



2012-2013 **ANNUAL  
REPORT**

MEMORIAL UNIVERSITY OF NEWFOUNDLAND



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Board of Regents

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September 20, 2013

Honourable Joan Shea  
Minister of Advanced Education and Skills  
Government of Newfoundland and Labrador  
P.O. Box 8700  
St. John's, NL  
A1B 4J6

Dear Minister Shea:

In accordance with the Board of Regents' responsibilities under the *Transparency and Accountability Act*, I present the 2012-13 annual report for Memorial University of Newfoundland.

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

The main strategic issues include:

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

My signature below is indicative of the Board of Regents accountability for the achievement of the specific goals and objectives that have been set for the university and the actual results reported.

Sincerely yours,

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

Iris Petten  
Chair, Board of Regents

# INSTITUTIONAL OVERVIEW

Memorial University College was founded in 1925 and named in honour of those who fought in the First World War. The college began as a small campus in St. John's with an initial enrolment of 55 students and a full-time teaching staff of six. Following confederation in 1949, the college was granted university status by the first provincial government of Newfoundland and Labrador.

The new university quickly outgrew its original campus on Parade Street and in 1961, Memorial University relocated its St. John's campus. In 1975 Grenfell Campus in Corner Brook was established to meet the demand for university education on the west coast of the province. In 1992, the Marine Institute in St. John's merged with Memorial University, increasing the physical size of the university in the province to three campuses. In addition, the university has a campus in Harlow, England, to provide students with the opportunity to benefit from an international experience.

Today, Memorial is the largest university in Atlantic Canada. It has been a major contributor to the social, cultural and economic development of the province having educated the vast majority of its teachers, business people, civil servants, engineers, scientists, health professionals and visual and performing artists, among others. The table below provides detailed enrolment information for fall 2012 by provincial campus, program level, gender and enrolment status.

Campus	Undergraduate/Diploma			Graduate			Grand Total
	Female	Male	Total	Female	Male	Total	
St. John's	<b>6,911</b>	<b>4,679</b>	<b>11,590</b>	<b>1,858</b>	<b>1,436</b>	<b>3,294</b>	<b>14,884</b>
Full-time	6,448	4,506	10,954	941	977	1,918	12,872
Part-time	463	173	636	917	459	1,376	2,012
Grenfell	<b>944</b>	<b>363</b>	<b>1,307</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,307</b>
Full-time	904	348	1,252	0	0	0	1,252
Part-time	40	15	55	0	0	0	55
Marine Institute	<b>248</b>	<b>812</b>	<b>1,060</b>	<b>31</b>	<b>61</b>	<b>92</b>	<b>1,152</b>
Full-time	131	590	721	6	16	22	743
Part-time	117	222	339	25	45	70	409
Distance	<b>943</b>	<b>632</b>	<b>1,575</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,575</b>
Full-time	155	103	258	0	0	0	258
Part-time	788	529	1,317	0	0	0	1,317
<b>Total</b>	<b>9,046</b>	<b>6,486</b>	<b>15,532</b>	<b>1,889</b>	<b>1,497</b>	<b>3,386</b>	<b>18,918</b>

As of March 31, 2013, Memorial employed almost 5,000 faculty and staff across its three campuses as shown in the table below.

Campus	Faculty*			Staff**			Grand Total
	Female	Male	Total	Female	Male	Total	
St. John's	<b>518</b>	<b>686</b>	<b>1,204</b>	<b>1,697</b>	<b>1,220</b>	<b>2,917</b>	<b>4,121</b>
Full-time	439	586	1,025	1,268	915	2,183	3,208
Part-time	79	100	179	429	305	734	913
Grenfell	<b>42</b>	<b>65</b>	<b>107</b>	<b>116</b>	<b>93</b>	<b>209</b>	<b>316</b>
Full-time	37	62	99	98	75	173	272
Part-time	5	3	8	18	18	36	44
Marine Institute	<b>44</b>	<b>177</b>	<b>221</b>	<b>94</b>	<b>105</b>	<b>199</b>	<b>420</b>
Full-time	43	164	207	88	75	163	370
Part-time	1	13	14	6	30	36	50
<b>Total</b>	<b>604</b>	<b>928</b>	<b>1,532</b>	<b>1,907</b>	<b>1,418</b>	<b>3,325</b>	<b>4,857</b>

\*Faculty count does not include: clinical, adjuncts

\*\*Staff count does not include: pensioners, student employees

The university is governed by a Board of Regents, including: ex-officio, members appointed by the Lieutenant-Governor in Council, members elected by Memorial University Alumni Association, and student members appointed by the Lieutenant-Governor in Council. Membership of the Board of Regents as of March, 2013 is provided 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
Dr. Susan Dyer Knight, Chancellor	Iris Petten, Chair, Board of Regents	Rex Gibbons	Asan Meera
Dr. Gary Kachanoski, President and Vice-Chancellor	Sheila Ashton	Margaret (Pegi) Earle	Sahib Haja
Dr. David Wardlaw, Provost and Vice-President (Academic)	Steve Belanger	James Hickey	Mohideen
	Gilbert Bennett	Kimberly Keating	Edmund Walsh
	Pat Coish-Snow	Luke Pike	
	Mary Cormier	George Tucker	
	Brian Dalton		
	Michelle Daye		
	Noreen Greene-Fraize		
	Jim Keating		
	Bill Matthews		
	Vinod Patel		
	Tony Roche		
	Kathleen Roul		
	Donna Stone		
	Eleanor Swanson		

Several appointments were made to senior governance and administrative positions during the reporting period.

On Sept. 26, 2012, the provincial government announced the appointment of Dr. Susan Dyer Knight as chancellor of Memorial University. In addition to her considerable accomplishments in music, Dr. Knight is an honorary degree recipient and alumna of Memorial University and was named the university's Alumna of the Year in 2000. She succeeds General Rick Hillier, who served as chancellor from 2008 to 2012.

On Dec. 6, 2012, the Board of Regents approved the appointment of Dr. Cecilia Reynolds as deputy provost (students) and associate vice-president (academic) undergraduate studies. Dr. Reynolds has been a full professor and the dean of the College of Education at the University of Saskatchewan since 2003 and has 18 years of experience as an academic leader. Her appointment commenced April 1, 2013.

On Jan. 29, 2013, it was announced that the Board of Regents had approved the appointment of Dr. Richard Marceau as vice-president (research), effective June 1, 2013. An engineer by profession and a graduate of McGill University (B.Eng., PhD) and École Polytechnique (M.Sc.A.), Dr. Marceau comes to Memorial from the University of Ontario Institute of Technology (UOIT), where he served as provost and vice-president (academic). He succeeds Dr. Christopher Loomis.

On Feb. 7, 2013, the Board of Regents approved the appointment of Dr. Robert Shea as its new associate vice-president (academic and student affairs) at the Fisheries and Marine Institute. Dr. Shea has had a lengthy career in student services and has taught with Memorial's Faculty of Education, specializing in the areas of post-secondary and adult education. His appointment commenced June 1, 2013.

On Feb. 13, 2013, the provincial government announced the appointment of Iris Petten as chair of Memorial's Board of Regents. Ms. Petten has been a strong supporter of the university and its efforts to enrich the lives and experiences of students. She has served as a corporate board member within private, publicly traded, crown and non-profit corporations. An alumna of Memorial (BA'84, B.Voc.Ed'97), Ms. Petten succeeds Bob Simmonds, who stepped down as chair last November, and Eleanor Swanson who has been acting chair in the interim.

## MANDATE

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

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

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

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

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

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

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

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

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

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



## LINES OF BUSINESS

Memorial is a diverse institution with four major lines of business including teaching, research and scholarly activity, community service and administration.

- A. Teaching—Memorial offers a multitude of certificate, diploma, undergraduate and graduate programs at its three major campuses in St. John's and Corner Brook and via distance education. In this capacity, 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.
- B. Research and scholarly activity—Memorial's faculty members are expected to conduct research and engage in scholarly activity that keeps them at the forefront of their respective disciplines. 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 and social and economic development.
- C. Community service—Memorial engages in a vast array of activities beyond its core mandate of teaching and research. Internally, faculty members serve on governing bodies such as Senate, or as members of committees in support of a collegial and consultative culture. Externally, faculty members lend their expertise to committees and advisory boards and conduct applied research that is directly applicable to community issues. Memorial has strong community linkages and addresses the needs of the province through a number of outreach entities such as the Gardiner Centre, the Genesis Group, the Labrador Institute and the Harris Centre for Regional Development Studies.

In addition, the university offers services to the general public, such as The Works (the Memorial University Recreational Complex Inc., consisting of the Aquarena, the Field House and other facilities on St. John's campus), Western Sports and Entertainment at Grenfell Campus, the Botanical Garden, and the *Newfoundland Quarterly*, among others.

- D. Administration—Memorial requires administrative services to ensure it operates efficiently and effectively. Some of the major functions include registrarial services, human resource management, finance, academic and administrative computing, facilities management, marketing and communications, student affairs, risk management/audit, alumni relations and development, and analysis and planning.

## CORE VALUES AND PRINCIPLES

A set of strongly held core values and principles guide the university as it makes decisions that shape its future.

- Quality and excellence—Memorial seeks to achieve the highest possible quality in the delivery of programs and services and the research it conducts, striving for excellence in all that it does.
- Creativity, ingenuity and innovation—Memorial will foster a climate that encourages people to be creative and innovative.
- Equity, equality and diversity—Memorial values the diversity within the institution and treats people in an equitable manner.
- Accessibility – Memorial strives to be accessible to students.
- Collegiality and co-operation – Memorial is a place where people conduct themselves in a respectful, collegial and co-operative manner, both among campuses and among the academic and administrative entities that comprise them.
- Responsiveness and flexibility—Memorial has an obligation to be responsive to identified needs and will seek to be more flexible.
- Competitiveness—Memorial strives to be nationally and internationally competitive in all that it does.
- High ethical standards—Memorial holds itself to the highest ethical standards in its teaching, research and service.
- Sustainability—Memorial acts in a manner that is environmentally, economically and socially sustainable, both in its administration and in its program development.
- Accountability and transparency—Memorial recognizes that accountability and transparency are essential characteristics of its culture.

## PRIMARY CLIENTS

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

1. Students
  - a. undergraduate
  - b. graduate
  - c. certificate
  - d. diploma
2. Alumni
3. Funders
  - a. provincial government
  - b. federal government (research)
  - c. other
4. Communities

## VISION

Memorial will remain a highly accessible and comprehensive institution that is true to its core values. It will be an exciting place to work and study and will boast of a highly supportive environment where students, faculty and staff can thrive. It will be inclusive but at the same time sufficiently focused so that the university builds on its natural advantages/strengths and on the needs of the province.

## MISSION

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

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

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

**Indicators:**

- Enhanced efforts in support of student success
- Enhanced academic programming responsive to students' needs
- Enhanced research profile, with emphasis on meeting the needs of the province
- Enhanced facilities to accommodate anticipated growth

# REPORT ON STRATEGIC ISSUES

## ISSUE 1: STUDENTS AND THE TEACHING AND LEARNING ENVIRONMENT

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

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

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

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

#### Objective 2012-2013: By March 31, 2013, Memorial University will continue to implement initiatives of the Teaching and Learning Framework to enhance the environment.

**Measure:** Continued implementation of the Teaching and Learning Framework

2012-13 Indicator	2012-13 Activities
<p>Implemented select initiatives included in the Teaching and Learning Framework</p>	<p>A number of initiatives were undertaken during 2012-13 to develop a teaching and learning environment at Memorial that is engaging and supportive, committed to discovery, inclusive, outcomes-oriented and responsive. Initiatives include:</p> <ul style="list-style-type: none"> <li>• A Teaching and Learning Community website was launched and a workshop series was offered to facilitate student and educator engagement.</li> <li>• Projects and services were implemented to support student development, including:               <ul style="list-style-type: none"> <li>◆ A First Year Success Program two-year pilot project in the Faculty of Arts to assist the first-year student cohort entering Memorial with high school averages in the 70 to 75 per cent range, a cohort known to experience substantial academic challenges in aggregate.</li> <li>◆ A project to develop guidelines to assist students with special learning needs.</li> </ul> </li> <li>• Programs and services were established to support educators, including:               <ul style="list-style-type: none"> <li>◆ A Teaching Skills Enhancement Program to provide professional development experience in a blended format (through a combination</li> </ul> </li> </ul>

	<p>of online technologies and face-to-face seminars) to faculty and graduate student cohorts. The program produced its first faculty cohort.</p> <ul style="list-style-type: none"> <li>◆ Orientation for incoming educators followed up with brown bag lunches to inform and keep them current on a variety of topics ranging from teaching techniques and technologies to policies and procedures of the university.</li> <li>◆ Three new president’s teaching awards to recognize teaching quality and the contribution to the environment, including awards for early tenure faculty, non-faculty educators, and graduate student supervision.</li> </ul> <ul style="list-style-type: none"> <li>• The Faculty of Engineering and Applied Science is part way through a reformulation of the entire curriculum in each of its degree programs in terms of learning outcomes, skills acquisition, and degree expectations. The reformulation is to enhance teaching and learning in engineering programs.</li> <li>• Curriculum mapping activities were initiated with the Faculty of Education and the School of Nursing to measure achievement of learning outcomes.</li> <li>• A discussion-based class setting was explored for the development of a flexible, discipline-independent course plan that integrates traditional textbook-based learning with electronic information resources. The initiative explored how a discussion-based setting may be adapted to blended learning technologies to facilitate student engagement and learning.</li> <li>• The learning management system, Desire2Learn (D2L), was leveraged and now serves over 1,724 on campus course sections and over 55,000 student registrations annually. The system enhances the management of course materials and activities (communications, evaluations, etc.) and facilitates engagement between students and educators.</li> <li>• A teaching and learning plan was undertaken by Grenfell campus to help implement the teaching and learning framework and enhance the environment.</li> <li>• Grenfell held a campus-wide facilitated retreat during the fall 2012 to map a process for the implementation of the teaching and learning framework.</li> <li>• Grenfell conducted a review of the “Grenfell Core” requirements for success using the values and principles of the Teaching and Learning Framework as a foundational guide to determine enhancements to the environment.</li> <li>• The Marine Institute identified teaching and learning as a priority in their strategic planning process for 2012-13.</li> <li>• The Marine Institute offered a suite of instructor training programs created by Memorial to enhance educator development, including: D2L, lesson planning, e-Portfolio, instructional techniques, narrating PowerPoint for use in D2L, and blackboard collaborate.</li> </ul>
<p>Developed and implemented an assessment framework for the Teaching and Learning Framework</p>	<ul style="list-style-type: none"> <li>• Work on the development and implementation of an assessment framework for the Teaching and Learning Framework was not completed in 2012-13. Memorial is re-considering its approach to be more comprehensive by integrating the two other strategic frameworks (Research and Public Engagement) of the university. An integrated approach to evaluation metrics for all three strategic frameworks and for strategic plans that cut across all three frameworks (e.g., enrolment plan, capital plan, etc.) may help the university assess its priorities in a more efficient and deliberate manner.</li> <li>• Memorial recognizes that the collective success of the individual initiatives of the teaching and learning framework will ultimately define the success of the</li> </ul>

	<p>framework. Although a comprehensive assessment framework is still being developed, a number of assessment initiatives were undertaken to evaluate these important initiatives. Examples include:</p> <ul style="list-style-type: none"> <li>◆ An extensive evaluation framework for the First Year Success Program. Various student success measures are being monitored over the course of the pilot project. The first cohort of students started the program in fall 2012 and a preliminary evaluation was completed. A multitude of data from numerous sources has been collected and is detailed in an interim report that will be provided to the university's Senate in September.</li> <li>◆ The Teaching Skills Enhancement Program is offered to faculty and graduate student cohorts and follows evaluation protocols of DELTS professional development quality management system. The functional objectives of the system include: <ul style="list-style-type: none"> <li>▲ Achieve 85% satisfaction (agree/strongly agree) from participants involved in teaching activities.</li> <li>▲ Respond to faculty needs by increasing the number of professional development events in teaching with technology.</li> <li>▲ Achieve 85 per cent agreement with the statement: "Participation in the Teaching Skills Enhancement Program (TSEP) will enhance my effectiveness as a post-secondary instructor."</li> </ul> </li> </ul>
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## SUMMARY

Memorial is progressively enhancing its environment, implementing activities and initiatives of the teaching and learning framework. The university is ensuring that its programs remain relevant, its curricula reflect the most current developments in the disciplines, and the methods of delivery reflect the best emerging practices. Achieving Memorial's strategic direction in teaching and learning will require additional work. The university will continue to develop activities and initiatives that engage students and educators such as those outlined above. The establishment of evaluation metrics will be timely for measuring the impact of all activities and initiatives undertaken to achieve the teaching and learning framework.

## LOOKING FORWARD TO 2013-2014

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

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

**Indicators:**

- Implemented initiatives of the Teaching and Learning Framework
- Developed an assessment framework for the Teaching and Learning Framework

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

**Objective 2012-2013: By March 31, 2013, Memorial University will continue to implement initiatives toward improved student success.**

**Measure:** Continued implementation of initiatives

2012-13 Indicator	2012-13 Activities
Identified further opportunities to improve student success	<p>Improving student success is fundamental to Memorial’s mission. During 2012-13, initiatives to develop further opportunities to improve student success and enhance the effectiveness of existing initiatives were identified, primarily through dialogue at all levels of the university. These initiatives targeted all aspects of the student experience through enhanced orientation, advising, counseling, and assistance with academic and social issues. Examples include:</p> <ul style="list-style-type: none"> <li>• Developing a collaborative, university-wide working group of all areas that offer orientation and welcome programs each September to identify opportunities for synergies and improve program quality as outlined in the Council for Advancement of Standards.</li> <li>• Developing a Students of Concern Advisory Committee (SOCAT) case management and consultant service to identify and address concerns related to student success.</li> <li>• Visiting campuses of the College of the North Atlantic (CNA) to enhance assistance to students transitioning to university programs through better identifying student needs.</li> <li>• Arranging for the Aboriginal Resource Office to visit schools in Labrador and Miawpukek/Conne River and meet with approximately 400 aboriginal and non-aboriginal students to identify their needs in attending Memorial.</li> <li>• Reviewing core requirements of Grenfell Campus for student success.</li> <li>• Enhancing relationships with prospective students and their influencers through Memorial’s recruitment team by:             <ul style="list-style-type: none"> <li>◆ Working closely with the Eastern School District of Newfoundland and Labrador (ESDNL) and the Department of Education personnel to showcase Memorial’s services, programs and facilities.</li> <li>◆ Presenting to approximately 2,000 provincial junior high students (primarily students in Grade 9) to provide them with information about post-secondary education and help them make informed choices about high school courses needed for certain career paths.</li> <li>◆ Implementing greater connections with students through a variety of social media platforms, including an enhanced website, Facebook, Twitter and Flickr presence.</li> <li>◆ Offering approximately 250 campus tours with the majority being individualized and customized for a growing number coming from outside the province.</li> <li>◆ Offering more than 30 webinars on Memorial’s campuses, programs and services to students, teachers, counselors and others.</li> <li>◆ Visiting approximately 500 schools.</li> <li>◆ Holding 50 evening information sessions (specifically for graduating high school students).</li> <li>◆ Participating in more than 75 career/education fairs.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◆ Connecting with and tracking more than 12,000 prospective undergraduate Canadian students including details on their choice of study, educational status, citizenship, etc.</li> </ul>
<p>Continued to implement initiatives to improve retention, time to graduation and completion rates at both the graduate and undergraduate level</p>	<p>Enhancing students' understanding of the expectations that university life places upon them enhances their ability to manage their experience at university more effectively. This increased understanding can help improve student retention and success in the institution. Memorial has sought to enhance student retention, time to graduation and completion rates in 2012-13 through implementation of new initiatives and further development of existing initiatives. For example:</p> <ul style="list-style-type: none"> <li>• As indicated under Goal 1, projects and services were implemented under the teaching and learning framework to support student development, including: <ul style="list-style-type: none"> <li>◆ A First Year Success Program pilot project to assist first-year students with potential to experience substantial academic challenges.</li> <li>◆ A project to develop guidelines to assist students with special learning needs.</li> </ul> </li> <li>• Over 1,800 new students and 400 parents were welcomed to Memorial at the fall 2012 orientation.</li> <li>• A series of student-focused presentations was offered as webinars and in person during orientation prior to the start of classes. The series addressed concerns of students and informed them of services available to them. Over 350 first-year students attended at least one of the presentations in person.</li> <li>• Over 2,000 applicants were advised by the Academic Advising Centre (AAC) on course choice for first semester.</li> <li>• 4,200 individual student advising sessions were conducted by the AAC with first-year and undeclared students.</li> <li>• Information sessions were held for students on admission requirements for competitive-entry programs.</li> <li>• Videos on specific programs were created by Distance Education and Learning Technologies Support (DELTS) to provide students with insight into the programs (e.g., a video series on the engineering program and its disciplines).</li> <li>• Visits to all first-year student English classes were arranged to provide face-to-face information to students on important academic deadlines, student services, and on-campus events. Approximately 1,000 students were spoken to directly by both staff and senior students.</li> <li>• MidTerm resource fairs were offered to provide information to new students regarding academic program options, academic skill enhancement, volunteer and career development opportunities, and mental and physical well-being. Total attendance for all events combined exceeded 700 students. Over 50 staff and faculty participated in the event each semester. Approximately 375 interactions with students were recorded.</li> <li>• Over 4,500 program audits were performed for students in declared programs to help them ensure they are doing the courses they need to complete to graduate in a timely manner.</li> <li>• Online offerings were offered and enhanced to assist students with greater flexibility to complete their programs. For example: <ul style="list-style-type: none"> <li>◆ Over 400 courses and 25 full and partial programs were offered online.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>◆ Registrations in the online courses accounted for over 15.2 per cent of Memorial's undergraduate and graduate course registrations.</li> <li>◆ A total of 34 online courses were developed or redeveloped. The courses developed enhanced online delivery in arts, business, education, music, nursing, science and social work.</li> <li>• Letters were provided upon request to Student Aid, confirming that a student is nearing completion of a program and should be eligible for continued aid.</li> <li>• The Aboriginal Resource Office developed and provided tutoring services for aboriginal students.</li> <li>• The Connect Program was enhanced to help online and distance learners feel connected to Memorial. For example, a newsletter was created to help achieve the purpose of the program.</li> <li>• Online orientation programs were developed for the School of Human Kinetics and Recreation and the Division of Community Health and Humanities.</li> <li>• Co-operative placement rates for Marine Institute students exceeded 95 per cent. Over 380 student placements were confirmed in various industry sectors including marine transportation, fisheries, food and ocean technology.</li> </ul>
<p>Continued to improve support services, awards and scholarships for students</p>	<p>Memorial conducted an inventory of support services and initiatives to better assist students in their university education and experience. During 2012-13, the university continued its many offerings and improved its support services, awards and scholarships for students. The examples below demonstrate improvements to ongoing activities and enhancements in this area.</p> <ul style="list-style-type: none"> <li>• Almost 3,000 accommodations were made for students with disabilities through the Blundon Centre.</li> <li>• Over 7,200 hours of client-based counseling were provided (the most since tracking of the information started at the university).</li> <li>• 1,584 individual career-related meetings were held with students.</li> <li>• On-campus residence housed 1,351 students -- 845 in Paton College and 506 in Burton's Pond Apartments. Of the 1,351 residents, 572 were from the province, 601 from other locations in Canada, and 178 from other countries.</li> <li>• Applications and reapplications for housing, and all occupancy agreements were offered online through the MyMUN portal.</li> <li>• Memorial's Campus Card Program was upgraded to increase convenience for student users and potential collaboration with internal and external vendors.</li> <li>• Student Health Services accommodated increasing student demand for primary care, providing an historical high of over 18,000 visits.</li> <li>• A record number of 22 counseling groups were offered.</li> <li>• A "stepped" mental health care program was implemented in collaboration with Eastern Health's program on e-mental health, which ensures that less resource intensive services are offered initially and care is only "stepped-up" when warranted.</li> <li>• Inter-professional service, teaching and research capacity continued to be developed to establish student health and counseling as an evidenced-based primary care clinic with mental health specialization.</li> <li>• A leadership certificate series was developed, allowing students to receive leadership training and development in the areas of supervisory skills, global impact, and varsity athletics.</li> <li>• Career development-related programs (such as Arts Works, Science Matters, Make Midterm Matter, Career Day, Professional Skills Development,</li> </ul>

Entrepreneur Training Program and the Volunteer Incentive Program) were offered and involved over 400 students.

- The Career Fair offered by Memorial University and the CNA was attended by 3,890 students.
- The various services and programs of the university engaged approximately 2,200 students and volunteers.
- The Aboriginal Students Handbook and Scholarships Book were developed and distributed.
- Three Aboriginal Awareness Days—which are planned each semester and provide opportunities to raise awareness of aboriginal culture, history and issues—were attended by over 700 students.
- A Mentors Program was initiated to provide support and growth in intercultural competencies for both international and Canadian students. There were about 100 mentees and mentors in the program.
- Approximately 85 families (from about 40 countries) benefited from family programming for families of international students. This included receiving a welcome kit, a birthday club book for a child, and a welcome new baby gift and/or school supplies from the back to school program.
- An airport pickup service was provided to 480 international students who were arriving in Canada for the first time.
- A Professional Skills Development Program was offered in co-ordination with Centre for Career Development to prepare international students for the Canadian work force. A total of 145 students completed the program.
- A Winter Activities Program was initiated for international students, which involved 138 students in sliding, curling and snowshoeing. As well, an additional 55 international students participated in intramurals.
- Six international students received the opportunity to travel to different communities across the province and present on their countries to students in the K-12 school system. The six students delivered 41 presentations from Nov. 2012 to March 2013 and reached a total of 768 K-12 students.

Examples of the many awards and scholarships offered during 2012-13 were as follows:

- A total of 984 entrance scholarships valued at \$1.7 million were awarded.
- Four aboriginal entrance scholarships were offered.
- A total of 35 international undergraduate entrance scholarships valued at \$124,600 were disbursed.
- The international undergraduate community service awards recognized 10 nominees at Memorial for outstanding contribution to the university community through leadership and extra-curricular/volunteer work. Awards valued at \$2,000 each were given to the top academically achieving international undergraduate students.
- 36 global engagement grants were awarded to undergraduate students to help fund cultural or intercultural events on campus.
- 1,592 students were employed through work programs (such as MUCPEP, SWASP, GTEP, ISWEP, GradSWEP, Canada Summer Jobs, and GTEP).
- Six student research projects were supported by various applied researching funds of the Harris Centre.
- Grenfell offered new awards (e.g., an award in honour of broadcaster Geoff Seymour).
- 86 scholarships and two awards valued at \$85,000 were awarded to 79 Marine Institute students for their academic excellence and leadership skills.

	<ul style="list-style-type: none"> <li>• Marine Institute established new scholarships from diverse sector representation, providing additional support to students.</li> </ul>
Developed measures to measure performance in first-year courses	<ul style="list-style-type: none"> <li>• The development of measurements of first-year performance is part of the project to establish evaluation metrics for initiatives of the Teaching and Learning Framework. While Memorial does have a number of indicators in place to measure performance in first year courses, it has not completed work on establishing the formal evaluation metrics for the framework because it is re-assessing its approach in the broader context of the three frameworks, and also, in particular, in the context of a new longer-term (2020) enrolment plan which is well developed and expected to be approved in fall of 2013.</li> </ul>

## SUMMARY

Memorial University continued to implement initiatives to improve student success and retention. Memorial’s goal is dependent on activities such as those outlined above which enhance programs, services and support for students as well as celebrate their success. These enhancements at the undergraduate and graduate levels are prerequisite to student success and retention. Ongoing challenges include: the need for continued financial support; competition of national and international universities; and social, cultural and economic changes of Newfoundland and Labrador.

## LOOKING FORWARD TO 2013-2014

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

**Measure:** Implemented the identified initiatives toward improved student success

**Indicators:**

- Implemented initiatives to improve retention, time to graduation and completion rates at both the graduate and undergraduate level
- Enhanced support services, awards and scholarships for students
- Completed development of measures to measure performance in first-year courses

## ISSUE 2: RESEARCH, CREATIVE ACTIVITY AND SCHOLARSHIP

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

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

Memorial’s research plan is actively supported at all levels of the university community, with a view not only to advancing scholarly knowledge but also to having an impact on external communities at local, national and international levels. External funding is vital for the development of research themes and faculty projects. The university continues to seek new sources of external funding so that research carried out by faculty, staff and students can flourish in an environment committed to the principles of the research plan.

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

#### Objective 2012-2013: March 31, 2013, Memorial University will continue to implement select priority areas identified in its research plan.

**Measure:** Implemented select plan priorities

2012-13 Indicator	2012-13 Activities
Continued efforts to enhance development of thematic interests	<p>Efforts were made during 2012-13 to enhance development of thematic interests. Examples include:</p> <ul style="list-style-type: none"> <li>• Memorial engaged the services of a consultant to create a strategy to increase multi-disciplinary teams across academic units in the 10 strategic research themes.</li> <li>• The Office of the Vice-President (Research) developed a communications campaign for the Research Strategy Framework that explains the goals, objectives and strategic research themes for key stakeholders. Activities included print materials and participation in a variety of trade shows and conferences where the thematic areas were highlighted.</li> <li>• Memorial’s Marine Institute established a committee to enhance activities in the North/Arctic region. The institute engaged and expanded research and training activities in Nunavut and conducted business development missions to Greenland, Iceland and the Northwest Territories.</li> <li>• Memorial’s Grenfell campus developed and/or supported the following: aboriginal relationships with Qalipu nation; Artist-in-Residence in</li> </ul>

	<p>Northwest River and in Bonne Bay (Norris Point); the Centre for Community-Based Research; the Centre for Aging; the Boreal Ecosystem Research Institute; the Environmental Policy Institute, the Smart Bay research project, and the coastal fisheries/communities project.</p>
<p>Pursued cross-disciplinary initiatives in thematic areas</p>	<p>Examples of cross-disciplinary activities during 2012-13 were as follows:</p> <ul style="list-style-type: none"> <li>• <i>“Abandoned Mines in Northern Canada: Historical Consequences and Mitigation of Current Impacts”</i> was a multidisciplinary study undertaken involving Departments of History and Geography. This project is relevant to the following themes: Aboriginal Peoples; Arctic and Northern Regions; Community, Regional and Enterprise Development; Environment, Energy and Natural Resources; and Governance and Public Policy.</li> <li>• The Microfluidic Sensor Project was a collaboration of researchers of the Faculty of Science (Chemistry) and the Faculty of Engineering and Applied Science to improve the speed and accuracy of the response to an offshore oil spill through advanced technology that senses contaminants in harsh marine environments. This project is relevant to the following themes: Arctic and Northern Regions; Environment, Energy and Natural Resources; Oceans, Fisheries and Aquaculture; and Information and Communication Technology.</li> <li>• <i>“Developing A Community-Based Monitoring Program For Drinking Water Supplies In The Indian Bay Watershed: A Baseline Study of Surface Water Quality, Contamination Sources and Resident Practices and Perceptions”</i> was a collaboration of researchers of Grenfell Campus and the Faculty of Medicine to determine and address the presence of microbiological and/or chemical contaminants of surface waters and roadside springs in the Indian Bay watershed (elements of the local drinking water supply outside of the scope of the existing provincial monitoring program). This project is relevant to the following themes: Environment, Energy and Natural Resources; Governance and Public Policy; Wellbeing, Health and Biomedical Discovery.</li> <li>• Grenfell and the Labrador Institute collaborated on initiatives in thematic interests relevant to their geographical and environmental regions.</li> </ul>
<p>Increased collaboration with researchers from outside the university (both public and private sector)</p>	<p>During 2012-13, a number of new collaborative relationships were developed with public and private sector partners across academic disciplines and thematic interests of research. These, in addition to collaborations that were developed in previous years, indicate an overall increase in this area. Examples for this period include:</p> <ul style="list-style-type: none"> <li>• Aboriginal Peoples: <i>“Understanding the Past to Build the Future”</i> was a five-year multidisciplinary project to study the history of the Inuit Metis of southern Labrador. This project involves researchers from archeology, religious studies, and aboriginal studies. Research collaborators are drawn from universities, communities and non-government organizations.</li> <li>• Arctic and Northern Regions: LOOKNorth is a Canadian Centre for Commercialization and Research focused on the safe, environmentally responsible, cost-effective and sustainable development of Canada’s northern natural resources. LOOKNorth collaborated with a wide variety of research partners and institutions and northern businesses and industries.</li> <li>• Community, Regional and Enterprise Development: The NSERC CREATE Training Program for Offshore Technology Research was a program developed for graduate students to enhance their technical and professional</li> </ul>

skills through internships with an industrial or research partner. Partners include industry organizations, for-profit companies, academic institutions, and research centres.

- Creative Arts, Culture and Heritage: *"Till We Meet Again: Moravian Music in Labrador"* was a collaboration between Memorial University researchers, the Nunatsiavut Government and the Moravian Church of Newfoundland and Labrador. Funding was provided, in part, by a substantial grant from the Social Sciences and Research Council of Canada.
- Environment, Energy and Natural Resources: The Environmental Policy Institute of Grenfell campus collaborated with academics, government and the general public to research and analyze issues related to climate change, energy, food security and forest policy.
- Governance and Public Policy: *"On the Move: Employment-Related Geographic Mobility in the Canadian Context"* was the first comprehensive study of employment-related geographical mobility initiated in Canada. This project involves 42 researchers and two collaborators from 17 disciplines and 22 universities across Canada and four other countries.
- Information and Communication Technology: Researchers of the Faculty of Engineering and the Department of Physics and Physical Oceanography partnered to work with local underwater acoustic imaging technology development company PanGeo Subsea. The collaborators are determining if PanGeo Subsea's instrument, a sub-bottom imager (SBI), can be integrated onto Memorial's Explorer AUV.
- Oceans, Fisheries and Aquaculture: *"Too Big to Ignore: Global Partnerships for Small-Scale Fisheries Research"* was developed to address the marginalization of small-scale fisheries in national and international policies and to develop research and governance capacity to address global fisheries challenges. The project involves 15 partners including intergovernmental organizations, research and academic institutions, environmental organizations and non-governmental organizations as well as 62 researchers in Canada and 26 other countries.
- Social Justice: Researchers of the School of Social Work partnered with the Janeway Family Centre and Eastern Health's Mental Health and Addiction Program to create the Change Clinic, a program that offers timely brief intervention to children, youth and families who are seeking outpatient mental health counseling. The success of the initiative has led to the extension of the project at the Janeway Family Centre, its expansion to a rural site and it is also being considered for some of Eastern Health's adult services.
- Wellbeing, Health and Biomedical Discovery: Researchers of the Faculty of Medicine partnered with external researchers and clinicians to create an interdisciplinary Memorial research team striving to identify the genetic causes of Sudden Cardiac Death.
- Memorial's Yaffle.ca was expanded to include research expertise and knowledge from both CNA and professional and sectoral associations across the province. The expansion will help support interdisciplinary and inter-institutional collaboration.
- The university focused on business development in South Korea and Japan. The result was potential new research and development collaborations in ocean industries for South Korea and in the mining sector in Japan.

	<ul style="list-style-type: none"> <li>• Memorial visited Akita University, Japan and developed a bilateral agreement and research relationships on potential common research themes in the mining sector.</li> <li>• The Centre for Aquaculture and Seafood Development of the Marine Institute continued to work with the Canadian Centre for Fisheries Innovation on high pressure processing. A \$750,000 high pressure processing system was installed at the seafood processing pilot plant.</li> <li>• The School of Fisheries and the Centre for Marine Simulation (CMS) of the Marine Institute launched the fishing vessel stability simulator in collaboration with DELTS and an industry partner, Virtual Marine Technology.</li> <li>• The Centre for Sustainable Aquatic Resources (CSAR) of the Marine Institute continued to work on a \$4.1 million project with researchers in engineering at Memorial as well as the Department of Fisheries and Oceans Canada (DFO) to reduce seabed impacts of bottom trawls.</li> </ul>
<p>Continued to enhance development of new sources of seed and start-up funding for development of new research initiatives, partnerships and collaborations</p>	<p>Memorial continued to develop sources of funding for research initiatives. Examples include:</p> <ul style="list-style-type: none"> <li>• Memorial announced two new funding programs—the cross-campus initiatives fund meant to encourage and build on existing strategic relationships between Memorial’s campuses and the conference fund, supporting conferences, workshops or seminars that are hosted or co-hosted by Memorial University.</li> <li>• Memorial continued to develop relationships with public and private sector funders. For example, a major funding announcement in the 2012-13 fiscal year was \$11.8 million from the Hibernia Management and Development Company Ltd (HMDC) for laboratory equipment and research for enhanced oil recovery. Overall, the university received approximately more than \$100 million in funding commitments for research awards.</li> <li>• Grenfell and CNA partnered to establish the Regional Collaboration Fund.</li> <li>• Grenfell collaborated with ACOA and other external partners for funding of the Boreal Ecosystem Research Institute.</li> <li>• The Marine Institute renewed its contribution agreement with the National Research Council for \$283,000 to support applied research and development for small- and medium-sized enterprises in Newfoundland and Labrador and Nunavut.</li> </ul>
<p>Enhanced research activity services and systems</p>	<p>Research activity services and systems were enhanced through initiatives such as the following:</p> <ul style="list-style-type: none"> <li>• The Office of Research Services continued to enhance and implement ROMEO, a web-based tool that allows for tracking data related to research funding.</li> <li>• Memorial formed a research council, comprised of associate deans (research) from every campus, faculty and school, to advise on implementation of the Research Strategy Framework.</li> <li>• The Office of the Vice-President (Research) commenced development of a new website that will feature tools to allow researchers to easily access information about internal and external funding opportunities.</li> <li>• Grenfell reviewed its operational systems within the research office to assess impact of research activity.</li> </ul>

	<ul style="list-style-type: none"> <li>The Labrador Institute received \$2.6 million in external funding for a three-year period to recruit researchers in the area of sustainable natural resource development. As a result, Dr. John Thistle (in the area of studies relating to large scale resource industries), Dr. Marie Clément (aquatic toxicology), Dr. Joinal Abedin (biochar), Dr. Merline Fonkwe (mineral processing), and two new administrative staff, Doreen Best and Diane Brown, were successfully recruited by the institute. This enhances ongoing research activities by Dr. Rebecca Shiff in community health, and PhD candidate Nathaniel Pollock on mental health and suicide in Labrador. Post-doctoral fellow Dr. Rachel Hirsch completed her research on the Community Freezer Program in Nain over the year.</li> </ul>
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## SUMMARY

During 2012-13, Memorial University continued to implement priority areas of its Research Framework. The plan of the framework calls for increased collaboration within the university and with partners in the external community. The results provide practical and tangible benefits to the province and beyond. The ongoing challenge is that the growing research efforts and a research growth plan require significant increases in the level of research funding that the university attracts from granting councils and industry.

## LOOKING FORWARD TO 2013-2014

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

**Measure:** Implemented its research and creative activity strategic plan

**Indicators:**

- Enhanced development of thematic interests
- Developed cross-disciplinary initiatives in thematic interests
- Collaborated with researchers from outside the university (both public and private sector)
- Developed sources of seed and start-up funding for development of new research initiatives, partnerships and collaborations
- Enhanced research activity services and systems



### ISSUE 3: NEEDS OF THE PROVINCE

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

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

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

#### Objective 2012-2013: By March 31, 2013, Memorial University will have continued select opportunities, initiatives and partnerships to enhance the delivery of university educational opportunities in the province.

**Measure:** Continued opportunities  
Continued initiatives  
Continued partnerships

2012-13 Indicator	2012-13 Activities
Continued engagement of the university community and its stakeholders in identifying delivery opportunities	<p>Memorial University continued engagement of the community and stakeholders in identifying delivery opportunities through initiatives such as:</p> <ul style="list-style-type: none"> <li>• NL Grid—an electronic teaching and learning platform—continued to be enhanced and offered to organizations that have a teaching/learning mandate (including CNA, the K-12 system and the broader university community).</li> <li>• Regional-based opportunities were identified in a variety of areas (e.g., inshore fishery, long-distance commuting, sustainability, healthcare) by engaging stakeholders in different forums and mediums offered through the Harris Centre, including: <ul style="list-style-type: none"> <li>◆ Four regional workshops attended by 137 community participants and 73 Memorial participants, where more than 100 current Memorial research projects were shared and over 90 potential research opportunities were identified.</li> <li>◆ A John Kenneth Galbraith Lecture in public policy attended by approximately 250 people in-person and 250 via live webcast.</li> <li>◆ Six Memorial Presents evening public forums attended by almost 500 people in-person and 450 via live webcast.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◆ 20 synergy sessions (day-time, multi-stakeholder meetings about public policy issues) attended by almost 600 people in-person and 75 via webinar.</li> <li>• Capacity to engage stakeholders in delivery opportunities was developed through the various centres of the Marine Institute as follows: <ul style="list-style-type: none"> <li>◆ The Centre for Applied Ocean Technology (CTEC) was relocated from the Ridge Road campus of the Marine Institute to the Holyrood Marine Base to lead large-scale ocean technology projects and initiatives and provide users of the Holyrood facility with technical support.</li> <li>◆ CTEC led the development and operation of the Placentia Bay SmartBay applied ocean observation initiative. Through support from the province and Transport Canada the program is being expanded to Port aux Basques, Bay of Islands, Bay of Exploits and St. John's to help service the information needs of the marine community in those areas.</li> <li>◆ The Community-Based Education Delivery unit offered various short courses throughout the province.</li> <li>◆ The Lewisporte Fisheries and Marine Centre enhanced capacity development in education, training and applied research through funding contributed by the federal and provincial governments.</li> <li>◆ The School of Maritime Studies offered the Bridgewatch Program and the Marine Diesel Mechanics program.</li> <li>◆ The Safety and Emergency Response Training (SERT) Centre delivered a range of industrial response training to Western Newfoundland and Labrador.</li> </ul> </li> </ul>
<p>Continued activities relating to connections and partnerships with College of the North Atlantic and the K-12 system as well as other organizations such as regional development boards, provincial government, federal government, private business, community organizations and research foundations</p>	<p>Examples of continued activities relating to connections and partnerships were as follows:</p> <ul style="list-style-type: none"> <li>• A web presence was developed for the teaching and technology community—consisting of Memorial University, CNA, and the Centre for Distance Learning and Innovation—to hold resources on a variety of technology tools.</li> <li>• Interactive web technologies were developed for “An Interactive Dialect Atlas of Newfoundland and Labrador English.” The technologies transform existing digitized language resources on regional diversity in Newfoundland and Labrador English into a learning tool for the general public, students and teachers in the K-12 school system, heritage groups and scholars from various disciplines. Launch of the Interactive Dialect Atlas of Newfoundland and Labrador English is set for September 2013.</li> <li>• Memorial’s Office of Alumni Affairs and Development (AAD) continued to build alumni services, and enhance links between alumni, their academic units and the university more broadly. Key activities were as follows: <ul style="list-style-type: none"> <li>◆ The Affinity Newfoundland and Labrador event program was further developed, increasing attendance and corporate community participation for individual events, increasing the profile of Memorial. London Affinity was re-modeled to host 140 guests (growth from 50 guests two years previous and 120 last year). Halifax Affinity was re-modeled to a cocktail party, growing from 150 to just over 200 guests.</li> <li>◆ Over 70 events and programs were hosted by AAD in cities in Canada, the U.S., and the U.K., through the following programs: Family, Personal Development, Professional Development, Reunions, and Social/Networking.</li> </ul> </li> </ul>

- ◆ Memorial's first ever all-campus, all-years Reunion 2012, 'havin' a time', was executed with more than 70 events at three campuses, including a variety show that attracted over 3,500 people. The reunion spanned from Corner Brook to St. John's. A framework was also developed for an ongoing Memorial University Reunion Program, with the first event planned for October 2013.
- ◆ Volunteer support for programming increased from 140 to approximately 210 volunteers.
- ◆ A mass email communication tool was implemented which allows for higher than average engagement of university alumni.
- ◆ Partnerships were enhanced to increase the operating budget of AAD. In 2012-13, corporate sponsorship increased to \$428,000 (note \$131,100 was for Reunion 2012) which is a 62 per cent increase from the previous year. These partnerships allow Memorial to further expand the reach of alumni programming and present higher quality activities and initiatives for partners to be involved. Any money that was not used for operating was contributed to scholarships. These partnerships served to strengthen ties between Memorial, alumni and the corporate community.
- Partnerships and connections continued through the Harris Centre. Key activities included the following:
  - ◆ Participating on various community organization boards and committees, including: Municipalities Newfoundland and Labrador, Economic Development Committee; City of Mt. Pearl, Economic Development Strategy, Advisory Committee; Co-ordinating Committee on Newcomer Integration; Le Réseau de développement économique et d'employabilité de Terre-Neuve-et-Labrador; St. John's Board of Trade, Federal and Provincial Affairs Committee; Placentia Institute for Newfoundland Studies; Rural Team NL; Food Security Network NL; Happy City St. John's Steering Committee.
  - ◆ Partnering with the provincial government's Policy NL initiative to recruit Memorial participants and facilitate workshops.
  - ◆ Partnering with the federal Translation Bureau through the Deputy Minister University Champion Program to increase participation of Memorial researchers and activities in the work of the bureau and the language portal website.
  - ◆ Partnering with ACOA, Industry Canada, and members of the Memorial faculties of Business Administration and Geography to facilitate a needs assessment consultation workshop with the Labrador West francophone community.
- Activities of Grenfell campus continued including:
  - ◆ Renewal of existing Memorandums of Understanding (MOUs) and investigation into new MOUs (e.g. University of Brighton, Harlow College, Waterford Institute of Technology).
  - ◆ A partnership with CNA on the Regional Collaboration Fund.
  - ◆ Further development of Articulation Agreements (Tourism, Sustainable Resource Management, Business, Social/Cultural Studies).
  - ◆ Further development of existing transfer agreements to facilitate student transfer from CNA to Memorial.
  - ◆ A partnership with CNA and the City of Corner Brook on the development of the Campus City Connects program.

	<ul style="list-style-type: none"> <li>◆ Pursuit of corporate, regional links through a newly appointed director of Alumni Affairs.</li> <li>• The Marine Institute furthered connections and partnerships through activities such as the following: <ul style="list-style-type: none"> <li>◆ The Institute launched the Fishing Vessel Stability Simulator with the Canadian Council of Professional Fish Harvesters.</li> <li>◆ CTEC and the Centre for Aquatic Sustainable Development (CASD) worked with the Newfoundland Aquaculture Industry Association of Newfoundland and three aquaculture operators in the Coast of Bays region on the south coast to develop and implement next generation remote cage monitoring technology to enhance aquaculture operations.</li> </ul> </li> </ul>
<p>Continued communication with all areas of the province to address the needs of different regions and communities</p>	<p>The university continued communication with areas of the province through activities and programs of its campuses and departments. Examples include:</p> <ul style="list-style-type: none"> <li>• Services and programs were webcasted by DELTS to the internal and external university community throughout the province. For example, live webcasts were produced for the various public sessions offered by the Harris Centre.</li> <li>• Four regional workshops held by the Harris Centre were attended by 137 community participants and 73 Memorial participants, where more than 100 current Memorial research projects were shared and over 90 potential regional-based research opportunities were identified.</li> <li>• The Communications and Marketing office at Grenfell campus was expanded to better communicate with all areas of the province and beyond.</li> <li>• Programs in Bridgewatchkeeping, Passenger Safety Management, and Marine Security were offered by the School of Maritime Studies of the Marine Institute at sites around the island of the province.</li> </ul>
<p>Continued to identify opportunities and initiatives to enhance university outreach and lifelong learning initiatives</p>	<p>Memorial continued to identify new opportunities to enhance outreach and lifelong learning through programs and services of its campuses and departments. Examples include those outlined below.</p> <ul style="list-style-type: none"> <li>• Opportunities were identified to expand outreach and lifelong learning initiatives through services of DELTS such as: <ul style="list-style-type: none"> <li>◆ Professional development seminars were webcast for the Association of Registered Nurses in Newfoundland and Labrador.</li> <li>◆ Live webcasts were produced for the Galbraith Lecture series offered through the Harris Centre.</li> <li>◆ The user interface and multimedia content were designed and implemented to create a highly interactive, engaging and effective training tool for the Fishing Vessel Stability Simulator launched by the Marine Institute and Canadian Council of Professional Fish Harvesters.</li> </ul> </li> <li>• Opportunities were identified to enhance outreach and lifelong learning programs of the Marine Institute: <ul style="list-style-type: none"> <li>◆ The CMS developed a specialized training program for Marine Atlantic personnel.</li> <li>◆ CBED introduced three new short courses including two for clients in Nunavut and one for the Technical Certificate in Aquaculture.</li> <li>◆ CBED led significant expansion of Small Vessel Operators Program (SVOP) deliveries in Newfoundland and Labrador, Nunavik and Nunavut.</li> </ul> </li> <li>• Grenfell Campus identified related initiatives: <ul style="list-style-type: none"> <li>◆ The presence of DELTS was increased on campus and in the area.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◆ The Grenfell Community Education and Engaged Research Centre was developed.</li> <li>• The Labrador Institute’s Dr. Rebecca Shiff taught three graduate courses for the Faculty of Medicine through DELTS. In partnership with the Division of Lifelong Learning, the Labrador Institute also offered courses on Effective Leadership and Stepping Up to Supervisor to community leaders. Following a request from the Rigolet Inuit Community government, Dr. Keith Chaulk delivered training on marine mammal observation, including study design, data analysis and report writing.</li> </ul>
Further increased enrolment of non-traditional students	<ul style="list-style-type: none"> <li>• The continued efforts of Memorial to increase and enhance online offerings provided students over the age of 25 with greater flexibility to enrol in courses. The number of students attending Memorial over the age of 25 grew about 5 per cent.</li> <li>• New programs and services targeted at aboriginal students (such as tutoring offered by the Aboriginal Resource Office) and initiatives to encourage students to self-declare helped increase the percentage of declared aboriginal students enrolled in graduate and undergraduate programs by 22.9 per cent.</li> </ul>

**SUMMARY**

During 2012-13, Memorial University continued to implement select opportunities, initiatives and partnerships to enhance the delivery of university education. The university’s campuses and their individual units and researchers are engaged in a variety of activities on their own and through collaborative partnerships with internal and external stakeholders. Memorial continues to build strong links with the community, especially in rural areas of the province, in recognition of the distinct role Memorial must play in the social, cultural and economic development of the province.

**LOOKING FORWARD TO 2013-2014**

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

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

- Indicators:**
- Continued activities relating to connections and partnerships with College of the North Atlantic and the K-12 system as well as other organizations such as regional development boards, provincial government, federal government, private business, community organizations and research foundations
  - Enhanced university outreach and lifelong learning initiatives
  - Increased enrolment of non-traditional students

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

**Objective 2012-2013: By March 31, 2013, Memorial will have continued to implement the key initiatives outlined in its international plan.**

**Measure:** Continued implementation of key initiatives

2012-13 Indicator	2012-13 Activities
Continued to develop an international strategic plan	<ul style="list-style-type: none"> <li>• Work on the development of an international strategic plan has taken longer to complete than originally anticipated. Memorial is re-assessing its approach based on: (1) an external consultant’s report on internationalization at Memorial; (2) the priorities of the university’s strategic frameworks (Teaching and Learning, Research, and Public Engagement); and (3) ongoing development of a new international strategy for the Harlow Campus. These factors provide new insights and directions to inform and guide development of an international strategic plan. The university plans to prepare a white paper as the first step in the plan development.</li> <li>• During 2012-13, Memorial continued to realize key strategic initiatives toward enhancing its international profile such as the following:               <ul style="list-style-type: none"> <li>◆ The university received an assessment of its current state of internationalization and recommendations to consider in developing an international strategy from International Education consultant, Daniel Guhr of Illuminate Consulting Group.</li> <li>◆ Memorial contributed as a key team member to the development of the Atlantic Region international education sector strategy funded by ACOA.</li> <li>◆ The university was the lead on the development of a new ‘industry interest group’ for the education and training sector, and now plays a leadership role in the formalized group—International Education Newfoundland and Labrador.</li> <li>◆ Memorial hosted over a dozen international visits from various countries including Russia, France, China, Japan, South Korea, Brazil and Norway.</li> </ul> </li> </ul>
Continued to enhance international recruitment efforts at the graduate and undergraduate levels	<p>International recruitment was enhanced across the campuses of Memorial during the reporting period. A number of efforts were made such as:</p> <ul style="list-style-type: none"> <li>• Memorial worked toward strategic goals, including:               <ul style="list-style-type: none"> <li>◆ Increasing attraction of international graduate students by 22 per cent.</li> <li>◆ Promoting the province as an education destination in Brazil, China, South Korea and Japan through successful missions abroad.</li> <li>◆ Facilitating formalized academic and research connections with Barbados, Jamaica, China, Brazil, Vietnam, Japan, South Korea, Germany, Russia, Iceland, Norway and France. Researchers are from</li> </ul> </li> </ul>

Earth Science, Engineering, Ocean Sciences, Fine Arts, Pharmacy, Medicine, Education, Environmental Science, Linguistics and Human Kinetics.

- Memorial's recruitment team connected with and tracked more than 7,500 prospective undergraduate international students.
- The recruitment team visited more than 200 international schools and participated in close to 100 education fairs and other recruitment events.
- The university's International Centre led a pan-Atlantic mission to Brazil, resulting in increased awareness of the province by Brazilian students and more than doubling their enrolment between fall 2012 and winter 2013.
- A special focus was put on business development in South Korea resulting in a tripling of the numbers of students from the area in the fall 2012.
- Tracking of data on prospective students was enhanced via the university's student records system. Memorial can better track details surrounding the choice of study, educational status, citizenship, etc.
- Recruitment contact with undergraduate prospects was enhanced through expanded communication plans. Memorial built stronger connections through multi-faceted communication outreach (involving electronic newsletters, mailings, online chats, webinars and social media namely Facebook, Twitter, and Flickr).
- The recruitment offices on campuses of Memorial worked closely together to set targets, identify markets, and ensure maximum 'Memorial' coverage.
- A variety of international projects were undertaken giving the university a greater profile amongst international students. Projects included: familiarization tour for Indian counselors, enhancement of international recruitment website/materials, and missions to key markets (India, Bangladesh, China and Zimbabwe) and emerging markets (Tanzania, Venezuela, Belize, Brazil and Bermuda).
- Grenfell enhanced specific activities by:
  - ◆ Renewing existing and developing new MOUs with foreign institutions (e.g., University of Brighton, Waterford Institute of Technology, Harlow College).
  - ◆ Participating in school fairs (e.g., London).
  - ◆ Establishing a working group with the Registrar's Office, Recruitment Office, Student Services, English as a Second Language (ESL), International Office, to better co-ordinate recruitment efforts.
- MI International, in collaboration with Academic and Student Affairs and the three schools of the Marine Institute, worked to implement a new strategy for attracting international students centered on strategic international partnerships. Key elements of the new strategy are:
  - ◆ Enhancement of existing MOUs and new formal agreements with partner institutions overseas.
  - ◆ Implementation of a pilot project for use of recruitment agencies.
  - ◆ Acceptance into the Association of Canadian Community Colleges and Citizen and Immigration Canada's Students Partners Program in India.
  - ◆ Acceptance into the Brazil Science Without Borders Scholarship Program.
  - ◆ Formal acceptance in the Saudi Scholarship Program.

<p>Continued to seek new opportunities for Memorial students to study internationally</p>	<p>Memorial continued to seek new opportunities for students to study internationally as follows:</p> <ul style="list-style-type: none"> <li>• Memorial held 76 active partnerships in 25 countries.</li> <li>• A 10 per cent increase in the number of Memorial students from the three campuses who study, work or carry out research in these countries.</li> <li>• Over 1,000 Memorial students received training in intercultural skills development, through presentations and extracurricular opportunities.</li> <li>• University of the Arctic partners visited Memorial to learn more about academic programs related to indigenous populations and through new funding.</li> <li>• Memorial signed a MOU with University of Trinidad and Tobago (UTT) which provides for the general enhancement of relations between the two universities towards advancement in the quality of education through collaborative activities and exchanges, sharing of facilities and program articulation. The MOU also provides a specific framework for advancement of Marine Education and Training at the Chaguaramas Marine Campus of UTT and the Marine Institute.</li> <li>• Grenfell identified opportunities for students to study internationally as a priority in a review of Grenfell core requirements. Specific opportunities included: <ul style="list-style-type: none"> <li>◆ Developing short-term exchanges (e.g. with Iceland and Ireland).</li> <li>◆ Using the Strategic Internationalization Fund for pursuit of MOUs and international exchanges.</li> <li>◆ Increasing the focus on internationalization within Grenfell recruiting staff.</li> <li>◆ Designing student exchange protocols to expedite exchange process.</li> <li>◆ Establishing new exchange agreements with universities in Iceland, Scotland, Ireland, Japan, South Korea, Central America, Costa Rica and Belize.</li> </ul> </li> <li>• The Marine Institute developed opportunities by: <ul style="list-style-type: none"> <li>◆ Accommodating 28 international students in study programs and seven students from Brazil and Saudi Arabia specifically in pre-MI ESL study.</li> <li>◆ Arranging for 27 bachelor of technology students to study in China through partnerships with Chinese universities.</li> <li>◆ Establishing a relationship with Hong Kong University Space PLK Community College to accept graduates from their food program into the Advanced Diploma in Food Safety and the Bachelor of Technology Programs.</li> </ul> </li> </ul>
<p>Further increased number of students involved in international development projects at home and abroad</p>	<p>Memorial further increased the number of students involved in international development project through existing and new initiatives. Examples include:</p> <ul style="list-style-type: none"> <li>• The Going Global Grant provided an opportunity for four graduate students to showcase their research in international development at international conferences, and for a further three students to take part in an international development research project. Research themes included: food security, fisheries, gender issues, political engagement of indigenous peoples, the impact of climate change on coastal communities, and regulatory and non-governmental organization impacts on mining companies.</li> <li>• Four Nautical Science Cadets were placed for work terms on the Russian sailing ship SS Mir during the summer of 2012. Students were on-board during the summer schedule with ports of call in Germany, France, Portugal, Spain, Ireland and the UK.</li> </ul>



	<ul style="list-style-type: none"> <li>• Grenfell renewed MOUs and increased student exchange opportunities which led to increased involvement in international projects.</li> <li>• MI International provided the following: <ul style="list-style-type: none"> <li>◆ Eight short-term (two-week) overseas opportunities for Memorial students.</li> <li>◆ International work opportunities (six-month) for graduates in Southeast Asia, Sub-Saharan Africa and the Caribbean funded through the Canadian International Development Agency. A total of 19 graduates completed their overseas placements by early April 2013.</li> </ul> </li> </ul>
<p>Continued to enhance services to support international students</p>	<p>International students were supported with enhanced services in a number of ways such as follows:</p> <ul style="list-style-type: none"> <li>• International students receiving services increased 19 per cent over the reporting period.</li> <li>• Two new programs were designed to enhance leadership, communication and entrepreneurial skills of international students: <ul style="list-style-type: none"> <li>◆ The Culture-to-Community program provided 16 volunteer international students with the opportunity to present to rural schools about their home cultures. The pilot-project year for the program (2012-13) engaged students in eight K-12 schools across the four school districts of the province. The program, which was designed to meet provincial curriculum outcomes, reached 768 students through 41 presentations.</li> <li>◆ The Entrepreneurship Training Program allowed 27 graduate students to launch their own knowledge-based business in the province by developing business networks through the collaboration of ACOA, the School of Graduate Studies, Career Development and Experiential Learning, and the International Centre of Memorial.</li> </ul> </li> <li>• The international student mentorship program shifted its focus to the learning outcomes of domestic student mentors to determine whether a series of interactions with a person of a different culture leads to greater intercultural competence. An evaluation tool, the Intercultural Development Inventory, has been selected and ethics approval is being finalized to launch new research into the impacts of the Mentorship program.</li> <li>• Memorial's Family Program served 157 international student families (spouses and children) through liaison to the community and direct provision of programs and services tailored to the specific needs of new families. A website was developed this year connecting families to the community resources they might access. In addition, a partnership with the Association for New Canadians allowed Memorial to offer basic conversation classes to spouses with limited English proficiency.</li> <li>• Grenfell campus enhanced its services by: <ul style="list-style-type: none"> <li>◆ Increasing activities of International Student Support Office.</li> <li>◆ Increasing the activities of the ESL Officer.</li> <li>◆ Establishing International Development Week in partnership with Ferris Hodgett Library, the local high school and WRM Hospital.</li> <li>◆ Increasing international outreach in community through the Campus City Connects program.</li> <li>◆ Hosting international film screenings.</li> <li>◆ Increasing library support through subscriptions to international magazines.</li> </ul> </li> </ul>

## SUMMARY

Memorial is active internationally, transferring expertise and services from Newfoundland and Labrador around the world through a variety of projects and initiatives. The university programs, services and partnerships are attracting and will continue to attract more international students at the undergraduate and graduate levels. Memorial will continue to explore opportunities to support this goal.

## LOOKING FORWARD TO 2013-2014

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

**Measure:** Enhanced Memorial University's presence and activities internationally in an effort to increase its international student enrolment

**Indicators:**

- Prepared a white paper as first step in development of an international strategic plan
- Enhanced international recruitment efforts at the graduate and undergraduate levels
- Enhanced services to support international students

## ISSUE 4: CONDITIONS FOR SUCCESS

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

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

**Objective 2012-2013: By March 31, 2013, Memorial University will have undertaken additional steps to enhance teaching, research and residence infrastructure on its campuses.**

**Measure:** Continued to undertake steps to enhance infrastructure

2012-13 Indicator	2012-13 Activities
<p>Continued development of an infrastructure plan which included initiatives which:</p> <ul style="list-style-type: none"> <li>◆ Continue to enhance external resources sufficient to maintain current infrastructure at an acceptable level</li> </ul>	<p>Memorial continued its ongoing consultations and dialogues with government and other external sources to secure sufficient resources to maintain the university infrastructure. During 2012-13, resources came primarily from the provincial government, but funds also came from federal and private contributions. A breakdown of the commitment of resources is shown below by campus.</p> <ul style="list-style-type: none"> <li>• St. John's Campus: <ul style="list-style-type: none"> <li>◆ \$65 million to new student residence.</li> <li>◆ \$45 million to major renovations of existing student residences.</li> <li>◆ \$55 million to the Newfoundland and Labrador Centre for Interdisciplinary Research in Human Genetics and the Faculty of Medicine building extension.</li> <li>◆ \$14 million to the Ocean Sciences Centre - Cold Water Supply.</li> <li>◆ \$14 million to the expansion of the Dr. Jack Clark Building (C-CORE) and the S.J. Carew Building (Faculty of Engineering and Applied Science).</li> <li>◆ \$14 million to laboratory renovations in the Science building.</li> <li>◆ \$500,000 to planning the Core Science Facility.</li> </ul> </li> <li>• Grenfell Campus: <ul style="list-style-type: none"> <li>◆ \$6 million to the Academic Building Atrium.</li> <li>◆ \$23 million to student residence.</li> <li>◆ \$4 million to enhancement of the Environmental Research Laboratories.</li> </ul> </li> <li>• Marine Institute Campus: <ul style="list-style-type: none"> <li>◆ \$496,000 was received from ACOA to enhance the facilities of CASD. This includes upgrades to the aquaculture facility, a new equipment development unit (engineering), investment in new food analysis equipment, expansion of the marine bioprocessing facility and new marketing materials for the CASD.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Memorial’s Alumni Affairs and Development enhanced resources through its fundraising initiatives. The results were achieved by developing relationships with sources—individuals and organizations—with an interest in maintaining and developing the university for the better of the community. Key initiatives were as follows: <ul style="list-style-type: none"> <li>◆ The <i>Dare To</i> campaign, which is concluding, exceeded the \$50 million goal by approximately 30 per cent.</li> <li>◆ Philanthropic donations to Memorial were almost \$12 million. With gifts and multi-year pledges included, the total increases to \$25.4 million.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>◆ Continue to identify and prioritize infrastructure development projects for academic and non-academic space</li> </ul>	<p>The university continued to identify and prioritize infrastructure development projects. Examples include:</p> <ul style="list-style-type: none"> <li>• The Battery Hotel and Suites was purchased with a plan to: <ul style="list-style-type: none"> <li>◆ Utilize the property to reduce the current space deficit at Memorial.</li> <li>◆ Address unfulfilled demands for resident space for graduate students.</li> <li>◆ Undertake programming that is “to be determined”.</li> <li>◆ Use the space for public engagement.</li> </ul> </li> <li>• Construction and renovations to on-campus housing on the St. John’s campus continued during the 2012-13 year. The new residence is expected to open for the 2013-14 academic year. Renovations to Paton College continued with Hatcher House currently being renovated and planning taking place for Doyle House and Burton’s Pond Apartments.</li> <li>• New multimedia classrooms (that include AC power in the desks, video conferencing, lecture capture, interactive technologies and digital video capabilities) were designed and installed.</li> <li>• Ten shared multimedia classrooms were updated from analog to digital as well as two additional shared classrooms were renovated and remodeled.</li> <li>• Scheduled preventive maintenance and daily maintenance was performed on approximately 200 multimedia learning spaces.</li> <li>• Upgrades to the D2L environment were completed to provide faculty and students with one of the most advanced learning platforms available. Additional work was completed to enhance the infrastructure which will enable the D2L environment to handle five times the activity of previous semesters and allow greater flexibility to grow in the future.</li> <li>• A service continuation plan was developed by DELTS. The plan continued support services to students, faculty and staff when Memorial University is closed due to natural causes such as snowstorms and power outages. Frontline employees who provide critical support services are provided with the necessary hardware and software to work from home during closures. These services include support for the Learning Management System – D2L, Elluminate Live, blogs, wikis and examination administration.</li> <li>• Grenfell continued to identify and prioritize projects by developing a campus plan and creating a working group to review teaching and learning spaces.</li> <li>• Renovations on Mt. Scio Road Research Laboratories commenced to support the marine bioprocessing facility and train graduate students.</li> <li>• With the support of the Department of Innovation, Business and Rural Development, the Marine Institute installed a new tug simulator.</li> </ul>

<p>◆ Continue to enhance integration of student common areas into space-allocation initiatives and future campus planning strategies</p>	<p>Memorial considers student common areas as an important consideration in campus planning strategies and space allocation as identified by students in various surveys and focus groups. This is demonstrated by initiatives that were undertaken to enhance the integration of student common areas.</p> <ul style="list-style-type: none"> <li>• Construction and renovations to on-campus housing on the St. John's Campus and Grenfell Campus included student common areas.</li> <li>• Informal gathering/learning spaces were enhanced in the Arts Atrium and the second floor of the Chemistry Building of the St. John's Campus as an initiative under the Teaching and Learning Framework. The initiative formally allocated the spaces as student common areas in campus planning strategies.</li> <li>• Grenfell developed a campus plan which integrates student common space as a consideration for the future.</li> </ul>
<p>◆ Continue to enhance research infrastructure</p>	<p>Initiatives were undertaken to enhance the research infrastructure such as:</p> <ul style="list-style-type: none"> <li>• The Office of Research Services continued to enhance and implement ROMEO, a web-based tool for tracking data related to research funding.</li> <li>• Grenfell reviewed its operational systems within the research office to assess impact of research activity.</li> <li>• With the support of the Department of Innovation, Business and Rural Development, the Marine Institute constructed a temporary storage facility and a floating dock at the Holyrood Marine Base facility and began the preliminary planning for Phase II development of the facility.</li> <li>• CTEC of the Marine Institute was relocated from the Ridge Road campus to the Holyrood Marine Base to lead a portfolio of large-scale ocean technology projects and initiatives as well as provide ocean technology experience and expertise to users of the facility.</li> </ul>
<p>◆ Further increase graduate and undergraduate student housing spaces and upgrade existing housing facilities to modern standards</p>	<p>The university has been renovating student residences on the St. John's Campus and constructing new residences in St. John's and Corner Brook for the past several years.</p> <ul style="list-style-type: none"> <li>• The new student housing spaces are designed to be energy efficient and meet environmental standards. They include modern technological services such as wireless communication, internet and cable connections. The new residences were not completed in 2012-13. They entered final stages of construction in 2012-13 and will open as planned in 2013-14. As such, an increase in student housing did not occur in 2012-13, but the new construction will accommodate 500 students on the St. John's Campus and 200 on the Grenfell Campus in 2013-14.</li> <li>• Renovations to Burton's Pond Apartments and Hatcher House and Curtis House of Paton College on the St. John's Campus were completed. Outdoor lighting and open areas around Burton's Pond Apartments were upgraded to improve security and common use of the area. In Curtis House and Hatcher House, upgrades were made to the following: heating and ventilation systems to be energy efficient and meet environmental standards; eating areas to offer students a greater variety of food options; and technological services to offer internet and cable connections. Planning also took place for upgrades to Doyle House and further upgrades to Burton's Pond Apartments.</li> </ul>

## SUMMARY

A critical component of Memorial's strategic plan is the requirement to develop the necessary conditions for success of the plan, particularly as it relates to infrastructure. The goals and indicators of the plan are tied to the need for improved and new facilities like student residence and a science research and teaching complex at the St. John's campus. Memorial continues to work with government on priorities regarding infrastructure needs.

## LOOKING FORWARD TO 2013-2014

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

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

### **Indicators:**

- Developed an infrastructure plan which included initiatives which:
  - Enhanced external resources sufficient to maintain current infrastructure at an acceptable level
  - Identified and prioritized infrastructure development projects for academic and non-academic space
  - Enhanced integration of student common areas into space-allocation initiatives and future campus planning strategies
  - Enhanced research infrastructure
  - Increased graduate and undergraduate student housing spaces and upgraded existing housing facilities to modern standards

## CONCLUSION

Memorial University has been engaged in developing comprehensive plans for almost two decades and has been providing annual reports to its stakeholders for much longer. Memorial is open and transparent with its constituents, accountable to its funders, and responsible for its actions. Memorial has successfully worked towards achieving its mission from 2012-13 through the goals and objectives set out in the strategic plan for the period. The report meets the university's obligations under the province's *Transparency and Accountability Act*.

The President's Report 2012-13 provides more detail on the general initiatives reported in this document and on many other activities of the university. Readers can find that report and many other relevant documents, including the annual Memorial University Fact Book, the annual Research Report, annual audited financial statements, planning documents, and much more information on the Memorial University website ([www.mun.ca](http://www.mun.ca)). The financial statements of Memorial University for 2012-13 are appended to this report.

In addition to these reports and plans, the Memorial University Strategic Plan 2011-14, which was tabled in the House of Assembly to meet the university's obligations under the province's *Transparency and Accountability Act*, provides a further guide to the university's work over the coming years. In the spirit of transparency and accountability, the university continues to operate in a manner that encourages broad communication about its activities, progress towards stated goals and objectives and use of resources.







**MEMORIAL UNIVERSITY OF NEWFOUNDLAND**

*Consolidated Financial Statements  
with Supplementary Schedules*

*March 31, 2013*



**MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
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FOR THE YEAR ENDED MARCH 31, 2013**

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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, 2013 and the consolidated statements of operations, remeasurement gains and losses, changes in net deficiency and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

## **Management's responsibility for the consolidated financial statements**

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

## **Auditors' responsibility**

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

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

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

### **Opinion**

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of **Memorial University of Newfoundland** as at March 31, 2013 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

### **Comparative Information**

Without modifying our opinion, we draw attention to Note 3 to the financial statements, which describes that Memorial University of Newfoundland adopted Canadian public sector accounting standards on April 1, 2012 with a transition date of April 1, 2011. These standards were applied retroactively by management to the comparative information in these financial statements, including the statement of financial position at March 31, 2012 and April 1, 2011, and the statements of operations and cash flow for the year ended March 31, 2012 and related disclosures. We were not engaged to report on the restated comparative information, and as such, it is unaudited.

*Ernst & Young LLP*

St. John's, Canada  
July 4, 2013.

Chartered Accountants

## CONSOLIDATED STATEMENT OF FINANCIAL POSITION

As at  
[thousands of dollars]

	March 31, 2013	March 31, 2012 (unaudited)	April 1, 2011 (unaudited)
<b>ASSETS</b>			
<b>Current</b>			
Cash and cash equivalents	13,528	10,538	12,693
Restricted cash <i>[note 5]</i>	6,756	6,195	4,702
Short-term investments <i>[note 7]</i>	110,429	114,536	92,870
Accounts receivable	87,806	71,007	69,346
Other current assets	6,697	6,927	6,400
<b>Total current assets</b>	<b>225,216</b>	<b>209,203</b>	<b>186,011</b>
Long term receivable	-	-	991
Portfolio investments <i>[note 7]</i>	101,733	95,071	90,973
Assets under construction <i>[note 9]</i>	160,050	106,100	37,143
Tangible capital assets <i>[note 8]</i>	191,017	153,376	156,634
<b>Total assets</b>	<b>678,016</b>	<b>563,750</b>	<b>471,752</b>
<b>LIABILITIES</b>			
<b>Current</b>			
Bank indebtedness <i>[note 6]</i>	13,748	15,139	16,531
Accounts payable and accrued liabilities	65,149	48,820	67,169
Deferred revenue	43,197	41,806	32,966
Deferred contributions - external grants and donations <i>[note 11]</i>	88,219	87,377	64,452
Current portion of long term debt <i>[note 12]</i>	514	494	303
<b>Total current liabilities</b>	<b>210,827</b>	<b>193,636</b>	<b>181,421</b>
Long term debt <i>[note 12]</i>	829	960	346
Derivative liability	2,167	2,365	1,644
Post-employment benefits <i>[note 13]</i>	158,342	146,868	138,525
Deferred capital contributions <i>[note 10]</i>	327,609	234,905	173,933
<b>Total liabilities</b>	<b>699,774</b>	<b>578,734</b>	<b>495,869</b>
<b>NET DEFICIENCY</b>			
Net assets restricted for endowment purposes	69,089	72,903	66,548
Net assets related to rereasurement gains/losses	1,916	-	-
Unrestricted net deficiency	(92,763)	(87,887)	(90,665)
<b>Total net deficiency</b>	<b>(21,758)</b>	<b>(14,984)</b>	<b>(24,117)</b>
<b>Total liabilities and net deficiency</b>	<b>678,016</b>	<b>563,750</b>	<b>471,752</b>

See accompanying notes

Contingencies *[note 14]*

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]

	2013	2012 (unaudited)
<b>REVENUE</b>		
Government grants	423,694	401,407
Student fees	62,711	60,302
Other income	56,701	69,288
Amortization of deferred capital contributions <i>[note 10]</i>	22,847	21,325
Sales and services	11,393	12,103
Investment income	6,364	998
	<b>583,710</b>	<b>565,423</b>
<b>EXPENSES</b>		
Salaries and employee benefits	398,913	372,032
Materials and supplies	36,836	36,567
Repairs and maintenance	32,471	30,504
Scholarships, bursaries and awards	26,773	25,072
Utilities	25,451	25,596
Amortization of tangible capital assets	21,986	21,065
Travel and hosting	16,249	16,599
Externally contracted service	15,813	16,406
Other operating expenses	12,686	12,136
Professional fees	12,615	13,261
Post-employment benefits <i>[note 13]</i>	11,474	8,343
Equipment rentals	4,177	3,680
Interest expense	623	680
Derivative liability loss	-	721
External cost recoveries	(19,758)	(20,910)
	<b>596,309</b>	<b>561,752</b>
<b>Excess of (expenses over revenue) revenues over expenses</b>	<b>(12,599)</b>	<b>3,671</b>

*See accompanying notes*

**CONSOLIDATED STATEMENT OF  
REMEASUREMENT GAINS AND LOSSES**

Year ended March 31  
[thousands of dollars]

	<u>2013</u>
<b>Accumulated remeasurement gains and (losses) at beginning of year</b>	-
Unrealized gains (losses) attributable to:	
Portfolio investments	1,979
Derivative liability	181
Amounts reclassified to consolidated statement of operations:	
Portfolio investments	(244)
<b>Accumulated remeasurement gains and (losses) at end of year</b>	<u>1,916</u>

*See accompanying notes*



**CONSOLIDATED STATEMENT OF CHANGES  
IN NET DEFICIENCY**

As at March 31  
[thousands of dollars]

	<b>Restricted for Endowment Purposes</b>	<b>Remeasurement Gains/(Losses)</b>	<b>Unrestricted</b>	<b>2013</b>	<b>2012 (unaudited)</b>
<b>Balance, beginning of year</b>	<b>72,903</b>	-	<b>(87,887)</b>	<b>(14,984)</b>	(24,117)
Change in remeasurement gains and losses for the current year	-	<b>1,916</b>	-	<b>1,916</b>	-
Excess of revenue over expense (expense over revenue)	<b>(7,723)</b>	-	<b>(4,876)</b>	<b>(12,599)</b>	3,671
Endowment contributions	<b>3,909</b>	-	-	<b>3,909</b>	5,462
<b>Balance, end of year</b>	<b>69,089</b>	<b>1,916</b>	<b>(92,763)</b>	<b>(21,758)</b>	(14,984)

*See accompanying notes*

**CONSOLIDATED STATEMENT OF CASH FLOWS**

Year ended March 31

[thousands of dollars]

	<b>2013</b>	<b>2012</b>
		(unaudited)
<b>OPERATING ACTIVITIES</b>		
Excess of (expenses over revenue) revenue over expenses	<b>(12,599)</b>	3,671
Items not affecting cash:		
Amortization of tangible capital assets	<b>21,986</b>	21,065
Amortization of deferred capital contributions	<b>(22,847)</b>	(21,325)
Loss on disposal of tangible capital assets	<b>135</b>	159
Increase in post-employment benefits, net	<b>11,474</b>	8,343
Increase in derivative liability	-	721
Reduction in long term receivable	-	991
Unrealized (loss) gain on portfolio investments	-	5,100
Change in non-cash working capital	<b>1,974</b>	11,228
<b>Cash provided by operating activities</b>	<b>123</b>	29,953
<b>CAPITAL ACTIVITIES</b>		
Purchase of tangible capital assets	<b>(59,762)</b>	(18,919)
Purchase of assets under construction	<b>(53,950)</b>	(68,005)
Contributions received for capital purposes	<b>115,551</b>	82,297
<b>Cash provided by (used in) capital activities</b>	<b>1,839</b>	(4,627)
<b>INVESTING ACTIVITIES</b>		
Increase (decrease) in short-term investments, net	<b>4,107</b>	(21,665)
Increase in restricted cash, net	<b>(561)</b>	(1,493)
Increase in portfolio investments, net	<b>(4,926)</b>	(9,198)
<b>Cash used in investing activities</b>	<b>(1,380)</b>	(32,356)
<b>FINANCING ACTIVITIES</b>		
Decrease in bank indebtedness, net	<b>(1,391)</b>	(1,392)
Endowment contributions	<b>3,909</b>	5,462
(Decrease) increase in long-term debt, net	<b>(110)</b>	805
<b>Cash provided by financing activities</b>	<b>2,408</b>	4,875
<b>Net change in cash and cash equivalents during the year</b>	<b>2,990</b>	(2,155)
Cash and cash equivalents, beginning of year	<b>10,538</b>	12,693
<b>Cash and cash equivalents, end of year</b>	<b>13,528</b>	10,538
<b>SUPPLEMENTARY INFORMATION</b>		
Interest paid	<b>623</b>	680

*See accompanying notes*

## **Memorial University of Newfoundland**

### **NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2013

#### **1. AUTHORITY AND PURPOSE**

Memorial University of Newfoundland [the “University”] is a corporation operating under the authority of the *Memorial University Act*. It is a comprehensive research university offering a full range of undergraduate, graduate and continuing studies programs. The academic governance of the University is vested in the Senate. The University is a government not-for-profit organization [GNPO], governed by a Board of Regents, the majority of who 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. [CCI]
- The Canadian Centre for Fisheries Innovation [CCFI]
- Edutech Services Inc. (dissolved August 2011)
- Genesis Group Inc. [Genesis]
- The Memorial University of Newfoundland Botanical Garden Incorporated (dissolution approved for April 1, 2013) [BG]
- Memorial University Recreation Complex [MURC]
- Newfoundland Quarterly Foundation (dissolution approved for April 1, 2013) [NQF]
- Western Sports and Entertainment Inc. [WSEI]

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

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

##### **Use of estimates**

The preparation of these consolidated financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities, and reported amounts of revenues and expenses during the year at the date of the consolidated financial statements. Actual results could differ from these estimates. Estimates are reviewed periodically, and as adjustments become necessary, they are reported in the earnings of the period during which they became known. Areas of key estimation

## **Memorial University of Newfoundland**

### **NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2013

include actuarial assumptions for post-employment benefits, allowance for doubtful accounts, amortization rates and cost of assets under construction.

#### **Revenue recognition**

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

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

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

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

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

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

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

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

#### **Expense recognition**

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

#### **Tangible capital assets**

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

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

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

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

## Memorial University of Newfoundland

### NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2013

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

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

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

#### Impairment of long-lived assets

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

#### Post-employment benefits

##### Pension plan

The employees of the University participate in a defined benefit pension plan [the Plan] administered under the *Memorial University Pensions Act* with any deficiencies being funded by the Province of Newfoundland and Labrador. Payments to the Plan consist of contributions from employees together with matching amounts from the University plus any additional amounts required to be paid by an employer as prescribed in the *Pension Benefits Act (1997)* [PBA]. In addition to its matching contributions, the University made a special payment of \$19.7 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 March 31, 2010 valuation of the Plan. With respect to a solvency deficiency, the PBA requires that an employer contribute an amount sufficient to liquidate the deficiency within five years of the solvency valuation date. The University's contributions to the pension plan are recorded as an expense in the consolidated statement of operations. The assets and obligations of the plan are not recorded in these consolidated financial statements.

An actuarial valuation of the Plan was performed for funding purposes as at December 31, 2012 and the results have been extrapolated to March 31, 2013 for financial statement reporting. The extrapolation revealed that the going concern unfunded liability is \$347.0 million at March 31, 2013 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, 2013, approximately 31.25 years are remaining in the amortization

## **Memorial University of Newfoundland**

### **NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2013

schedule. The indexing liability is amortized on a declining balance basis along with recognition that if the indexing contributions (i.e., an additional 0.6% of payroll being made by both the University and employees) exceed the originally scheduled amortization payment, that 15 years' worth of these excess contributions can be accounted for when determining the University's special payments.

The University is required to make special payments to fund the going concern unfunded liability revealed in the December 31, 2012 actuarial valuation. As at December 31, 2012 the going concern unfunded liability was \$360.7 million. The portion of the going concern unfunded liability (after accounting for the indexing liability) to be amortized was \$284.3 million and the required amortization payment for fiscal 2013/2014 is \$26.6 million (or 8.8% of pensionable payroll). University special payments will continue at this level (i.e., 8.8% of pensionable payroll) until the next actuarial valuation for funding purposes, which is due no later than December 31, 2015 (i.e., within three years of the December 31, 2012 actuarial valuation).

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

#### **Other post-employment benefits**

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

The post-employment benefits are:

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

Additional disclosure is provided in note 13.

#### **Financial instruments**

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

##### **Fair value**

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

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

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

## **Memorial University of Newfoundland**

### **NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2013

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

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

#### **Amortized cost**

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

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

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

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

#### **Derivative financial instruments**

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

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.

## Memorial University of Newfoundland

### NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2013

#### Agency obligations

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

### 3. FIRST TIME ADOPTION OF PUBLIC SECTOR ACCOUNTING STANDARDS

PSAB issued new standards for GNPO's for years beginning after January 1, 2012. GNPO's have a choice of:

- Public Sector Accounting Standards including PS 4200 – 4270 for government not-for-profit organizations; or
- Public Sector Accounting Standards without PS 4200 – 4270

The University has chosen to follow Public Sector Accounting Standards including PS 4200 – 4270 for GNPO's.

These financial statements are the first financial statements which the University has prepared in accordance with the Public Sector Accounting (PSA) Handbook, which constitutes generally accepted accounting principles for GNPO's in Canada [GAAP]. In preparing its opening Statement of Financial Position as at April 1, 2011 [the "Transition Date"], the University has applied Section PS 2125, First Time Adoption by Government Organizations [PS 2125].

The accounting policies that the University has used in the preparation of its opening Statement of Financial Position have resulted in certain adjustments to balances which were presented in the Statement of Financial Position prepared in accordance with Part V of the CICA Handbook – Accounting [Previous GAAP]. These adjustments were recorded directly to the University's net assets at the Transition Date using the transitional provisions set out in PS 2125.

PS 2125 provides a number of elective exemptions related to standards in the PSA Handbook. The University has elected to use the transition exemption from applying PS 3150 retroactively to conditions when a write-down of tangible capital assets should be accounted for prior to the Transition Date. The University has also elected to use the transition exemption for PS 3250, Retirement Benefits, where a first time adopter can elect to recognize all cumulative actuarial gains/losses as at the Transition Date directly in net assets. The University has not elected to use any other exemptions.

The adjustments are as follows:

**Adj. (i)** Administrative leaves - The University accrued an amount for administrative leave relating to employees who accrued time off to transition back into the academic ranks. Under GAAP, these leaves are now considered restricted leaves and do not fit the definition of a compensated absence under PS 3255, Post-Employment Benefits, Compensated Absences and Termination Benefits; accordingly, this liability is no longer recognized. The effect of this change has resulted in a decrease in the liability and a decrease in net deficiency of \$362 thousand at the Transition Date and for the year ended March 31, 2012.

**Adj. (ii)** Post-employment benefits discount rate - GAAP requires these liabilities to be calculated with a discount rate that is equal to either the University's rate of return on plan assets or the University's borrowing rate. Under Previous GAAP, these liabilities were discounted using a rate equal to the yield on high quality corporate bonds. As the University has no plan assets in relation to post-employment benefits, the University



## Memorial University of Newfoundland

### NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2013

has used its indicative borrowing rate as provided by its external financial institution. The University has recognized an increase in the post-employment benefit liability and an increase in the net deficiency balance of \$2.5 million as at the Transition Date, and \$10.1 million as at March 31, 2012. The change resulted in an increase in post-employment benefits expense of \$7.6 million for the year ended March 31, 2012.

**Adj.(iii)** Post-employment benefits actuarial gains/losses - The University has elected to recognize actuarial gains and losses at the date of transition to GAAP directly in net assets. In future years, amortization of actuarial gains and losses will be amortized over the average remaining service life of employees. As a result, the University has recognized a decrease in the liability and a decrease to net deficiency of nil as at the Transition Date, and \$26.2 million as at March 31, 2012. The change resulted in a decrease of \$26.2 million in post-employment benefits for the year ended March 31, 2012.

**Reclassifications** – In previous years, the University presented accrued vacation as a component of employee future benefits. This liability is now included as part of accounts payable and accrued liabilities. There is no effect on net assets due to this reclassification. As well, two research funds with a surplus balance were reclassified as deferred contributions.

The effects of these adjustments are detailed in the following tables.

#### Statement of Financial Position as at April 1, 2011 – Transition Date (unaudited)

[thousands of dollars]

	Previous GAAP	Adj. (i)	Adj. (ii)	Adj. (iii)	Reclassification	GAAP
<b>Liabilities</b>						
Accounts payable and accrued liabilities	53,415	-	-	-	13,754	67,169
Deferred contributions	64,323	-	-	-	129	64,452
Post-employment benefits	150,146	(362)	2,495	-	(13,754)	138,525
<b>Net deficiency</b>	(21,855)	362	(2,495)	-	(129)	(24,117)

#### Statement of Financial Position as at March 31, 2012 (unaudited)

[thousands of dollars]

	Previous GAAP	Adj. (i)	Adj. (ii)	Adj. (iii)	Reclassification	GAAP
<b>Liabilities</b>						
Accounts payable and accrued liabilities	33,875	-	-	-	14,945	48,820
Deferred contributions	87,261	-	-	-	116	87,377
Post-employment benefits	178,254	(362)	10,110	(26,189)	(14,945)	146,868
<b>Net deficiency</b>	(31,309)	362	(10,110)	26,189	(116)	(14,984)

## Memorial University of Newfoundland

### NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2013

#### Statement of Operations for the year ended March 31, 2012 (unaudited)

[thousands of dollars]

	Previous GAAP	Adj. (i)	Adj. (ii)	Adj. (iii)	Reclassification	GAAP
<b>Other Income</b>	69,275	-	-	-	13	<b>69,288</b>
<b>Expenses</b>						
Salaries and employee benefits	370,840	-	-	-	1,192	<b>372,032</b>
Post-employment benefits	28,109	-	7,615	(26,189)	(1,192)	<b>8,343</b>
<b>Excess of over expenses</b>	(14,916)	-	(7,615)	26,189	13	<b>3,671</b>

#### Statement of Cash Flows for the year ended March 31, 2012

The transition to GAAP had no impact on total operating or financing activities on the statement of cash flows. The change in excess of expenses over revenues for the year ended March 31, 2012 has been offset by adjustments to operating activities. The transition to GAAP resulted in the reclassification of cash receipts and outflows relating to the acquisition of tangible capital assets from investing to capital activities. The capital section of the statement of cash flows did not exist prior to the transition to GAAP.

#### Statement of Remeasurement Gains and Losses

On April 1, 2012, the University adopted Public Sector Accounting Standards PS 3450, *Financial Instruments*. The standards were adopted prospectively from the date of adoption. The new standards provide comprehensive requirements for the recognition, measurement, presentation and disclosure of financial statements.

Under PS 3450, all financial instruments, including derivatives, are included in the statement of financial position and are measured either at fair value or amortized cost based on the characteristics of the instrument and the University's accounting policy choices (see Note 2 - Significant Accounting Policies).

#### 4. 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.

## Memorial University of Newfoundland

### NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2013

#### 5. 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.

#### 6. 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 2013/14 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 15*.

##### 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 \$3.0 million. The fair value of this interest rate swap is \$0.27 million [2012 - \$0.32 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 \$13.8 million. The fair value of this interest rate swap is \$1.90 million [2012 - \$2.05 million].

#### 7. FINANCIAL INSTRUMENT CLASSIFICATION

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

[thousands of dollars]	2013			2012	2011
				(unaudited)	(unaudited)
	Fair Value	Amortized Cost	Total	Total	Total
Cash and cash equivalents	13,528	-	13,528	10,538	12,693
Restricted cash	6,756	-	6,756	6,195	4,702
Short term investments	-	110,429	110,429	114,536	92,870
Accounts receivable	-	87,806	87,806	71,007	69,346
Portfolio investments	101,733	-	101,733	95,071	90,973
Bank indebtedness	13,748	-	13,748	15,139	16,531
Accounts payable and accrued liabilities	-	65,149	65,149	48,820	67,169
Long term debt	-	1,343	1,343	1,454	649
Derivative liability	2,167	-	2,167	2,365	1,644

## Memorial University of Newfoundland

### NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

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

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

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

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]	2013				2012	2011
	Level 1	Level 2	Level 3	Total	(unaudited) Total	(unaudited) Total
Cash and cash equivalents	13,528	-	-	13,528	10,538	12,693
Restricted cash	6,756	-	-	6,756	6,195	4,702
Investments						1,374
Private equity						
Publicly traded equity - CDN	25,338	-	-	25,338	30,596	33,265
Publicly traded equity – USD	6,712	-	-	6,712	7,157	6,615
Publicly traded equity – Global	5,114	-	-	5,114	3,455	3,356
Fixed income	-	64,569	-	64,569	53,863	46,363
Bank indebtedness	-	13,748	-	13,748	15,139	16,531
Derivative liability	-	-	2,167	2,167	2,365	1,644

## 8. TANGIBLE CAPITAL ASSETS

[thousands of dollars]	2013			2012	2011
	Cost	Accumulated Amortization	Net Book Value	(unaudited) Net Book Value	(unaudited) Net Book Value
Buildings	254,073	146,990	107,083	74,874	83,356
Furniture and equipment	117,939	70,024	47,915	42,178	38,659
Computers	25,570	19,967	5,603	5,902	4,593
Software	4,146	1,618	2,528	1,529	434
Vehicles and vessels	4,740	4,423	317	371	435
Library collection	145,705	118,134	27,571	28,522	29,157
<b>Total</b>	<b>552,173</b>	<b>361,156</b>	<b>191,017</b>	<b>153,376</b>	<b>156,634</b>

Amortization expense for the year is \$22.0 million (2012 - \$21.1 million).

**Memorial University of Newfoundland**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

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**9. ASSETS UNDER CONSTRUCTION**

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

[thousands of dollars]	<b>2013</b>	2012 (unaudited)	2011 (unaudited)
<b><u>Project Description</u></b>			
Grenfell Campus Academic Building	-	27,040	13,120
Grenfell Campus New Residence	<b>18,542</b>	6,097	2,239
MUN Residence	<b>55,943</b>	29,892	7,532
Medical School Extension	<b>45,569</b>	26,477	7,366
Ocean Sciences Center Deep Water Supply	<b>19,637</b>	8,691	4,377
Grenfell Campus Environmental Labs	<b>2,086</b>	343	-
Engineering Expansion	<b>3,139</b>	451	-
C-CORE Expansion	<b>4,192</b>	400	-
Core Science Facility	<b>230</b>	-	-
100 Signal Hill Road Property	<b>10,712</b>	-	-
Holyrood Marine Base	-	2,395	2,337
Offshore Safety and Survival Center Revitalization	-	3,177	120
Simulator Upgrade	-	320	11
Offshore Safety and Survival Center Storage Facility	-	54	-
Holyrood Storage Facility	-	1	-
Grenfell Campus Arts and Science Building Extension	-	762	41
<b>Total</b>	<b>160,050</b>	106,100	37,143

**10. 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]	<b>2013</b>	2012 (unaudited)	2011 (unaudited)
Balance, beginning of year	<b>234,905</b>	173,933	159,359
Additional contributions received	<b>115,551</b>	82,297	36,803
Less amounts amortized to revenue	<b>(22,847)</b>	(21,325)	(22,229)
Balance, end of year	<b>327,609</b>	234,905	173,933

**Memorial University of Newfoundland**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2013

**11. 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]	<b>2013</b>	2012 (unaudited)	2011 (unaudited)
Balance, beginning of year	<b>87,377</b>	64,452	61,309
Grants and donations received during the year	<b>80,186</b>	83,505	63,754
Less expenses incurred during the year	<b>(79,344)</b>	(60,580)	(60,611)
Balance, end of year	<b>88,219</b>	87,377	64,452

**12. LONG-TERM DEBT**

[thousands of dollars]	<b>2013</b>	2012 (unaudited)	2011 (unaudited)
RBC Royal Bank, fixed term demand loan, related to Harlow campus, 5.19% interest, repayable in nine equal annual, blended payments of \$121, matured in April 2012, unsecured	-	118	227
CMHC mortgage on Queen’s College, 5.875% interest, repayable in 50 equal, blended payments of \$29 semi-annually, maturing in June 2019, secured	<b>270</b>	311	349
Capital leases negotiated through the RBC Royal Bank, varying interest rates, payable in equal annual installments, secured by assets under lease	<b>1,073</b>	1,025	73
	<b>1,343</b>	1,454	649
Less: current portion	<b>514</b>	494	303
	<b>829</b>	960	346

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

2014	514
2015	517
2016	179
2017	51
2018	54
Thereafter	28

**13. 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).

## Memorial University of Newfoundland

### NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2013

#### Employee Future Benefits

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

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

	<u>2013</u>	<u>2012</u>
Discount rate:		
Liability	4.10%	4.13%
Expense	4.13%	5.10%
Average rate of compensation increase	4.00%	4.50%

The health care inflation rate is 7% in year 1, reducing 0.5% per year to 4% in year 7 and later (2012 – 4.0% per annum). There is no explicit inflation rate used in this valuation.

#### Voluntary Early Retirement Income Plan (VERIP)

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

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

	<u>2013</u>	<u>2012</u>
Discount rate		
Liability	3.25%	3.50%
Expense	3.50%	4.50%

#### Supplemental Retirement Income Plan (SRIP)

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

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

	<u>2013</u>	<u>2012</u>
Discount rate		
Liability	4.00%	4.10%
Expense	4.10%	5.10%

Memorial University of Newfoundland

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

March 31, 2013

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

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

	<b>2012 (unaudited)</b>			
[thousands of dollars]	Employee Future Benefits	VERIP	SRIP	Total Liability
Post-employment benefits	150,012	6,586	16,458	173,056
Unamortized actuarial loss	(22,769)	-	(3,419)	(26,188)
<b>Total liability</b>	<b>127,243</b>	<b>6,586</b>	<b>13,039</b>	<b>146,868</b>

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

	<b>2012 (unaudited)</b>			
[thousands of dollars]	Employee Future Benefits	VERIP	SRIP	Total Liability
Current year benefit costs	4,485	-	571	5,056
Interest on accrued benefit obligations	6,253	270	641	7,164
Benefit payments	(3,596)	(542)	(326)	(4,464)
Amortized actuarial losses	-	587	-	587
<b>Total expense</b>	<b>7,142</b>	<b>315</b>	<b>886</b>	<b>8,343</b>



## **Memorial University of Newfoundland**

### **NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2013

#### **14. 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, 2012, CURIE had a surplus of \$15.6 million and a cumulative subscribers' equity of \$60.5 million. The University's pro-rata share is approximately 3% on an ongoing basis.

##### **Class Action Lawsuit**

In 2007, a class action lawsuit was filed on behalf of all former employees of the University who retired or terminated employment on or before December 31, 1992 and were entitled to receive post-retirement life, health and dental group insurance benefits. The lawsuit alleges that this group of retirees was entitled to receive these insurance benefits for life, at no cost to the group of retirees. This action has been certified as a class action and the certification order has been upheld upon appeal. This matter is under case management and discoveries have been held. A Settlement Conference took place June 18 and 19, 2013. The University continues to defend its position and the potential exposure to this claim is indeterminable at the present time.

#### **15. FINANCIAL INSTRUMENTS AND RISK MANAGEMENT**

##### **Credit risk**

The University is exposed to credit risk with respect to accounts receivable from students, governments and other clients. 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.

##### **Interest rate risk**

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

##### **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.

**Memorial University of Newfoundland**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

March 31, 2013

**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.

**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.

*Unaudited Supplementary Information*

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND**

*March 31, 2013*

## **COMPENSATION PRACTICES AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND**

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

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

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

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

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

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

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

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

MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
EXECUTIVE SALARY RANGES  
MARCH 31, 2013

	Salary Range (\$)
President and Vice-Chancellor	430,000
Vice-Presidents:	
Provost (Academic)	208,917 - 261,146
Administration & Finance	185,693 - 232,116
Research <i>[note 1]</i>	185,693 - 232,116
Grenfell Campus [GC]	185,693 - 232,116
Fisheries & Marine Institute	185,693 - 232,116
Deputy Provost (Students) & Associate Vice-President (Academic) Undergraduate Studies	179,485 - 224,357

Note 1: Actual salary is \$261,146 as per employment contract.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
ACADEMIC SALARY RANGES  
MARCH 31, 2013**

	Salary Range (\$)	Actual Minimum and Maximum Salaries (\$)	Number of Employees
Academic Executive: Deans of Faculties/Schools University Librarian Associate Vice-President	<i>[note 1]</i>		16 12 1 3
Academic Management: Associate Deans Assistant Deans Department Heads Directors Associate University Librarians	<i>[note 2]</i>		79 26 6 40 3 4
Academic Staff:	31,723 -166,467	43,947 - 235,793	1,425
Professors	107,336 -166,467	115,492 - 235,793	303
Associate Professors	91,024 -135,882	93,063 - 178,701	401
Assistant Professors	78,790 - 97,141	70,634 - 129,846	301
Lecturers <i>[note 3]</i>	62,478 - 72,673	62,478 - 88,985	145
Co-op Education Coordinators	60,438 -105,296	80,828 - 115,491	21
Librarians	56,358 -148,113	56,358 - 121,606	42
Instructors-Marine Institute	31,723 -118,886	43,947 - 118,886	212

Note 1: Academic Deans receive a salary depending upon professorial rank plus an administrative stipend in the range of \$9,500 to \$26,500 per year depending on the size and complexity of their academic units, and whether they are serving a first or a second term.

Note 2: Academic Department Heads receive a salary based upon their professorial rank plus an administrative stipend in the range of \$5,500 to \$10,000 depending on the size of their academic unit.

Note 3: Lecturers include 45 Visiting Professors paid on the lecturer scale.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
ADMINISTRATIVE SALARY RANGES  
MARCH 31, 2013**

	<b>Salary Range (\$)</b>	<b>Actual Minimum and Maximum Salaries (\$)</b>	<b>Number of Employees</b>
Senior Administrative Management Level 1 to 5 <i>[note 1]</i>	99,511 -195,120	99,511 -189,268	122
Management and Professional Staff <i>[note 2]</i>	47,213 - 89,189	47,213 - 90,000	486
Administrative Staff <i>[note 3]</i>	28,780 -108,854	28,780 - 76,621	2,301

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

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

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

