multitude of reports and documents that provide additional information about the activities and initiatives reported in this document, and on many other activities of the university, can be found on the Memorial University website ([www.mun.ca](http://www.mun.ca)). Examples include the President's Report, the annual Fact Book, the annual Research Report, audited financial statements, framework and planning documents. The financial statements of Memorial University for 2014-15 are appended to this report.

In addition to these reports and plans, the *Memorial University Strategic Plan 2014-17*, 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, 2015*

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
INDEX TO CONSOLIDATED FINANCIAL STATEMENTS  
FOR THE YEAR ENDED MARCH 31, 2015**

**Consolidated Financial Statements**

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**Unaudited Supplementary Information**

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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, 2015 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 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, 2015 and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

*Ernst + Young LLP*

St. John's, Canada  
July 9, 2015

Chartered Professional Accountants




**CONSOLIDATED STATEMENT OF  
FINANCIAL POSITION**

As at March 31  
[thousands of dollars]

	<u>2015</u>	<u>2014</u>
<b>ASSETS</b>		
<b>Current</b>		
Cash and cash equivalents	12,613	19,511
Restricted cash [note 4]	3,678	7,426
Short-term investments	133,978	132,171
Accounts receivable	64,684	64,871
Other current assets	6,889	7,400
<b>Total current assets</b>	<b>221,842</b>	<b>231,379</b>
Portfolio investments [note 6]	118,522	107,684
Assets under construction [note 8]	55,487	141,954
Tangible capital assets [note 7]	340,512	241,375
<b>Total assets</b>	<b>736,363</b>	<b>722,392</b>
<b>LIABILITIES</b>		
<b>Current</b>		
Bank indebtedness [note 5]	11,341	12,533
Accounts payable and accrued liabilities [note 4]	51,371	63,235
Deferred revenue	35,882	37,347
Deferred contributions - external grants and donations [note 10]	96,085	97,498
Current portion of long term debt [note 11]	249	517
<b>Total current liabilities</b>	<b>194,928</b>	<b>211,130</b>
Long term debt [note 11]	206	312
Derivative liability [note 5]	1,725	1,643
Post-employment benefits [note 12]	185,959	171,817
Deferred capital contributions [note 9]	376,198	362,473
<b>Total liabilities</b>	<b>759,016</b>	<b>747,375</b>
<b>NET DEFICIENCY</b>		
Net assets restricted for endowment purposes	84,756	74,018
Net assets related to remeasurement gains	6,083	7,255
Unrestricted net deficiency	(113,492)	(106,256)
<b>Total net deficiency</b>	<b>(22,653)</b>	<b>(24,983)</b>
<b>Total liabilities and net deficiency</b>	<b>736,363</b>	<b>722,392</b>

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>2015</u>	<u>2014</u>
<b>REVENUE</b>		
Government grants	440,879	444,274
Other income	67,912	61,489
Student fees	63,558	62,469
Amortization of deferred capital contributions <i>[note 9]</i>	36,427	25,561
Sales and services	13,953	13,612
Investment income	8,867	7,701
	<u>631,596</u>	<u>615,106</u>
<b>EXPENSES</b>		
Salaries and employee benefits	422,323	412,558
Amortization of tangible capital assets	34,163	25,789
Materials and supplies	33,164	37,061
Repairs and maintenance	28,359	32,486
Scholarships, bursaries and awards	28,353	26,567
Utilities	27,369	28,218
Externally contracted service	18,734	16,720
Travel and hosting	16,969	16,733
Professional fees	14,516	11,786
Post-employment benefits <i>[note 12]</i>	14,142	13,475
Other operating expenses	12,835	17,243
Equipment rentals	3,937	4,096
Interest expense	532	587
External cost recoveries	(20,788)	(19,132)
	<u>634,608</u>	<u>624,187</u>
<b>Excess of expenses over revenue</b>	<u>(3,012)</u>	<u>(9,081)</u>

*See accompanying notes*

**CONSOLIDATED STATEMENT OF  
REMEASUREMENT GAINS**

Year ended March 31  
[thousands of dollars]

	2015	2014
<b>Accumulated remeasurement gains at beginning of year</b>	7,255	1,916
Unrealized gains (losses) attributable to:		
Portfolio investments	1,172	6,427
Derivative liability <i>[note 5]</i>	(82)	534
Realized losses reclassified to consolidated statement of operations:		
Portfolio investments	(2,262)	(1,622)
<b>Accumulated remeasurement gains at end of year</b>	6,083	7,255

*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	2015	2014
<b>Balance, beginning of year</b>	74,018	7,255	(106,256)	(24,983)	(22,758)
Change in remeasurement gains for the current year		(1,172)		(1,172)	5,339
Excess of revenue over expense (expense over revenue)	4,224		(7,236)	(3,012)	(9,081)
Endowment contributions	6,514			6,514	1,517
<b>Balance, end of year</b>	<b>84,756</b>	<b>6,083</b>	<b>(113,492)</b>	<b>(22,653)</b>	<b>(24,983)</b>

*See accompanying notes*

## CONSOLIDATED STATEMENT OF CASH FLOWS

Year ended March 31  
[thousands of dollars]

	<u>2015</u>	<u>2014</u>
<b>OPERATING ACTIVITIES</b>		
Excess of expenses over revenue	(3,012)	(9,081)
Items not affecting cash:		
Amortization of tangible capital assets	34,163	25,789
Amortization of deferred capital contributions	(36,427)	(25,561)
Loss on disposal of tangible capital assets	2,223	48
Increase in post-employment benefits, net	14,142	13,475
Change in non-cash working capital	(14,046)	22,795
<b>Cash (used in) provided by operating activities</b>	<u>(2,957)</u>	<u>27,465</u>
<b>CAPITAL ACTIVITIES</b>		
Purchase of tangible capital assets	(135,523)	(76,194)
Net change in assets under construction (purchases less transfers)	86,467	18,096
Contributions received for capital purposes	50,152	60,386
<b>Cash provided by capital activities</b>	<u>1,096</u>	<u>2,288</u>
<b>INVESTING ACTIVITIES</b>		
Increase in short-term investments, net	(1,807)	(21,742)
Decrease (increase) in restricted cash, net	3,748	(670)
Increase in portfolio investments, net	(11,926)	(1,146)
<b>Cash used in investing activities</b>	<u>(9,985)</u>	<u>(23,558)</u>
<b>FINANCING ACTIVITIES</b>		
Decrease in bank indebtedness, net	(1,192)	(1,215)
Endowment contributions	6,514	1,517
Decrease in long-term debt, net	(374)	(514)
<b>Cash provided by (used in) financing activities</b>	<u>4,948</u>	<u>(212)</u>
<b>Net change in cash and cash equivalents during the year</b>	<b>(6,898)</b>	<b>5,983</b>
Cash and cash equivalents, beginning of year	<u>19,511</u>	<u>13,528</u>
<b>Cash and cash equivalents, end of year</b>	<u><b>12,613</b></u>	<u><b>19,511</b></u>

*See accompanying notes*

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2015

### 1. AUTHORITY AND PURPOSE

Memorial University of Newfoundland [the “University”] is a corporation operating under the authority of the *Memorial University Act*. The University is an inclusive community dedicated to innovation and excellence in teaching and learning, research, scholarship, creative activity, service and public engagement. 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.
- Memorial University Recreation Complex
- Western Sports and Entertainment Inc. (ceased operations August 31, 2014)

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

#### 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, 2015

### Revenue recognition

Revenues from contracts, sales and other ancillary services [parking, residence, sundry sales, etc.] are recognized when the goods or services are provided and collection is reasonably assured.

Student fees are recognized as revenue when courses or seminars are held.

Investment income (loss) recorded in the statement of operations consists of interest, dividends, income distributions from pooled funds and realized gains and losses, net of related fees. Unrealized gains and losses are recorded in the statement of remeasurement gains, except to the extent they relate to deferred contributions and to endowments, in which case they are added to the respective balance.

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

Contributions are recorded in the accounts when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Unrestricted contributions are recognized as revenue when initially recorded in the accounts.

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.

### Endowments

Endowments consist of internally and externally restricted donations received by the University. The endowment principal is required to be maintained intact, with the investment income generated used for the purposes established by the donors. The University ensures, as part of its fiduciary responsibilities, that all funds received with a restricted purpose are expended for the purpose for which they were provided. The University has established a policy with the objective of protecting the real value of the endowments. The amount of income made available for spending is prescribed annually and an amount is added to endowment net assets for capital preservation every three years.

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2015

**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. Contributed tangible capital assets are recorded at fair value at the date of acquisition. Repairs and maintenance expenditures are charged to operations as incurred. 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 financial statements.

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

Assets under construction are recorded as such in the consolidated statement of financial position until the asset is ready for productive use, at which time it is transferred to tangible capital assets and amortized.

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



## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2015

consolidated statement of operations. Any associated unamortized deferred capital contributions related to the derecognized assets is recognized in income.

### Foreign currency translation

Monetary assets and liabilities denominated in foreign currencies are translated into Canadian dollars at the exchange rate in effect at year end. Operating revenue and expenses are translated at exchange rates prevailing on the transaction dates. Realized gains or losses arising from these translations are included in the statement of operations. Unrealized gains or losses are included in the statement of remeasurement gains, except to the extent they relate to deferred contributions, in which case they are added to the balance.

### 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. Subsequent to March 31, 2015, the balance of the special payment required for 2014/15, \$2.3 million, was paid.

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 is exempt from the solvency funding requirements of the PBA until December 31, 2015. 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. Annual accounting valuations have also been performed as at December 31, 2013 and 2014 and the results have been extrapolated to March 31, 2014 and 2015 for financial statement reporting.

The extrapolation revealed that the going concern unfunded liability is \$202.6 million at March 31, 2015 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, 2015, approximately 29.25 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.

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2015

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 2015/2016 is \$23.5 million (or 7.2% of pensionable payroll) (2014/2015 - \$22.6 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). Subsequent to March 31, 2015, the University requested a regulatory exemption under the PBA that would allow a one-year deferral of the 2015/2016 special payment.

### 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. Liabilities are measured using a discount rate determined by reference to the University's cost of borrowing. 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]

### Financial instruments

The University classifies its financial instruments as either fair value or amortized cost. The University determines the classification of its financial instruments at initial recognition. 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 as well as investments in pooled funds 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.

Transaction costs related to these financial instruments are expensed as incurred.

Unrealized changes in fair value are recognized in the consolidated statement of remeasurement gains and are reclassified to the consolidated statement of operations upon disposal or settlement.

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. If the loss subsequently reverses, the writedown to the consolidated statement of operations is not reversed until the investment is sold.

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2015

### **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 capitalized and amortized over the term 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.

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.

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2015

### 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.

### 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 2015/16 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 \$2.0 million. The fair value of this interest rate swap is \$0.15 million [2014 - \$0.19 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 \$9.4 million. The fair value of this interest rate swap is \$1.57 million [2014 - \$1.45 million].

### 6. FINANCIAL INSTRUMENT CLASSIFICATION

Financial instruments measured at fair value are classified according to a fair value hierarchy that reflects the importance of the data used to perform each valuation. The fair value hierarchy is made up of the following levels:

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

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2015

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.

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]	2015				2014
	Level 1	Level 2	Level 3	Total	Total
Cash and cash equivalents	12,613	-	-	12,613	19,511
Restricted cash	3,678	-	-	3,678	7,426
Investments					
Publicly traded equity - CDN	32,784	-	-	32,784	26,193
Publicly traded equity – USD	13,771	-	-	13,771	8,463
Publicly traded equity – Global	2,536	-	-	2,536	5,580
Fixed income	-	69,431	-	69,431	67,448
Bank indebtedness	-	11,341	-	11,341	12,533
Derivative liability	-	-	1,725	1,725	1,643
<b>Total</b>	<b>65,382</b>	<b>80,772</b>	<b>1,725</b>	<b>147,879</b>	<b>148,797</b>

**7. TANGIBLE CAPITAL ASSETS**

[thousands of dollars]	2015			2014
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	419,913	174,683	245,230	152,078
Furniture and equipment	148,135	89,857	58,278	52,217
Computers	29,521	21,839	7,682	7,410
Software	4,787	2,771	2,016	2,563
Vehicles and vessels	5,927	4,921	1,006	273
Library collection	155,763	129,463	26,300	26,834
<b>Total</b>	<b>764,046</b>	<b>423,534</b>	<b>340,512</b>	<b>241,375</b>

Amortization expense for the year is \$34.2 million (2014 - \$25.8 million).

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2015

**8. ASSETS UNDER CONSTRUCTION**

Assets under construction represent costs incurred to date on the construction of new facilities. Assets under construction are as follows:

[thousands of dollars]	<u>2015</u>	<u>2014</u>
<b>Project Description</b>		
Ocean Sciences Center Deep Water Supply	25,049	24,127
100 Signal Hill Road Property	12,412	11,229
Core Science Facility	8,318	1,054
Grenfell Campus Environmental Labs	3,791	3,731
Offshore Operations Simulator	3,691	1,244
HMDC Offshore Operations Facility	1,799	51
MV Shamook Vessel Renovation	323	-
Mount Scio Road Warehouse	82	-
Engineering High Bay Labs	13	-
Animal Care Unit Expansion	9	-
Medical School Extension	-	54,085
MUN Residences	-	32,388
Engineering Expansion	-	6,464
C-CORE Expansion	-	6,239
GC Environmental Lab Equipment	-	1,015
GC Emergency Generator	-	301
Training Boat and Launching System	-	26
<b>Total</b>	<u>55,487</u>	<u>141,954</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>2015</u>	<u>2014</u>
Balance, beginning of year	362,473	327,648
Additional contributions received	50,152	60,386
Less amounts amortized to revenue	(36,427)	(25,561)
Balance, end of year	<u>376,198</u>	<u>362,473</u>

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2015

**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]	<u>2015</u>	<u>2014</u>
Balance, beginning of year	97,498	89,179
Grants and donations received during the year	56,945	73,136
Less expenses incurred during the year	(58,358)	(64,817)
Balance, end of year	<u>96,085</u>	<u>97,498</u>

**11. LONG-TERM DEBT**

[thousands of dollars]	<u>2015</u>	<u>2014</u>
CMHC mortgage on Queen’s College, 5.875% interest, repayable in 50 equal, blended payments of \$29 semi-annually, maturing in June 2018, secured	182	227
Capital leases negotiated through the RBC Royal Bank, varying interest rates, payable in equal annual installments, secured by assets under lease	273	602
	<u>455</u>	<u>829</u>
Less: current portion	249	517
	<u>206</u>	<u>312</u>

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

2016	\$249
2017	\$124
2018	\$54
2019	\$28
2020	-

**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). The last valuation was performed on December 31, 2012 and extrapolated in each subsequent year for accounting purposes.

**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

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2015

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.

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

	<u>2015</u>	<u>2014</u>
Discount rate:		
Liability	<b>3.40%</b>	4.40%
Expense	<b>4.40%</b>	4.10%
Average rate of compensation increase	<b>4.00%</b>	4.00%

The health care inflation rate is 7% in year 1 following the valuation date, reducing 0.5% per year to 4% in year 7 and later (2015 – 6%, 2014 – 6.5%). There is no explicit inflation rate assumption.

**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>2015</u>	<u>2014</u>
Discount rate		
Liability	<b>2.60%</b>	3.70%
Expense	<b>3.70%</b>	3.25%

**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>2015</u>	<u>2014</u>
Discount rate		
Liability	<b>3.40%</b>	4.40%
Expense	<b>4.40%</b>	4.00%



**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2015

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

[thousands of dollars]

	<b>2015</b>			
	Employee Future Benefits	VERIP	SRIP	Total Liability
Post-employment benefits	218,745	6,290	27,281	252,316
Unamortized actuarial loss	(57,490)	-	(8,867)	(66,357)
<b>Total liability</b>	<b>161,255</b>	<b>6,290</b>	<b>18,414</b>	<b>185,959</b>

[thousands of dollars]

	<b>2014</b>			
	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)
<b>Total liability</b>	<b>149,277</b>	<b>6,080</b>	<b>16,460</b>	<b>171,817</b>

[thousands of dollars]

	<b>2015</b>			
	Employee Future Benefits	VERIP	SRIP	Total Expense
Current year benefit costs	6,334	-	1,005	7,339
Interest on accrued benefit obligations	7,701	216	984	8,901
Benefit payments	(4,257)	(499)	(488)	(5,244)
Amortized actuarial losses	2,200	493	453	3,146
<b>Total expense</b>	<b>11,978</b>	<b>210</b>	<b>1,954</b>	<b>14,142</b>

[thousands of dollars]

	<b>2014</b>			
	Employee Future Benefits	VERIP	SRIP	Total Expense
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	-	478	3,057
<b>Total expense</b>	<b>11,836</b>	<b>(314)</b>	<b>1,953</b>	<b>13,475</b>

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2015

**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, 2014, CURIE had a surplus of \$7.6 million and a cumulative subscribers' equity of \$74.2 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]

2015 Foreign Currency Denominated Assets	Fair Values (CAD)	Impact of 1% Absolute Change in Exchange Rates on Net Assets
US Equity	13,771	137.71
Global Equity	2,536	25.36

**(b) Interest rate risk**

Interest rate risk refers to the effect on the fair value or future cash flows of a financial instrument due to fluctuations in interest rates. The University's exposure to interest rate risk relates to its floating interest rate bank indebtedness which utilizes BA's and exposes the University to cash flow risk. 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

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2015

statement of financial position and the change in value is reflected in the consolidated statement of remeasurement gains.

### **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 securities. 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, 2015 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, 2015*

**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 five year interval to ensure market alignment.

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. Graduate teaching assistants are represented by Teaching Assistants’ Union of Memorial University of Newfoundland [TAUMUN] 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 alignment 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 and Labrador Association of Public and Private 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. Due to implementation of a new Human Resources Information System in 2013, readers of the attached tabular information are reminded that this information is unaudited and may be captured in 2015 differently than in previous years, notes have been provided to assist with explanation where possible.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND**  
**EXECUTIVE SALARY RANGES**  
**MARCH 31, 2015**

	<b>Salary Range (\$)</b>
President and Vice-Chancellor	430,000
Vice-Presidents:	
Provost (Academic)	213,095 - 266,369
Administration & Finance	189,407 - 236,758
Research <i>[note 1]</i>	189,407 - 236,758
Grenfell Campus [GC] <i>[note 2]</i>	189,407 - 236,758
Marine Institute	189,407 - 236,758

Note 1: Actual salary is \$277,024 as per employment contract.

Note 2: Actual salary is \$246,228 as per employment contract.

**Schedule 1**  
**[unaudited]**

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND**  
**ACADEMIC SALARY RANGES**  
**MARCH 31, 2015**

	<b>Salary Range (\$)</b>	<b>Actual Minimum and Maximum Salaries (\$)</b>	<b>Number of Employees</b>
	<i>[note 1]</i>	<i>[note 2]</i>	<i>[note 3]</i>
Academic Executive: Deans of Faculties/Schools University Librarian Associate Vice-President	<i>[note 4]</i>		17 10 1 6
Academic Management: Associate Deans Assistant Deans Department Heads Directors Associate University Librarians	<i>[note 5]</i>		67 23 6 29 5 4
Academic Staff: <i>[note 6]</i>	32,357 - 166,467	60,436 - 264,339	1243
Professors	107,336 - 166,467	109,375 - 264,339	250
Associate Professors	91,024 - 135,882	91,024 - 209,279	363
Assistant Professors	78,790 - 97,141	78,790 - 129,765	278
Lecturers <i>[note 7]</i>	62,478 - 72,673	62,478 - 82,868	83
Co-op Education Coordinators	60,438 - 105,296	74,711 - 115,491	20
Librarians	56,358 - 148,113	60,436 - 162,386	38
Instructors-Marine Institute <i>[note 8]</i>	32,357 - 118,886	64,224 - 121,680	211

Note 1: Salary ranges include regular base earnings only.

Note 2: Actual minimum and maximum annual salaries are comprised of all academic staff (including Academic Executive and Academic Management); amounts include regular base earnings and approved amounts paid in addition to regular earnings (i.e. administrative stipends and market differentials).

Note 3: This does not represent a count of full time equivalent positions, but rather is a headcount of permanent and contractual employees.

Note 4: Academic Deans receive a salary depending upon professorial rank plus an administrative stipend in the range of \$9,500 to \$26,500 per year.

Note 5: Academic Department Heads receive a salary based upon their professorial rank plus an administrative stipend in the range of \$5,500 to \$10,000 per year.

Note 6: Academic staff counts do not include individuals who may also hold an Academic Executive or Academic Management affiliation.

Note 7: Lecturers include 37 Visiting Professors paid on the lecturer scale.

Note 8: Marine Instructor count includes Demonstrators, Technical Assistants, Scientists and Instructors.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
ADMINISTRATIVE SALARY RANGES  
MARCH 31, 2015**

	<b>Salary Range (\$)</b>	<b>Actual Minimum and Maximum Salaries (\$)</b> <i>[note 1]</i>	<b>Number of Employees</b> <i>[note 2]</i>
Senior Administrative Management Level 1 to 5 <i>[note 3]</i>	101,501 - 199,022	101,501 - 218,924	126
Management and Professional Staff <i>[note 4]</i>	48,157 - 114,390	48,157 - 110,000	595
Administrative Staff <i>[note 5]</i>	29,652 - 111,031	29,652 - 78,153	1855 <i>[note 6]</i>

Note 1: Actual minimum and maximum annual salaries are based on regular earnings; amounts include regular base earnings and approved amounts paid in addition to regular earnings (i.e. administrative stipends and market differentials).

Note 2: This does not represent a count of full time equivalent positions, but rather is a headcount of permanent and contractual employees.

Note 3: Compensation levels were assessed based on the Canadian broader public sector.

Note 4: Compensation was assessed based on the Atlantic Canadian broader public sector.

Note 5: Administrative salary ranges [Common Pay Scale] reflect salary levels defined by union collective agreements or non-bargaining terms and conditions of employment.

Note 6: Administrative staff count excludes Standardized Patients, Apprentices, Student employees and other casual workers.





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