

Report of the Senior Administration Responsibility Review Committee

4 June 2014

Introduction

The mandate for the Senior Administration Responsibility Review Committee is grounded in the UNB Strategic Plan. The Executive Committee of the Board of Governors directed the President to arrange an external review of senior administration responsibilities to ensure robust support of the University's academic mission. In particular, the committee was directed to provide recommendations in response to the following three questions:

- 1) Do the current position descriptions of UNB's senior administration capture appropriate responsibilities, accountability and authority?
- 2) Is UNB's senior team structured appropriately to offer excellence in teaching, learning and research while optimizing available resources?
- 3) How would a re-distribution of senior responsibilities aid the bi-campus structure/relations?

The Committee's collective experience includes two deanships, three academic vice-presidencies (one of nearly a decade's duration) and two Canadian university presidencies, one of 18 years and one of 13. All of us have been professors for more than 30 years. We received an extensive portfolio of written information and spent three days on campus - two in Fredericton and one in Saint John. We interviewed 32 of those most familiar with the organization of UNB's administration and the issues encountered in the exercise of its responsibilities (see Appendix A) and received 77 written submissions from the University community (see Appendix B). Applying our experience to the extensive written material and oral testimonials before us, we offer this report.

In responses we have received in reply to our invitation for comment from the campus community, we note two themes that invite observation on our part. The first is the assumption or sentiment that our mandate includes a performance review of senior administrators and strategies to improve relations on campus. While we have no doubt that our recommendations, if followed, would assist campus communities to recover from recent events, we were not asked to evaluate job performance or to advise on campus relations per se. It would not have been possible or appropriate for us to do so. We were asked three important questions that were within the province of the Board to ask, and it is those questions we have answered.

Also underlying some of the responses to our invitation for comment is the assumption that university administration includes a set of tasks that are on the whole straightforward and little different from those faced by universities a generation or more in the past. This assumption does not recognize that the University of New Brunswick

and other Canadian universities are different in size, complexity and organizational behaviour than they were only decades ago. They require more than full-time commitment from dedicated leaders, and administrative structures and processes that facilitate and advance their work. It is in the latter interest and cause that we were invited to assist. We hope we have done so.

In brief, the Committee concludes that administrative structure and processes of the University of New Brunswick are preventing the University from reaching its potential. Its evolution as a two-campus institution has left in its wake unresolved confusion and ambiguity in administrative authority, and gaps in the exercise of responsibility. UNB administrators are familiar with the core issue: is this a single university with two campuses or two universities sharing the same name? Overwhelmingly they prefer the former vision of the University but fear the latter is gaining ascendancy. The establishment 30 years ago of separate senates for the two campuses recognized distinct academic communities in Fredericton and Saint John that would have the autonomy to pursue different academic paths. The University's academic administration accommodated this separateness but did not embrace it wholeheartedly. The result is an administrative structure which does not designate a single academic authority for the entire institution, and is insufficiently responsive to the separate academic needs of the Fredericton campus.

It is not the Committee's mandate to pass judgment on this trend or to reflect on its eventual outcome. However, it is our mandate to offer recommendations that bring greater clarity to administrative roles and protect the University from the continuing, unresolved debate about two campuses or two universities. To that end we offer the following recommendations.

Title of the Vice-President Saint John

Rationale:

The Committee heard that the Vice-President Saint John is the name and face of UNB in the Saint John community. In addition to the administrative responsibilities of his office, he is responsible for the external, public commitments that link campus and community. His range of duties is consistent more with those of a Principal rather than a university vice-president. The title of "Principal" designates first in importance and highest in office, and in the day-to-day affairs of UNB Saint John, this designation aptly describes the current Vice-President for the city.

This recommendation also stipulates that the Principal of UNB Saint John should act in the President's stead if, by illness or absence, he is not available to perform his duties. Setting aside the unpredictability of illness, the occasions will be few when the President is disconnected from his office and unable to perform his duties. In those circumstances, we believe that the senior officer on the Saint John campus is the

appropriate replacement. Our report seeks broader engagement between the two campuses and this recommendation symbolizes and advances this goal.

Recommendation One:

We recommend that the Vice-President Saint John be re-designated the Principal of UNB Saint John reporting to the President of the University, and that the Principal normally act as President in the latter's absence.

Title and Duties of the Vice-President Fredericton

Rationale:

Presently, the Fredericton Vice-President has some but not all of the authority typically vested in a Vice-President Academic, and has a host of non-academic responsibilities that normally reside elsewhere. The dispersal of academic authority across different administrative offices together with the assignment of non-academic duties to the Vice-President Fredericton creates confusion about the nature of the office. This officer needs to be the leader and advocate for the University's academic mission and values, and his office must facilitate and advance this focus. This recommendation, and others to follow, locates academic authority in Fredericton with the Vice-President Academic and accords him seniority in academic decision-making, including ensuring that the operating budget reflects the academic priorities of the University.

Recommendation Two:

We recommend that the Vice-President Fredericton be re-designated simply Vice-President Academic, with responsibility for academic matters on the Fredericton campus. Non-academic responsibilities should be reviewed and reassigned to other administrative units, as appropriate, to ensure this Vice-President's focus and mandate are primarily academic.

Title of Vice-President Finance and Corporate Services

Rationale:

The title Vice-President Finance and Corporate Services is anomalous in relation to the more usual title of Vice-President Finance and Administration used in other post-secondary institutions across the country and is somewhat misleading in terms of the position's scope of responsibilities. We also recognize that there is sensitivity in the academy to terms that connote corporatization rather than collegiality in the decision-making and operation of institutions of higher learning.

Recommendation Three:

We recommend the title of the Vice-President Finance and Corporate Services be restored to that of Vice-President Finance and Administration as it was originally known until recently at UNB and is commonly used in Canadian universities.

Reporting Relationship—Dean of Graduate Studies

Rationale:

The research mission is vital to the success of the University of New Brunswick and to those it serves, and graduate programs are vital to the success of that mission. This recommendation would broaden and strengthen the connection of Graduate Studies to the highest offices and councils of the University of New Brunswick in both Fredericton and Saint John.

Recommendation Four:

It is recommended that the Dean of Graduate Studies report to the Vice-President Academic at UNB Fredericton and to the Principal of UNB Saint John. It is further recommended that the Dean have a dotted line reporting relationship to the Vice-President Research.

Financial Matters--Overview

Recent unexpected budget surpluses at UNB have raised confidence issues about the effectiveness of the University's financial management systems. Several years ago, the University introduced new arrangements to prepare and monitor budgets on the Fredericton campus. The Assistant Vice-President (Resource Planning and Budgeting) on the Fredericton campus jointly reports to the Vice-President Finance and Corporate Services, herein after referred to as the Vice-President Finance and Administration (see Recommendation Three), and the Vice-President Fredericton, herein after referred to as the Vice-President Academic (see Recommendation Two). The responsibilities of the Assistant Vice-President (Resource Planning and Budgeting) to the Vice-President Finance and Administration are restricted to the consolidation of the campus budget and providing consolidated scenario planning for the University Management Committee. Further, there is currently no reporting relationship between the Vice-President Finance and Administration and the Assistant Vice-President (Financial and Administrative Services) on the Saint John campus.

These arrangements have produced issues and inconsistencies in the assembly and coordination of budget preparation and oversight. These arrangements also burden the Vice-President Academic with substantial distractions from his primary mandate to advocate for and manage the academic affairs of the campus. There is a widespread view that there is a confusion of mandates and accountabilities in regard to the financial management of the University and the promotion of its academic mission. Given the University's many challenges this situation is no longer sustainable.

Financial Management

Rationale:

Sustainable and effective budget management in a university environment requires confidence from the entire community that the values and judgments that support the creation of the annual budget reflect the University's academic objectives and priorities. This requires a clear University strategic plan and guidance from the University's academic plan. If either is deficient, the budget priorities that emerge annually may well fail to support the University's long-term needs. To this end, we propose that UNB institute an inclusive, consultative and transparent budget development process that leads to recommendations for the President to consider before he presents his annual budget proposal to the Board of Governors for approval.

There are widely-used processes, procedures and controls to ensure that university budgets are prepared using reasonable assumptions that are well documented, clear and transparent. Budgets should be prepared so that the contents of accounts can be clearly understood and reviewed for consistency, completeness and reasonableness. The reporting format and composition of accounts must be consistent between both campuses. With large financial resources at stake, there is no convincing rationale why standardized accounting procedures and reports at both campuses should not and cannot be fully consistent.

Since proper financial management and monitoring is a University-wide necessity, senior financial services staff and officials on both campuses should report to the Vice-President Finance and Administration who in turn is directly accountable to the President and Board of Governors. At the same time, the academic leaders of both campuses require sufficient capacity for effective decision supports. In the reorganization we propose, we anticipate some dotted line reporting relationships from certain Finance and Administration staff to the academic leaders on both UNB campuses, but their direct reporting responsibility should be to the Vice-President Finance and Administration.

Finally, as we propose below, the academic leadership of UNB must ensure that the University's budget priorities fulfill the institution's mandate. To that end, we will recommend certain changes to the existing annual budget process to ensure that it is more inclusive and transparent to the University community.

Recommendation Five:

The President, with the support of the Board of Governors, should reorganize the University's financial management systems, processes and personnel to achieve effective University-wide budget preparation, monitoring and reporting outcomes under the responsibility of the Vice-President Finance and Administration. The Assistant Vice-President (Financial and Administrative Services) at the Saint John campus and the Assistant Vice-President (Resource Planning and Budgeting) at the Fredericton campus

and their staffs should report directly to the Vice-President Finance and Administration. In the reorganization that follows upon this recommendation the academic leaders (Principal in Saint John, Vice-President Academic in Fredericton and Vice-President Research) must retain sufficient staff to sustain their capacity to manage their own budgets and ensure effective decision supports in their office.

Recommendation Six:

We propose three changes to the existing university budget process which we believe will make it more transparent and enable the University community to engage with the development of the annual budget on an iterative basis. Academic priorities must, of course, drive the budget process. This is not to say that academic budget needs trump all others since there are a host of other needs--for example, student services, infrastructure, advancement and communication supports to name just a few--that also must be attended to for the University's success. For academic priorities to be considered, however, there must be clear academic strategic needs articulated across the university in academic plans clearly stated by the Vice-President Academic and the Principal after appropriate consultation with their academic colleagues.

Secondly, while the Saint John campus has a well-developed campus budget process that feeds Saint John priorities into the University-wide budget process, there is no equivalent process in Fredericton. It is our understanding that the Vice-President Academic is currently developing a plan for such a process and we strongly urge that this initiative come to fruition shortly.

Finally, we take it as given that effective budget planning in a university environment requires adequate consultation with the University community through an iterative process. We understand that currently there are three stages to the University-wide budget process: Phase 1, which involves assessing the budget context, establishing broad priorities, assessing risks, modeling major assumptions and budget parameters, assessing available options and choices and developing a budget strategy for the coming year. Phase 2 involves assignment of targets, detailed preliminary budget preparation, Budget Committee review of unit budgets, incorporation of Provincial Budget decisions that affect the university, reassessing budget parameters in light of emerging information and reviewing the budget to assess objectives and targets. Phase 3 sees the consolidation of this process in the completion of the budget, a final assessment in relation to objectives and risks, presentation of the package to the Board of Governors, communication of the outcomes to the University community and the creation of spending accounts for units to proceed with their annual business.

This is fine so far as it goes, but we believe that the communication process should start occurring earlier – at the end of Phase 1 with a request to the University community for feedback on assumptions and evolving plans, at the end of Phase 2 as the next year's budget begins to take shape before it goes to the Board of Governors, and finally, as is the case currently, at the end of Phase 3, to inform the University

community of the Board's decisions and the state of unit budgets. Better communication will educate the entire University community about the University's financial status and prospects, invite campus comment and suggestions about emerging priorities and tentative decisions, and provide greater confidence across the University with the final budget decisions that emerge from this process.

Communication Issues

Rationale:

Effective communication on important issues is a perpetual challenge at most universities. Successful efforts inform discussion and decision-making, build pride in institutional accomplishments and deeper understanding of pressing problems, as well as help create a trusting environment that is essential for positive morale. It falls to the President of the University to organize essential communication across the campuses on issues great and small. At the same time, every organization within the University needs to consider how best to inform their colleagues near and far about their work and achievements, so effective communication at some level is everyone's responsibility. Within the administrative sphere much more can and should be done. To this end we propose four initiatives that will enhance the effective flow of information and discussion about essential matters.

Recommendation Seven:

We endorse the current initiative to hire a senior communications professional specifically to support the Office of the President in its communication needs both on the campuses and beyond the University.

Recommendation Eight:

To support deeper understanding of pressing issues and priorities, encourage informed input to vital decisions and build University-wide networks of committed officials, the President should annually organize a two-day retreat, and perhaps a subsequent day-long meeting as well, for senior academic and administrative leaders from both campuses.

Recommendation Nine:

The Deans Council in Fredericton, chaired by the Vice-President Academic, should from time to time invite Vice-Presidents and other senior administrative staff to discuss issues related to their portfolios and hear about academic leaders' concerns.

The Direct Reports Council in Saint John, chaired by the Principal, should also from time to time invite Vice-Presidents and other senior administrative staff to discuss issues related to their portfolios and hear about academic leaders' concerns.

Academic Strategy and Innovation

Rationale:

While individual initiative and creative energy is the life blood of the university, institutional impact typically follows clearly articulated strategies, priorities and collective effort. To that end, UNB requires organized and consistent discussion of its academic priorities, measured outcomes and accountability for new initiatives, and thoughtful assessment of new trends in higher education that could better the University's teaching, research and learning outcomes. Success in this area is vital to the University's goal to attract students from across the country and around the world in increasing numbers. The three senior academic leaders at UNB have a collective responsibility to ensure these discussions and outcomes. At the same time, they cannot be expected to initiate or lead every discussion themselves. Individual faculty members need to contribute their knowledge and creativity to enhance UNB's desire to become a great university known for outstanding learning and research.

Recommendation Ten:

The President should establish a University-wide Strategic Academic Innovation Committee to examine and assess UNB's academic initiatives and practices regularly and to consider and promote, as appropriate, evolving new approaches within higher education that could enhance learning and research outcomes at the University. The three senior academic leaders at the university - the Vice-President Academic at UNB Fredericton, the Principal of UNB Saint John and the Vice-President Research - should be members of the Committee, but the majority of the appointees to the Committee should come from the faculty ranks on both campuses and the Chair of the Committee should be a faculty member respected for his/her knowledge and innovative spirit. Initiatives from this Committee should feed into the University's annual budget discussions. Members of the Committee should be appointed by the President upon the recommendation of senior University academic leaders and should serve for three-year terms.

Academic Labour Relations

Rationale:

Positive labour relations at universities depend upon many factors, but it is essential to have appropriate professional staff support to facilitate routine dispute resolution and effective collective bargaining outcomes. Responsibility for this support should reside in the Office of Human Resources that provides University-wide administrative services on both campuses.

Recommendation Eleven:

Academic labour relations support is a specialty requiring unique knowledge and skills and this capacity must be developed within the Office of Human Resources to provide appropriate advice to deans and vice-presidents on both campuses, as required. When

new academic collective agreements require negotiation, this capacity should be available to facilitate or lead the process on behalf of the University. While the administrative home for this capacity resides within the portfolio of the Vice-President Finance and Administration, along with other labour relations and HR specialists dealing with other employee groups, its clear mandate is to serve the needs of campus academic leaders as required. Collective bargaining strategy should be determined by the Vice-President Academic and the Principal under the oversight of the President and the Board of Governors Human Resources Committee which establish their mandate. Ongoing supervision of the bargaining process should fall to the Vice-President Academic and the Principal. Advice to achieve positive outcomes should be sought regularly from among deans and other senior academic leaders who operate under the terms of the Collective Agreement.

Senior Administration

Rationale:

The University Management Committee is not, in fact, a management committee, but there exists a perception that it is, and that its membership may not be optimally constituted to exercise managerial duties. This recommendation clarifies the reality that all university presidents, UNB's included, meet regularly with their senior colleagues to discuss pathways to address matters affecting their universities.

There should not be undue sensitivity about who is present at these meetings because it is rare, if ever, that votes are taken and matters settled at them. Those present typically reflect a president's view about those he or she thinks should participate on a regular basis in these discussions.

That said, presidents of universities with more than one campus will want to exercise caution to ensure that these meetings include satisfactory participation from both or all campuses.

Recommendation Twelve:

It is recommended that the University Management Committee (UMC) be renamed the President's Executive.

Senates Structure

Rationale:

Practice varies among universities with some senates chaired by presidents or provosts, and others chaired by a faculty member who enjoys wide respect and support among senate members. There are arguments in support of both alternatives, but the positive experience of the reviewers with senates chaired by faculty leads them to propose this alternative for consideration. These senates are less likely to be perceived as being aligned with their administrations, and the senior officers of their universities are free to

participate as they wish in Senate debates without having to excuse themselves from the chair.

Recommendation Thirteen:

It is recommended that the Senates in Fredericton and Saint John be chaired by respected senior faculty members nominated by committees of the Senates constituted for this purpose, and affirmed by the Senates' memberships. The President will continue to attend all meetings, provide a regular report, answer questions, address issues and participate in the deliberations of the Senates.

Recommendation Fourteen:

To assist effective communication and understanding of academic developments across both campuses and aid efficient decision-making on University-wide academic concerns, UNB should establish a Joint Senate Executive Committee with representatives from both campus Senates to provide campus updates on planning, new initiatives and forthcoming proposals. From time to time, when University-wide standards or regulations are under review, this Committee can act as a clearinghouse for essential information and coordinate required joint actions.

The Joint Senate Executive Committee can also ensure that required communication between related committees on both campuses occurs in a timely manner. Initiatives being developed within one campus Senate should not come as a surprise to Senators at the other campus.

Shared Administrative Services

The University recently initiated a shared administrative services review with professional input from external consultants. To our knowledge, the consultants' report is not yet public, but if University debate about its recommendations ultimately focuses primarily on the perennial UNB question of "which campus pays what proportion of the costs of shared services," we feel that this would be a lost opportunity for UNB to achieve more effective and cheaper administrative services.

Rationale:

It is understandable that certain administrative processes and organizational arrangements at a bi-campus university like UNB evolved silos of campus-based administrative practices and services. To some extent this reflected existing administrative practices in the wider world of complex organizations, information and communication technology that existed at the time such arrangements were adopted and understandable campus tensions involving pride of place and conventional turf wars about who should be in charge.

All that said, thinking about administrative practices and information and decision support technologies have changed dramatically over the past two decades, as have

communication technologies that help eliminate some of the predictable barriers posed by distance. Pointless duplication of administrative services wastes scarce resources and prevents more efficient and effective techniques from being deployed to serve the University's academic mission and the community's needs. We were struck by conversations on both campuses that there is an openness to changes in administrative practices that would produce better and cheaper services for students, faculty and staff. It is timely therefore to follow up such positive attitudes by exploring where effective change can be introduced.

Recommendation Fifteen:

Following the publication of the Shared Services Report, the University should adopt a strategy of reviewing key administrative services with a view to implementing changes that will cut costs and improve the quality and range of administrative support on both campuses. Such reviews should proceed in a discrete fashion with an initial focus on those services most likely to yield positive results.

To repeat for emphasis, the purpose of such initiatives is not centralized control, it is better services for all at a cheaper price. If these changes involve some degree of integration and centralization of services under the leadership of the Vice-President Finance and Administration, such initiatives must also be mindful of the need for dotted reporting lines between administrators on both campuses to other campus officials substantially impacted by their activities.

Where it makes sense, each service review that does lead to increased integration and perhaps a measure of centralization, should also pursue the question of where such services should be housed. Some services need to be proximate to each other, but this is not always the case, and where it is feasible, consideration should be given to some balance of housed services in Saint John as well as Fredericton.

At the same time, the Vice-President Finance and Administration needs to arrange his office and his schedule to ensure that both University communities feel that he is a visible presence on their campus and that he is well informed and sensitive to their administrative needs. This is an essential component of any strategy for future integrated service delivery models.

Academic Synergies

Rationale:

To realize its full academic potential, UNB should actively consider ways in which it can combine or leverage the capacities in place on both of its campuses to better serve its academic mission. Some of these capacities are similar in character to administrative services, like Information Technology Services, but serve both administrative and academic needs. Others, like the Library, more traditionally are seen as an academic

unit, although many of their functions share characteristics similar to other administrative services.

The Committee received feedback from staff in both ITS and the Library on both campuses suggesting that they would welcome organizational integration into a single unit that would serve the academic needs of both campuses. Given the technological advances underpinning the operation of both units, this aspiration appears to make a lot of sense and would provide superior academic support across the University.

Similarly, we heard from some people we met with or who wrote to us that UNB could enhance its academic programs if the University better utilized the faculty resources available on both campuses. The Committee was not in a position to explore this issue in depth but some people identified the lack of suitable electronic classrooms and appropriate communication technologies that would enable a course to be offered at the same time on both campuses. Potentially this would enhance the course offerings available to students in many degree programs and extend the human resource potential of departments with shared academic interests.

The Committee also heard suggestions that some academic disciplines could be united in a single department or faculty structure and offer degree programs on both campuses with their combined resources – Business degrees were mentioned – but once again our Committee was not empowered to explore this idea despite its possible utility.

Finally, we heard from academic administrators on both campuses that UNB's recruitment efforts need to be substantially enhanced if the University wishes to grow its enrolments and that a single recruitment group should be created from resources on both campuses responsible for attracting undergraduate, graduate and international students. This idea enjoyed strong support on both campuses. We understand a separate study is underway to look at this particular matter so we will say nothing further on it.

In the event the University creates initiatives to pursue greater academic synergies, we strongly underline the great importance for the academic and administrative leaders of such initiatives to make themselves known and available to their colleagues on both campuses. The Committee heard many references to the need for more "face time" on campus. While this poses certain practical issues, the leadership at UNB should pay close attention to this concern if it moves forward on these recommendations, lest synergy produce complaints about "takeovers" and lack of engagement from "administration."

Recommendation Sixteen:

UNB should actively explore the substantial opportunities to leverage its academic resources currently available on both campuses. In the larger university world, UNB is a

mid-sized institution competing with much larger institutions. To subdivide its resources unnecessarily weakens its competitive capacity. The Strategic Academic Innovation Committee (see Recommendation Ten) should analyze the opportunities identified above as well as other ideas that emerge from across the University community in this connection.

Separate initiatives should be launched to explore the benefits of integrating the operations of the Library, Information Technology Services and student recruitment on both campuses within single organizational structures. As previously noted with respect to shared administrative services, integration will require dotted line reporting relationships outside the unified organizational structure to ensure that both campuses feel these essential operations truly are responsive to their developmental needs.

Conclusion

UNB faces many challenging issues. It remains, however, a very fine institution with even greater potential. Our Committee's mandate was limited, appropriately, to a series of questions related to the organizational structure of the University and the way responsibilities and authority were divided among senior officials on both campuses. It appears to us that now is the time to address certain longstanding concerns which we believe will yield attractive solutions that will greatly enhance UNB's future.

The Committee wishes to thank the many people who met with us or wrote to share their ideas on these matters. Despite recent difficulties, we are convinced that people of good faith and a common commitment to the University's future can support changes to strengthen UNB's long-term capacity.

Respectfully submitted,

Dr. Peter MacKinnon, President Emeritus, University of Saskatchewan (Chair)

Dr. Tom Traves, President Emeritus, Dalhousie University

Dr. Sheila Embleton, Distinguished Research Professor of Linguistics and former Vice-President Academic and Provost, York University

Appendix A: In-Person Interviews May 9-11, 2014

1. Dean, Faculty of Kinesiology
2. Vice-Chair, Board of Governors
3. Registrar (Saint John)
4. Director and Senior Advisor, Office of the President
5. Vice-President (Research)
6. President and Vice-Chancellor
7. Associate Vice-President Academic, Learning Environment (Fredericton)
8. University Comptroller, Financial Services
9. University Secretary
10. Dean, Faculty of Arts (Saint John)
11. Assistant Vice-President, Finance and Corporate Services and Treasurer (Saint John)
12. Acting Dean, Faculty of Science
13. Former Vice-President Research and Provost
14. Director, Information Services and Systems (Saint John)
15. Acting Dean, Faculty of Forestry and Environmental Management
16. Associate Vice-President (Saint John)
17. Acting Dean of Computer Science
18. Vice-President (Saint John)
19. Chair, Board of Governors
20. Associate Vice-President, Human Resources and Organizational Development
21. Director, Saint John College (Saint John)
22. Dean, Faculty of Business Administration (Fredericton)
23. Vice-President (Finance and Corporate Services)
24. Associate Vice-President, Capital Planning and Property Development
25. Associate Vice-President, Information Technology Services
26. Vice-President (Fredericton)
27. Dean, Faculty of Business (Saint John)
28. Vice-President Advancement
29. Acting Dean, Faculty of Nursing
30. Elected Faculty, Board of Governors
31. Associate Vice-President, Resources, Planning and Budgeting
32. Interim Dean, Faculty of Law

Appendix B: Written Submissions Received

1. Professor of Forestry and Environmental Management, UNB Fredericton Association of University of New Brunswick Teachers (Miriam Jones, President)
2. International Admissions Officer, UNB Fredericton
3. Associate Director of Libraries for Learning and Research Services, UNB Fredericton
4. Acting Dean of Arts (Fredericton)
5. Professor of Biology, UNB Fredericton
6. Professor of Psychology, UNB Saint John
7. Professor of Sociology, UNB Saint John
8. Professor of Mechanical Engineering, UNB Fredericton
9. Professor of Law, UNB Fredericton
10. Professor of Biology, UNB Fredericton
11. Dean of Engineering
12. Professor of Biology, UNB Fredericton
13. Professor, and Canada Research Chair in River Ecosystem Science, UNB Fredericton
14. Science Director, Canadian Rivers Institute, UNB Fredericton
15. Professor of Biology, UNB Fredericton
16. Atlantic Laboratory for Avian Research, UNB Fredericton
17. Director, Second Language Research Institute of Canada, UNB Fredericton
18. Professor of Chemical Engineering, UNB Fredericton
19. Professor of Business Administration, UNB Fredericton
20. Senior Director of Government Relations
21. Professor of Mathematics, UNB Fredericton
22. Director, Muriel McQueen Fergusson Centre for Family Violence Research, UNB Fredericton
23. Librarian, UNB Saint John
24. Executive Director, College of Extended Learning
25. Professor of Biology, UNB Saint John
26. Professor of Law, UNB Fredericton
27. Professor of Biology, UNB Saint John
28. Professor and former Chair of Mathematics and Statistics, UNB Fredericton
29. Professor of English, UNB Saint John, and President of the Association of University of New Brunswick Teachers
30. Professor of Electrical and Computer Engineering, UNB Fredericton
31. Canada Research Chair and Professor of Biology, UNB Saint John
32. Professor of Forestry and Environmental Management, UNB Fredericton
33. Professor of Mathematics and Statistics, UNB Fredericton
34. Professor Emerita of Biology, UNB Fredericton
35. Professor and Chair of Philosophy, UNB Fredericton
36. Professor of Culture and Language Studies, UNB Fredericton
37. Professor of Forestry and Environmental Management, UNB Fredericton
38. Chair in Economic Geology, UNB Fredericton
39. Professor of Electrical and Computer Engineering, UNB Fredericton
40. Chair of Chemical Engineering, UNB Fredericton
41. Professor of History and Politics, UNB Saint John
42. Professor of Nursing and Health Sciences, UNB Saint John
43. Vice-President (SJ), AUNBT

44. Professor of Kinesiology, UNB Fredericton
45. Professor of Leadership Studies, Renaissance College, UNB Fredericton
46. Professor of Physics, UNB Fredericton
47. Professor of Sociology, UNB Fredericton
48. Vice-President Emeritus, Finance and Administration
49. Professor of Law, UNB Fredericton
50. Professor of Nursing, UNB Fredericton
51. Professor of Education, UNB Fredericton
52. Director of the Centre for Enhanced Teaching and Learning, UNB Fredericton
53. Professor of English, UNB Fredericton
54. Professor of Business, UNB Saint John
55. Professor of English, UNB Fredericton
56. Human Rights Officer
57. Director, English Language Programme, UNB Fredericton
58. Professor and Chair of Biology, UNB Saint John
59. Chair of Earth Sciences, UNB Fredericton
60. Director, International Recruitment Centre
61. Professor Emeritus of Forestry and Environmental Management, UNB Fredericton
62. Professor of Finance, UNB Fredericton
63. Professor of Computer Science and Applied Statistics, UNB Saint John
64. Professor of Computer Science and Applied Statistics, UNB Saint John
65. Professor of Mathematics, UNB Fredericton, on behalf of the Academic Council (25 signatories)
66. Professor Emeritus of Biology, UNB Saint John
67. Director of Libraries, UNB Fredericton
68. Professor of Mathematics and Statistics, UNB Fredericton
69. Professor of Nursing, UNB Fredericton
70. Professor of Sociology, UNB Fredericton
71. Professor Emeritus of Geodesy and Geomatics Engineering
72. Professor of Psychology, UNB Fredericton
73. Professor of Mathematics and Statistics, UNB Fredericton
74. Professor of Education, UNB Fredericton
75. Professor of Business Administration, UNB Fredericton
76. Professor Emeritus of Psychology, UNB Fredericton
77. Canada Research Chair in Advanced Geomatics Image Processing, UNB Fredericton