



# UNIVERSITY ACADEMIC PLAN

September 2017

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## **Introduction**

In October 2016, the Fredericton and Saint John Senates instructed their respective academic planning committees to provide analysis of academic programming for use by University leadership and the Board of Governors in assessing how best to resource programs. Each committee was tasked with creating a campus-specific academic plan and to work together to provide a bi-campus report.

To facilitate bi-campus communications Fredericton Vice-President George MacLean and Saint John Vice-President Robert MacKinnon sat as non-voting members on each other's campus committees. In addition, in February 2017 Lisa Hrabluk was retained to provide project management and writing support to both committees.

The present report should be seen as being complementary to the Local Campus Committee (LCC) reports that were approved by each Senate on May 2016, as both types of reports are different in nature. The present report is strategic, while the LCC reports were tactical.

Academic planning is an ongoing process and in that spirit this report is meant to be a living document, providing the Vice President Research, the Dean of Graduate Studies and the Vice Presidents Academic on each campus with guidelines on how to assign resources and guide ongoing discussions with units regarding unit and faculty specific academic planning. While this report has been written against the current backdrop of fiscal challenges, the authors have purposely refrained from making recommendations regarding the fate of specific programs and/or faculties. Rather, the intent of this report is to provide university leadership with recommendations regarding areas of focus that will enable UNB to differentiate itself and provide students with a quality academic experience. This plan also provides guidelines for ongoing engagement between and with units regarding resource allocation, faculty renewal and program development. The expectation is this work will inform UNB's strategic plan.

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Fredericton Academic Planning Committee (APC)

George MacLean (Chair) – Vice-President Fredericton (Academic)

Lesley Balcom (2018) (Senator) – Library

Patricia Evans (2020) – (Senator) Computer Science

Brigitte Leblon (2019) (Senator) – Forestry and Environmental Management

David Magee – Vice-President (Research)

Elizabeth Mancke (2019) – History

Thomas Mengel (2019) (Senator) – Renaissance College

Lloyd Waugh (2020) – (Senator) Engineering

Student representatives

Ruthfi Azzahra

Kennedy Forret

Non-voting committee members

Robert MacKinnon – Vice-President (Saint John) or designate

Shawna Bergin – Registrar

Sarah DeVarenne – University Secretary

Committee advisors (non-voting)

Ian Allen – Executive Director, College of Extended Learning

Drew Rendall – Dean, School of Graduate Studies

Former committee members whose terms expired 30 June 2017

David Burns

Michael Thomas

Former student representatives

Jesse Reid (2017) – Student

Eke Kalu (2017) – Student

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**Saint John Academic Planning & Resources Committee (AP&R)**

Robert MacKinnon – Vice-President (Saint John) (Chair)

Tim Alderson – Chair, Mathematics and Statistics

Chris Baker – Chair, Computer Science

Lisa Best – Chair, Psychology

Lilly Both – Acting Associate Dean, Graduate Studies (term ended Aug. 2017)

David Creelman (Senator) – Chair, Humanities & Languages

Dann Downes – Chair, Social Science

Joanna Everitt – Dean of Arts

Greg Fleet – Assoc. Dean Faculty of Business

Tom Goud – Chair, History & Politics (term ended May 2017)

Laurelle LeVert – Associate Vice-President (Saint John)

Debra Lindsay (term began May 2017) – Chair, History & Politics

Bruce MacDonald – Acting Dean of Science, Applied Science & Engineering

Cathy O'Brien Larivee – Chair, Nursing & Health Sciences

Perry Riley – Chair, Engineering

Shelley Rinehart – Director, MBA Program

Rémy Rochette – Chair, Biological Sciences

Fazley Siddiq – Dean of Business

Li-Hong Xu – Chair, Physics (designate)

Student Representative

Nicholas McCullum (term began September 2017)

Non-voting committee members

George MacLean – Vice-President (Fredericton)

Sarah DeVarenne – Secretary

## **University-wide Vision and Plan**

The University of New Brunswick has a long history as a highly regarded comprehensive university with two campuses. Sustaining that status is a critical priority and has as its central goal the need to create an academic environment that benefits and supports students. For the Fredericton campus, this means strengthening the breadth of learning and research undertaken across its faculties. For the Saint John campus, this means focusing on its core strengths to create and support destination programs. These two complementary approaches to academic planning sit at the heart of this report and frame its recommendations. Moving forward, it is incumbent on the university community to work to strengthen bi-campus relations in the spirit of supporting the development of each campus' particular strengths within an overarching vision for UNB.

That vision must have at its core a commitment to provide citizens with a university that can prepare students broadly to engage challenging times and to enter highly skilled careers anywhere in the world; from their home communities, to global metropolises, from the boreal forests of Canada to the savannahs of Africa. A 21<sup>st</sup> century North American university needs to support all learners – indigenous and non-indigenous – prepare for the global world; which includes attracting international students to world-class programs. Integral to the vision are faculty with academic freedom and a strong expertise in their chosen areas of scholarship, an ability to convey their findings, and the drive to continue to do research and writing – and staff who support student learning and faculty research.

### **UNB's Role as a Comprehensive University**

Maintaining UNB's standing as a highly regarded comprehensive university is a constant challenge. UNB is a small to medium-sized university with a remarkable range of programs for its size and has built its reputation for excellent educational breadth and depth through attention to the careful allocation of resources. Most academic units have narrow margins between sustaining top-rankings – including rigorous accreditation in some programs – and putting programs at risk. The loss of one or two faculty members can jeopardize programs. Thus, UNB requires attentive administrators, strong academic units, and engaged faculty members who manage resources in an innovative and meaningful manner that creates sustainability in academic programming and maintains strong teaching and research agendas.

A comprehensive university depends on offering both breadth and depth in academic and professional programming. Such work requires excellent Arts and Science departments and a diversity of faculties with various foundational, specialized, or professional programs that provide essential education for professional programs. These offerings include faculties and schools with inter- and transdisciplinary opportunities, educating majors within disciplines, and

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offering graduate programs that sustain disciplines. As a small to medium sized comprehensive university, UNB cannot cover all academic areas or even all disciplines in the way that larger universities can. But it can offer a more personal educational experience and it can sustain breadth, depth, and strength through hiring and supporting faculty to teach the courses that are key to all disciplines and to teach in interdisciplinary areas. This offers students unique experiences not found elsewhere. As well, it can coordinate programs on the two campuses to provide complementarity and develop a two-campus advantage for students. And perhaps most importantly it can offer a more personal educational experience to students, enhancing their learning experiences and offering them opportunities not available at larger institutions.

UNB currently has a diversity of professional programs, including Business, Computer Science, Education, Forestry and Environmental Management, Engineering, Kinesiology, Law, and Nursing offered on one, or in some cases, both of its campuses. Many of these programs were initially developed from the research strengths and interests of faculty and in response to regional challenges and opportunities. As a truly comprehensive university, UNB will want to continue striking a sustainable balance between:

- liberal arts and science programs and professional education;
- a broad undergraduate curriculum and specialized graduate education; and,
- creating excellent disciplinary grounding in fields representing a broad range of knowledge areas and the interdisciplinary integration of knowledge that is needed to help understand, identify and solve the complex problems that citizens face.

Describing this challenging balance further and in more detail in this Academic Planning Report will help the UNB community define what it is and what it wants to be.

### **Assuring Sustainability**

For a comprehensive university, sustaining programs with breadth and depth is critical for reputational standing and competitive advantage. Strong programs are a stimulus for creativity and provide students the basis for enduring life opportunities and the career adaptability that is necessary for changing times and circumstances. There are, of course, continuing challenges to maintaining UNB's competitive advantage. How is interdependence among academic units accommodated, both intra- and inter-campus? How are interactions among them coordinated? How are cooperation and coordination among academic staff members fostered and encouraged given they typically have more disciplinary knowledgeable than academic administrators? How are curious minds leveraged during teaching and research? How are these complexities reconciled while accounting for interdependencies: among academic units, among colleagues, between students and teachers, and between researchers and supervisors? Collegiality (a forerunner to, and variant of, participatory leadership) is part of the answer, but only part. In

addition, vigilance in maintaining a framework of processes to inform and engage all levels of the university is necessary.

To begin to consider these questions, it was first necessary to identify key academic commitments and define sustainability through a UNB-specific lens. The next step was to identify standard and strategic sustainability indicators, and end with an overview of a framework for a multi-year process that reflects processes that occur over a single year, but with multi-year continuity. Thus, it is not predicated on a single event, nor does it articulate ideal indicators. Rather the framework implies a commitment to sustainability through continuous consultation, adaptations, and maintenance. The identified indicators require consistent application, refinement, and integration into an operational system. A commitment to this framework enhances sustainability, and in turn enhances the updating of existing programs, the implementation of innovative pilot projects, and the introduction of new programs. Each are critical steps in sustaining UNB as an internationally recognized comprehensive university.

## **Key Commitments for a Comprehensive University**

### ***Providing a Strong Foundational Education***

As a comprehensive university UNB's ability to offer exceptional programs depends on core Arts and Science courses, upon which are built a diversity of faculty specializations. Foundational education is vital to program delivery. A commitment to recognizing and harnessing the essential role these core, or foundational, programs play across units strengthens the entire institution, directly impacts professional program delivery, and undergirds UNB's reputation as a comprehensive university.

### ***High quality teaching and curriculum design***

UNB faculty members believe in the importance of exposing students to research opportunities, socializing them to higher education and mentoring them as they grow and mature. This includes ensuring they are mentally, physically and emotionally able to engage in high-level learning. Experiential learning is one example of how the university community can help students prepare for transition to post-secondary education. A university education brings with it the promise of future opportunities and the development of scholars. This is particularly important for students who are the first generation to attend university. Key to providing this singular student experience is a low student-to-faculty ratio, which enables faculty members to interact with individual students in a meaningful and directed way. This includes recognizing the need for flexibility to serve a diverse mix of learners, including part-time and adult learners. In addition, researchers want to pursue meaningful, internationally- and nationally-recognized work because the impact of UNB's theoretical and applied research can be profound and its benefits far-reaching. Curiosity-driven research expands the bounds of knowledge while applied research



helps to develop new and innovative products and services. Both enhance UNB's reputation and the helps faculty members to be better educators.

***Meet and Maintain Professional Accreditation Requirements***

UNB will ensure all aspects of accreditation requirements are fully integrated into the offerings of its degree programs at the level of national standards. It will hold its professional programs accountable to the communities its graduates will serve and will prepare graduates to fulfill their expected roles.

***Supporting Programs and Experiential Learning Opportunities that Serve Societal Needs***

UNB is home to programs with breadth and depth that support niche professional markets. It will promote and support these programs that serve regional, national, and international needs. The university is committed to understanding societal needs to educate the leaders of tomorrow. Students will gain knowledge, critical thinking skills and experiences that enable them to learn what it means to be a generation of informed, empowered and active citizens for a changing world. The opportunity for students to engage in experiential learning will enhance students' capacity in the aforementioned areas.

***Advanced Research, Scholarship and Innovation***

UNB is committed to promoting advanced research, scholarship and innovation, and to sustaining the requisite scholarly environment. It will maintain vigorous research and graduate programs while emphasizing both basic and applied knowledge, research and training. It recognizes the reliance of researchers on the resources and services of the UNB library system, and it commits to supporting an innovative research-oriented library system, with excellent resources and collections. UNB will maintain other ancillary resources and services that support advanced research and scholarship. We will build strong connections between academic programs and affiliated research centres and partner agencies and funders in the public and private sector.

**Sustainability Indicators**

There are two proposed indicators for assessing sustainability.

1. **Standard indicators** that set the context in which UNB operates and are readily comparable with other institutions.
2. **Strategic indicators** that are specific to UNB's mission and objectives and as such may not be readily comparable with other institutions.

### **Standard Indicators**

Standard indicators set the context in which UNB operates and are readily comparable with other institutions. This includes financial, human and infrastructure-related indicators. A detailed list of the standard indicators is given in Appendix 2. Each indicator is colour coded depending on the document source and can be categorized as follows:

- a. Financial
  - Total grant, fees, and surplus/deficit.
- b. Human
  - Trends and age distribution of staff and academic personnel (faculty and CAE)
  - Trends in undergraduate and graduate enrolment, course registrants, ratios between program or course registrants and faculty member, ratio between graduate student and faculty member.
  - Trends in international, part-time, or Indigenous student enrolment.
  - CAE course offering and change in CAE usage.
- c. Infrastructure
  - Computer networks, library, health and safety, physical plant.
- d. Research
  - Research ranking, trends in research and innovative partnership programming.
  - Research funding/research faculty complement.
  - Research activity /research faculty complement.
- e. Recommendations from external bodies
  - Accreditation, quality assurance reviews.

### **Strategic Indicators**

Strategic indicators are specific to UNB's mission and objectives and as such may not be readily comparable with other institutions. A detailed list of the strategic indicators is given in Appendix 2. Each indicator is colour coded depending on the document source and can be categorized as follows:

- a. Governance
  - Equitable treatment, environment for growth and change, financial responsibility.
- b. Teaching and learning
  - Appropriateness of course delivery systems, overall teaching performance, experiential learning opportunities, meeting societal needs.
- c. Student Success
  - Quality of students attracted, timely degree completion, composition of graduating student body, graduate studies, quality of educational experience
- d. Research programs and contributions to societal needs

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- Participation in scholarly activity, scholarly output, community involvement and leadership, external funding, effective use of learning resources, meeting societal needs.
- e. Growth and Innovation Potential
  - Indicators that encourage units to explore opportunities for growth and innovation potential with a responsibility to demonstrate the rationale for such opportunities. Examples of indicators include potential to attract new students.

### **Compiling Standard and Strategic Sustainability Indicators**

The above recommended indicators can be derived from several past university documents that require in-depth analysis:

1. Metrics from the LCC reports and now updated by Stephen Dove, Data Analyst, UNB for both campuses.
2. Report of the Joint Performance Indicator Committee of UNBAUNBT. (January 1998)
3. Metrics that were extracted from the Academic Planning Stage II unit documents. (February 2017)
4. Document entitled “*Data Metrics Defined – LCC Metrics Table*” that was used to compute the LCC report metrics. (see Appendix 1)

Three documents (1, 3 & 4) are the outcomes of recent academic planning processes. The report referenced in (2) was developed for a separate purpose (institutional performance assessment) that involved broad bi-campus consultation and certainly requires updating. However, the report captured information that held relevance to current day sustainability discussions and served appropriate as an initial starting point for ongoing review and refinement.

### **Sustainability Framework**

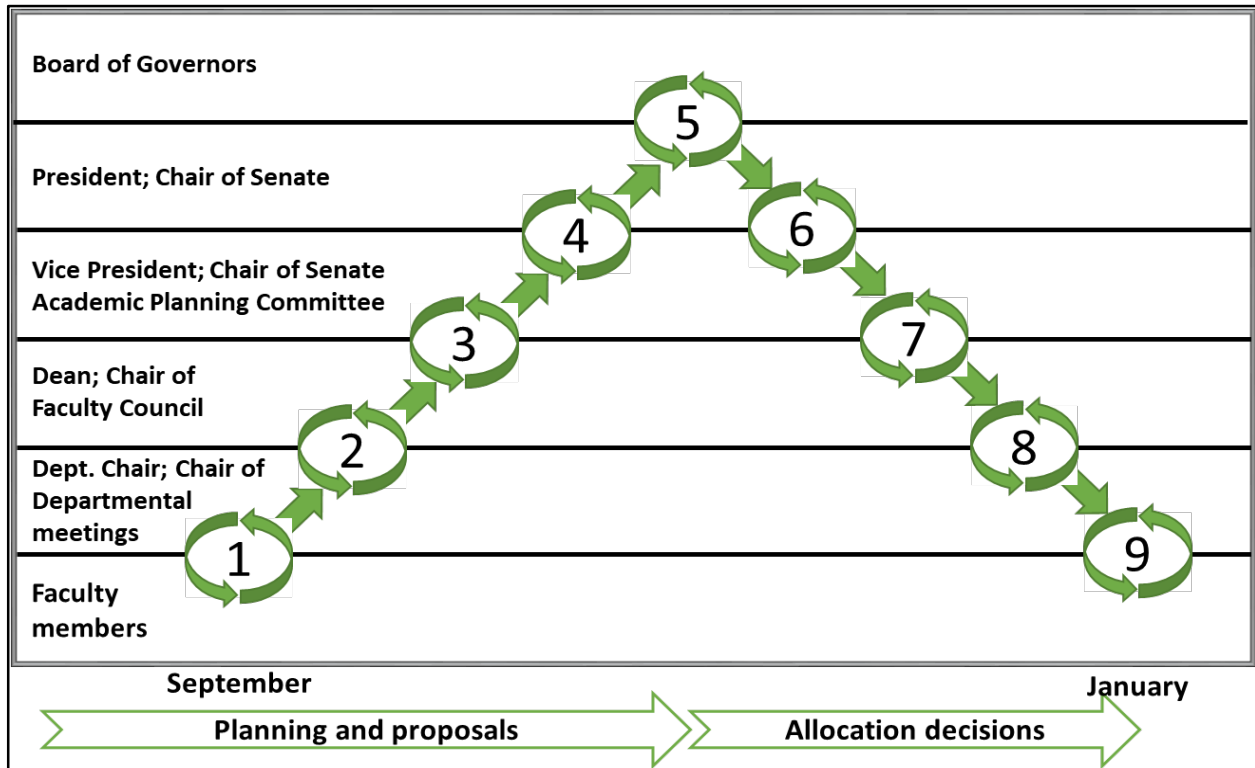
To sustain academic excellence, UNB is committed to the following institution accountability principles:

- a. Transparent decision-making processes whereby educators and researchers, departments, faculties, and administrators, engage in well-defined and transparent governance processes that support a consensual approach and accountability at every level of the university.
- b. Ensuring academic priorities within financial limitations.
- c. Apply knowledge and expertise to identify established risks (including reputational and financial risks), managed through staged decision making as depicted in Figure 1.

Figure 1. Framework for the annual planning process

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### Notation

- Each horizontal swim lane represents a level in the UNB organization structure.
- Each numbered circle represents iterative discussions between those at the level below the circle and the individual/group at the level above the circle.
- The arrows, and numbers within the circles, indicate the sequence of the academic planning process.

### Sequence

- Steps 1 through 4 entail academic proposals being discussed, refined, and forwarded to the subsequent step, i.e., in step 1 a department chair has iterative discussions with faculty at department meetings, in step 2 the dean of a departmentalized faculty has iterative discussions with department chairs and at Faculty Council meetings, etc.
- Step 5 entails the Board of Governors determining the resources available for academic proposals.
- Steps 6-9 entail further refinements if allocations do not match the original proposals at that level.
- The annual sequence ends (i.e., Step 9 ends) in January so that resources can be acquired for implementation by September. At which time the planning and annual sequence begins again (i.e., Step 1 begins no later than September).
- In cases where the proposal impacts more than one faculty, relevant faculties are consulted.

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- Note that the above diagram illustrates several decision-making processes. For example, the program changes may entail iterative discussion at department meetings, faculty councils, Senate Academic Planning Committee, and Senate; whereas, the hiring process entails faculty members, department chairs, deans, vice presidents, etc.

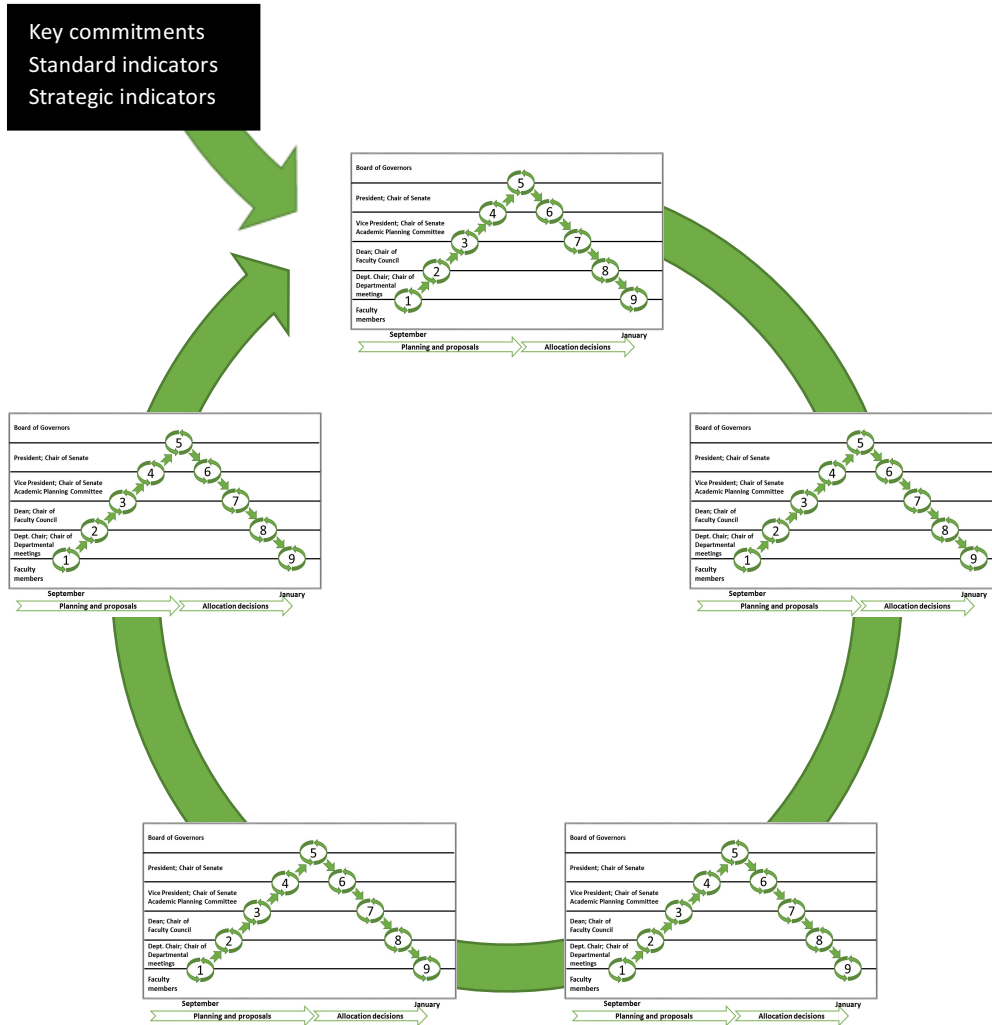
#### **Notes**

- Faculty members are the foundation of the academic planning process.
- External regulatory bodies may impact the planning and proposal process.
- Strategic initiatives should be made available prior to Step 1 through a multi-year strategic plan.
- The process should encourage among appropriate departments, faculties and campuses, active exploration of interdisciplinary activities, such as sharing resources and expertise, making joint external grant applications for new equipment, etc.

**Multi-Year Process**

The strategic aspects of the annual academic planning process fit within a multi-year strategic plan process as noted above and as illustrated in Figure 2. The implementation cycle may occur over more than one year; for example, strategic decisions in one year may result in resource allocations in a subsequent year.

**Figure 2: Multi-year Academic Planning Framework**



### **Bi-campus Recommendations**

In support of the university vision and plan, members of APC and AP&R met in mid-August 2017 to begin to explore how to build greater bi-campus collaboration. It was a positive first step and members of both committees strongly urge their colleagues to continue the conversation. It is the joint recommendation of the Fredericton and Saint John academic planning committees that three bi-campus committees be created to examine specific aspects of bi-campus collaboration – metrics, program delivery and course transferability – and report back with initial recommendations that can be implemented for the 2018 fall term and with final reports due within 12 months of the committees' creation.

#### **Recommendations:**

- Create a bi-campus review committee to complete an in-depth analysis to ensure indicators are specific, relevant, observable, and measurable prior to being used in the academic planning process.
- To form a bi-campus committee to examine how to advance collaboration between the two campuses for program delivery at the undergraduate level to enrich the student experience; and,
- To form a bi-campus committee to analyze and make recommendations to address the course transferability issues between the two campuses.

## **Campus Plans**

### **Fredericton**

UNB's Fredericton campus has a two-century distinguished history of international caliber research, scholarship and teaching, as well as national leadership in higher education. Stewarding and building on this reputation was at the forefront of the Academic Planning Committee (APC) members' thoughts as they worked to design an academic plan that recognizes the campus's existing strengths while positioning it to realize new opportunities.

The APC affirms the campus' commitment to maintaining its world class programs, as well as to support innovations and program improvements through investments in pilot projects. The plan needs to address short-term demands related to faculty renewal, space shortage and course design, while at the same time proposing an academic planning process that explicitly encourages innovation and creative thinking.

The APC worked in conjunction with UNB Saint John's AP&R committee to develop common statements on the importance of UNB as a comprehensive university and on how to sustain it. These university-wide statements begin this report and are not specific to one campus. They do, however, reflect findings consistent with the 2016 LCC Report, which provided a diagnostic overview of all faculties on the Fredericton campus. APC affirms the integration of these recommendations from the LCC Report into the annual cycle of administrative procedures. While these achievements are not banner-waving ones, APC members believe the articulation and affirmation of strong and transparent administrative processes for sustaining the strength of existing programs will free the energies and resources of faculty and administrators to be redirected to innovations and creative-thinking. Having articulated an understanding of how all levels of the university community could best steward this two-campus university the APC turned its attention to two concerns raised by Fredericton faculty – innovations within UNB Fredericton and building synergies with UNB Saint John.

First, it addressed how to support innovative opportunities on the UNB Fredericton campus, which are summarized in the Current Opportunities section. This section begins with a re-visioning of Engineering, which comes directly out of administrative responses to the 2016 LCC Report, and a commitment to address the Truth and Reconciliation Commission's (TRC) recommendations regarding post-secondary education, which responds to national imperatives. The opportunities in Engineering reflect both sustainability challenges and innovative opportunities in program delivery and offerings. Addressing the TRC Report reflects why it is important to have strong administrative procedures for managing sustainability of existing



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programs so UNB Fredericton may have the necessary administrative flexibility at all levels to respond to pressing public needs.

The Current Opportunities section is not a comprehensive report or set of recommendations. Indeed, one of the sustainability issues addressed above is making the academic unit reports available for future consultation and updating. It is important that academic unit faculty and administrators know that they can return to issues raised in their reports, whether within Faculties, at the Deans Council, or in discussions and planning with the School of Graduation Studies, the Vice President Academic, or the Vice President of Research and the Office of Research Services.

Second, the Current Opportunities section also addresses ways to build synergies with UNB Saint John. Some opportunities involve working toward administrative fixes, such as making the transferability of undergraduate credits as close to automatic as possible. This opportunity addresses sustainability issues on which the two campuses agree, and resolving transferability issues will ease demands on faculty and administrators so that their energies can be directed at innovations. The other opportunities for greater synergies with UNB Saint John are more illustrative of the innovations and creative thinking that will make UNB a stronger comprehensive university. Appendix 4 gives some examples of other initiatives that were proposed by individuals and that can be considered in the future.

## **Current Opportunities**

### **Truth and Reconciliation Action Plan**

The Fredericton campus affirms its shared commitment and responsibility to be a leader in advancing the recommendations of the Truth and Reconciliation Commission. This includes building upon existing efforts to enhance learning opportunities for Indigenous students, integrating Indigenous knowledge and perspectives into curricula that will include contemporary topics such as Peace and Friendship Treaties, Aboriginal rights, land claims and self-determination, and recruiting Indigenous scholars, in particular Mi'kmaq and Wolastoqi scholars.

### **Faculty of Engineering Vision**

The Faculty of Engineering has developed a comprehensive new vision that entails a significant and innovative re-organization of the Faculty's academic and research programs around collaborative research clusters and an ambitious plan for growth in research capacity and graduate training. As such, the Engineering vision exemplifies many of the core principles of academic planning emphasized in this document and it has accumulated some productive momentum. It thus stands as a clear candidate for further pilot support.

### **Faculty of Arts (Fredericton) – Interdisciplinary initiatives (cross-unit)**

The Faculty of Arts has specifically expressed an ambition to be more intentional in developing interdisciplinary initiatives that can:

- harness latent synergies among its various departments, programs and faculty;
- expand and enrich the research opportunities of faculty members; and,
- enhance and enrich the student experience by making creative links and connections between traditional disciplines that can offer diverse perspectives on foundational topics.

This seems very clearly to be an instinct worth promoting, both for its benefits to units in the Faculty of Arts, but also for its potential to connect with or spread to other faculties and units. For example, Renaissance College is an inherently interdisciplinary program and has likewise expressed a desire to explore further interdisciplinary opportunities. Additional natural connections might also be developed or strengthened further with other faculties (e.g., Law, Education and perhaps others).

A fundamental challenge inherent to interdisciplinary initiatives is creating a framework from which such interdisciplinary activity can operate when, by definition, there is no pre-existing administrative skeleton, structure or funding model in place. In what department do courses get mounted? Where are they credited? How is faculty work assignment credited for delivery of courses outside 'home' units? These and many other pragmatic and funding issues can be significant obstacles to successful interdisciplinary programming.

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There is, however, a significant existing precedent for interdisciplinary programming at the graduate level, where, given the nature of graduate (compared to undergraduate) programming, many of the above-noted pragmatic obstacles are less relevant. Currently, the graduate programs in Interdisciplinary Studies (IDST) are among the largest by student number. As this cohort of IDST students has grown, it has also naturally become increasingly fragmented. Lacking a traditional disciplinary home, many of the students likewise lack a physical home (they have no space assignment) and thus also have little sense of community. The research topics of many of these IDST students link diverse issues in the Arts, Social Sciences and Humanities, with a subset focused on UNB's diverse strengths in social policy issues. Some of the latter students also participate in a distinct interdisciplinary program at the Masters level, the MPHIL program.

The vigor of the MPHIL program has flagged in recent years in part because it has been administered directly by the School of Graduate Studies and therefore has lacked strong faculty advocacy and support. However, it arguably could be a flagship program given our own established strengths in policy-related research in the Faculty of Arts and with connections also to the Faculties of Law, Education and Renaissance College as noted above. In addition, our location in the provincial capital affords a wealth of additional opportunities to incorporate members of the many provincial and federal offices situated in Fredericton and associated civil servants in the area.

This convergence of factors represents a natural opportunity to promote interdisciplinary programming in the Faculty of Arts if adequately resourced and, in the process, provide a home, a sense of community and key faculty advocacy to revitalize the MPHIL program. This opportunity is facilitated by the fact that the structure or model of the MPHIL program is already in place. It requires little additional modification to mount and deliver, yet could serve as a useful model and catalyst for additional interdisciplinary programming, both at the graduate and undergraduate levels.

#### **Social Innovation (cross unit + bi-campus)**

A complementary opportunity may exist in social innovation. The whole notion of social innovation continues to challenge simple definition but it nevertheless continues to evolve as a construct and to gain traction as the natural complement to the conventional notion of material or technological innovation, the former capturing a diverse array of human capital and resources around which all innovation (including technological innovation) must ultimately revolve. With its broad footprint, the construct and practice of social innovation inherently also involves and connects diverse disciplines; hence, it is a natural potential complement to, or component of, the above-noted opportunity to further promote interdisciplinary initiatives. In fact, while not

covered explicitly in recent Academic Planning reports, there has long been established strength at UNB in the broad area of social innovation and at least latent ambition to further develop and promote this strength. Hence, interdisciplinary initiatives and social innovation might represent a natural pair of co-developable opportunities.

**Health Research GAU (cross unit + bi-campus)**

There has long been significant health-based research on both campuses at UNB. This includes the research programs of a very broad range of faculty at UNB Fredericton in the Faculties of Nursing, Kinesiology, Engineering, Science, Arts (e.g., IRDT-RDC) and also the IBME; and at UNB Saint John in both the Faculty of Arts and SASE (Science, Applied Science and Engineering) and through associated researchers at DalMed and Horizon Health. Nevertheless, UNB has also long recognized the value of further promoting health-related programming on both campuses and to more intentionally integrate the many faculty in disparate units to provide a community of common purpose and to harness potential research synergies among them. The challenge to this unification, once again, has been the lack of an obvious administrative structure from which to promote it. One natural route would be the development of a distinct Graduate Academic Unit (GAU) to unite health-based faculty and students in a common program network. Currently, there are many graduate students pursuing health-related research theses under the supervision of the above-noted faculty. While they work with faculty members in specific faculties and departments, the students officially conduct their work under the banner of the IDST program. This arrangement has worked well to provide PhD level training opportunities for many of the participating faculty whose home units do not have stand-alone PhD programs (Nursing, Kinesiology, IBME). However, at the same time, these students have lacked a natural home and common sense of community being officially attached only to the School of Graduate Studies rather than to any named graduate program. Most of the structure for interdisciplinary graduate programming is established already with the precedent of the IDST programs; hence, it would require minimal modification to be tailored for a named interdisciplinary program in Health Research.

To promote this initiative, Dr. Ruth Shaw (UNB Saint John, Computer Science) was seconded this past year to develop a formal proposal for such a GAU, as a bi-campus entity. The GAU is conceived as the first step toward the development of a Health Research Centre or Institute to consolidate UNB's commitment to health research, which has been seen as an institutional priority for some time. Hence, the establishment of a new GAU in this area is an easy, low-cost way to catalyze and bootstrap that longer-term objective and to test a framework for its possible administration when realized. The proposed GAU in Health Research affords a natural opportunity to promote and model increased bi-campus collaboration that could ultimately filter

through all levels of academic programming, starting from faculty research collaborations and collaborative graduate student training activities specifically facilitated by the bi-campus GAU structure, and extending to greater bi-campus collaboration in undergraduate programming.

**PhD program in Business (bi-campus)**

The Business faculties on the two campuses may have many natural opportunities to collaborate but currently are emphasizing some of their distinct program strengths and are pursuing independent paths to disciplinary accreditation. One emphasis common to the visions of both is the desire to develop a PhD program to expand and intensify their research activity and reputations. Currently, neither faculty enjoys the critical mass of research-intensive faculty needed to mount a PhD program. However, together, they may well exceed that threshold. Despite a variety of differences in their current program visions, the two faculties have also expressed a willingness to collaborate specifically in the development of a common PhD program; hence, this may be the most natural first step in bi-campus collaboration between these two Faculties. And it may be that a shared program at the graduate level, and the collaborative effort it will require to develop, implement and maintain, helps to foster a broader collaborative culture that highlight routes to efficient, shared programming at other levels. Because the groundwork for development of a shared PhD program has not been established yet, this opportunity may not have the same near-term potential and benefits that the previous two initiatives represent. Hence, this initiative may require some additional planning and consultation before there is an obvious catalyzing opportunity to the longer-term goal.

**School of the Environment (cross-unit + bi-campus)**

There has been a long-standing desire to establish a School of the Environment to consolidate research and teaching activities across a variety of departments and faculties on both campuses with common focus on environmental issues. This is a very broad initiative with the potential to benefit a wide swath of faculty on both campuses. It is also the focus of a white-paper/proposal following substantial bi-campus consultation and review. It has thus accumulated significant momentum already. It may be a fruitful initiative for further encouragement and modest investment to get it over the hump toward implementation. It's also possible that its accumulated momentum will be self-sustaining without any additional nudge. The concept of introducing other Schools (eg. School of Health) arose in a number of unit and cross campus reports. It is this Committee's belief there are a number of attractive opportunities that would provide potential benefit. However, like that suggested for the School of the Environment, this Committee recommends that any move in this direction should only be done as bi-campus initiatives in order to take maximum advantage of the expertise that exists within the institution as a whole.

**Undergraduate Course Transferability (bi-campus)**

One obstacle to successful bi-campus collaboration at the undergraduate level concerns the incommensurability of program requirements, and/or difficulties with transferring program credits, for departments/faculties with matched programs on the two campuses. In some cases, the obstacles may be grounded in sound principles, in others perhaps not. In either case, they represent significant barriers to smooth movement of students between programs on the two campuses, which negatively effects student experience. Because these obstacles are systemic – meaning not specific to one or a few programs – there is no clear and easy path to resolution. It’s possible that existing administrative structures on the two campuses that involve, for example, separate department chairs and deans for corresponding programs, and also separate campus registrars, unintentionally conspire to frustrate processes. Hence, while progress in this area appears to be an obvious need, it’s not clear how to catalyze this effort without intentional effort.

**Faculty of Nursing community-focused programming**

The Faculty of Nursing has a long history of working collaboratively with the Fredericton community to enhance nursing care and learning opportunities. Of particular note are two initiatives. The first is to continue to collaborate with Arts, Kinesiology, Social Work at St. Thomas University and Horizon Health Network to enhance services and experiential learning offered at the Downtown Fredericton Community Health Centre. The second is to support and enhance the work of the Faculty’s Aboriginal Nursing Initiative, which in collaboration with the Mi’kmaq-Wolastoqey Centre, creates an environment that is responsive and proactive to the needs of Aboriginal nursing students and reflective of the TRC’s call to action.

**Faculty of Business new Master in Quantitative Investment Management (MQIM)**

This program has been approved by the School of Graduate Studies and is scheduled to begin in 2018. It has received strong endorsements from industry experts, including Vestcor (formerly, NBIMC), Opportunities New Brunswick, Freedom 55, and other organizations. The Faculty has already piloted one of the key courses for the program, Quantitative Portfolio Management, in collaboration with Vestcor.

**Future Processes and Definitions**

As our academic planning activities continue to evolve it might be appropriate to establish some standardized process by which to identify and evaluate future networking opportunities, or pilot projects. One possibility would be to use as evaluative criteria the core issues already identified by the APC group to date, namely that future opportunities for attention or investment be evaluated according to their alignment with and advancement of:

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- a. UNB Fredericton's role in ensuring UNB's continued reputation as a comprehensive university;
- b. sustainable academic programming at UNB Fredericton; and,
- c. strategic themes and foci at UNB Fredericton.

It might also be useful to try to clarify or define what kind of initiatives might constitute opportunities, or pilot projects, for such consideration, perhaps focusing on initiatives warranting additional focused attention and/or resources of limited scope and duration (i.e., not continuing) to help shepherd them to a more fulsome state whereupon they become either self-sustaining or eligible for further resourcing through other processes.

## **Saint John**

UNB Saint John's past and future is anchored to a powerful sense of place. Its location in Saint John, N.B., where the Saint John/Wolastoq and Kennebecasis Rivers meet the Bay of Fundy, defines and shapes the important role this campus plays in the development of this region and its people. Just as the Saint John/Wolastoq harbour has been a global gateway and meeting place for people and goods for centuries, UNB Saint John is also a global gateway and meeting place for people and ideas.

This interconnected relationship between the campus and the community emerged as a powerful overriding theme during UNB Saint John's academic planning process. While faculty and student research is driven by individual interests, the campus' strengths in the areas of coastal studies, health, business, and community development are all supported by strong ties between UNB Saint John and the local and regional community. Even research that is primarily theoretical and curiosity driven – whether in the history of ancient Rome, stone tools of the Middle Palaeolithic era, the development of algorithms in computer science or math to optimize systems of equations – serves the community's interest. That work and the researchers conducting it provide UNB Saint John students with an engagement with ideas, a sense of the world beyond their immediate horizons, and a connection to a larger academic community. At the same time this scholarship draws national and international attention to the Saint John campus and UNB as a whole.

UNB Saint John's deep sense of place and its connection to the people, industries and ecosystems of southern New Brunswick and the Bay of Fundy provide the overarching frame for the AP&R's academic plan for the Saint John campus. This plan draws on the work of the 2016 Local Campus Committee, individual unit and faculty reports submitted in early 2017, and feedback from the campus community during AP&R's May 2017 town hall. Through analysis and discussion, the AP&R identified the following three areas of specialization, each of which has identifiable linkages and opportunities for UNB Saint John's three faculties, Arts, Business and Science, Applied Science and Engineering (SASE). These three thematic areas guide current and future academic planning and will influence new program design, new research opportunities and partnerships, and faculty renewal and budget allocation decisions.

- ***Coastal Studies***, which draws naturally on the campus' location adjacent to the Bay of Fundy, the St. John/Wolastoq River and its tributaries. It is strengthened through the ties between the university, local aquaculture and fisheries industries, Port Saint John, the Department of Fisheries and Oceans (DFO) and the Huntsman Marine Science Centre (HMSC) in St. Andrews.
- ***Health Studies***, which has a concentration in applied research and learning that developed through the synergies between UNB Saint John and its health community



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partners, such as NBCC Saint John, Horizon Health Saint John and Dalhousie Medicine NB, all conveniently located either on or adjacent to the Tucker Park campus.

- ***Business, Social and Community Studies***, which reflects UNB Saint John's diverse range of community-based and New Brunswick-focused social, historical, cultural, economic, political and business-related research activities, faculty connections and experience, its founding role in welcoming and supporting immigrant entrepreneurs and cooperative learning opportunities that the campus shares with its local and regional community. It draws upon the current Urban and Community Studies Institute and a new Innovation, Digitalization and Entrepreneurship Action Centre (IDEA) as vehicles to work more closely with our community partners.

Underpinning these three areas of specialization are UNB Saint John's foundational programs.

#### **Foundational Programs at UNB Saint John**

Most disciplines within the university focus on the present and the near future; increasingly, programs are oriented to the perception that education is about preparing for the current or emerging job market. In addition to being an economic engine, a university helps citizens think critically, communicate clearly, and anchor themselves more thoughtfully in their world. Such utilitarian purposes are important and reflect current social and political demands, however, a university which does not provide students with insight into the past, access to the great ideas and concepts of previous eras and civilizations, and an opportunity to deepen their awareness of the aesthetic and the beautiful is failing to anchor society on a secure foundation. In this way, pure mathematics and sciences, philosophy and history, and literature and languages, generate the very currency of intellectual life on which all the other programs in the university depend.

These disciplines live at the heart of the academic experience. Indeed, the foundational disciplines such as philosophy, classics, literature, language, mathematics, history and the social sciences hold the keys to understanding cultural experiences as well as finding meaning at an individual level. The values that these fields of study offer in and of themselves provide an argument for the need for full degree programs in such disciplines. Furthermore, they play an important role in serving our local communities' needs by providing access to programs that are traditionally found on any university campus. Without the opportunity to pursue degrees in these areas local students who are required to leave home to receive their university education are as likely as not to look outside of the UNB system or perhaps look for university offerings outside of the province.

While some university programs are more highly structured than others, they all draw on the traditional foundational fields of the humanities, social sciences and core sciences. Programs

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such as Engineering, Nursing, and Business achieve additional breadth and perspective from elective courses in the humanities or social sciences in addition to their program specific requirements, which in themselves usually span a number of traditional disciplines of study. In many undergraduate programs, among the 40 or so courses comprising a typical degree, more than half will be elective courses from disciplines outside of their degree concentration. The availability of a broad range of electives is essential to the university experience. They make our programs more appealing to students and satisfy demands from employers for graduates with 21st century renewable competencies. These electives enable students to draw meaningful connections, to apply knowledge and skills from multiple perspectives, and to profoundly reflect on learning experiences. They allow students to experience new subjects without the need to commit long-term, to perhaps discover new passions, untapped strengths, or to take their career in a new direction. Elective courses from a wide range of disciplines allow students to complement their major or concentration and provide the flexibility to pursue other areas of interest, including additional minors or dual majors or concentrations. They also serve to strengthen a CV, to tailor a degree according to specific talents, and to nurture intellectual growth and in doing so enhance career prospects by providing students with a broad education that is attractive to employers.

In addition, these foundational courses serve as the underpinnings to numerous interdisciplinary or inter-faculty programs at both the undergraduate and graduate levels and support programs and research agendas that are central to the identified thematic areas of strength on the Saint John campus. Math courses are required for the Bachelor of Business Administration. Medical ethics are frequently taken by nursing or health science students. Philosophy and history courses support the Criminal Justice minor. First year computer science provides students with a way to integrate their knowledge with the specific technological requirements of the contemporary learning and professional environment. And education students are encouraged to take History's "First Nations in North America" as an accepted Education elective. While too small to have full-fledged graduate programs on the Saint John campus (although they often participate in disciplinary graduate studies at the Masters or PhD level, university wide) these disciplines also support the Interdisciplinary graduate programs.

#### **Recommendations:**

- Recent Quality Assurance Reviews point to the quality and value of education of many of these foundational programs while at the same time highlighting their under-resourced nature. It is incumbent on the university to ensure their continuance through faculty renewal.
- The campus should continue its efforts to share its resources and strengthen course offerings through the cross-listing or recognizing as course equivalents those courses offered in

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cognate fields. Various ethics courses, statistics courses, mathematics courses, writing courses or philosophy courses offered across the campus could be offered by the primary discipline traditionally responsible for such material rather than having different versions of a course offered in multiple disciplines.

- Inter and intra-faculty field grouping areas could be established to share teaching resources and research support.
- The colleague system should be fixed to allow for creative course design that enables new courses that draw from expertise from different disciplines. Currently Engineering is experiencing difficulties creating such a course that shares components of numerical analysis between two Engineering disciplines and Computer Science.

### **Coastal Studies**

Coastal Studies is the interdisciplinary study of natural processes and anthropogenic activities that affect marine coastal organisms and habitats, as well as the communities they support.

Coastal Studies aim to:

- improve our understanding of natural coastal ecosystems (i.e., their biology, physics, chemistry, geology), the human activities that are conducted in these systems (e.g., fishing, aquaculture, shipping, gas exploration, renewable energy, tourism), as well as the impact that changes in these systems have on coastal communities that rely on them; and,
- use this knowledge to assist sustainable and adaptive decisions concerning the management of coastal activities on the basis of societal (e.g., laws/policy, economics, human values and ethics) and environmental considerations.

The UNB Saint John Coastal Studies Initiative aims to make the campus a national leader and international player in research and education in Coastal Studies. We propose to create a Coastal Studies Institute to help achieve this goal. This initiative is strategically aligned with internal strengths of the university. In 2016, the Office of Research Services identified *Interdisciplinary Coastal Management* as one of the areas of research with greatest expertise at UNB and the UNB Saint John LCC identified *Marine Biology and Coastal Studies* as one of the four major strengths of the campus.

The Department of Biological Sciences will play a leadership role in the development of the initiative and institute, as it has considerable relevant expertise and a strong research record. For example, it has maintained a UNB research ranking of 1 since 2000 (one of only two units), and has generated 63 to 87 per cent of all research revenues on the Saint John campus over the past five years. It has a proven ability to attract top-notch academics, including Canada Research Chairs. At the undergraduate level, it has a strong Marine Biology undergraduate program (Specialization since 1978, Major since 1998, Marine Semester since 2005), which is a flagship

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program for the campus and one of the most successful at attracting students from other provinces and countries. This initiative is fundamentally interdisciplinary and will involve faculty members in different departments and faculties on the Saint John campus. It will also involve numerous faculty members at UNB Fredericton, as well as researchers at the Department of Fisheries and Oceans and the Huntsman Marine Science Centre in St. Andrews.

This initiative takes advantage of the many opportunities that currently exist for the UNB Saint John campus in this area. It is strategically situated in close proximity to many important coastal activities in the Bay of Fundy, such as fishing, aquaculture, shipping and tourism. In the most recent assessment (Gardner Pinfold 2010), the New Brunswick ocean sector was estimated to generate annually \$1.1 billion in gross domestic product (GDP), 25,500 full-time equivalent jobs, and \$950 million in earned income, representing 4.1 per cent of total GDP, 7.4 per cent of total employment, and 7.6 per cent of total income for the province. There is considerable need for research in support of coastal ecosystems and communities, including the challenge of rapid climate change, and the fact that there is currently no Coastal Institute/Centre in Canada. External opportunities will be inventoried through a conference or workshop involving faculty members interested in the initiative, as well as our industry, government and not-for-profit contacts and collaborators in the Bay of Fundy region and abroad.

One important internal weakness related to the realization of this initiative is the lack of dedicated human resources necessary to lead the strategic planning and development of the initiative, and to administer it. Internal weaknesses also exist in terms of certain gaps in research expertise and interests on the Saint John campus, particularly in the faculties of Arts and Business, in disciplines such as tourism, policy and economy. Some strategic gaps in expertise also exist in the faculty of SASE. Identifying the areas most critical to fill will require careful analysis in relation to goals of the campus and expertise available among UNB colleagues in Fredericton and other regional collaborators. This initiative will strengthen UNB's reputation in this field and increase its ability to compete with other universities in Canada and abroad for education and research opportunities in Marine Sciences and Coastal Studies.

Design of an interdisciplinary coastal management research initiative should follow the strategic plan laid out by the Office of Research Services.

#### **Recommendations:**

- Develop a new major in Coastal Studies in the B.Sc. Environment and Natural Resources of UNB-F FOREM/Science; this could potentially be a 2+2 program (including the UNB Saint John Marine Semester).

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- Establish a Co-op program for undergraduate students in the area of Coastal Studies.
- Develop two new Masters programs:
  - One building on Marine Biology B.Sc. with Honors (3+1+1); and,
  - One partially course based.
- Apply for Research Chair(s) in support of Coastal Studies research.
- Create a UNB Institute for Coastal Studies at UNB Saint John to enhance interdisciplinary research.
  - This will enable UNB Saint John to play a leadership role in on-going regional discussions concerning coastal studies, with emphasis on the “triangle of expertise” between Saint John (UNB), Fredericton (UNB), and St. Andrews (DFO SABS + Huntsman Marine Sciences Centre).
  - The Institute can be used to manage contracts and generate soft money for technical and administrative support positions.
  - The Institute will be a strong partner of the UNB Canadian Rivers Institute, given overlapping interests.

### **Health Studies**

As the province’s largest university with the greatest research capacity, UNB contributes substantially to the improved health of New Brunswick citizens. In addition to educating students in health and related fields, UNB undertakes numerous initiatives including research aimed at improving conditions that determine health, providing access to and conducting research on provincial health and social data, addressing the health of senior citizens, complex chronic health conditions and providing healthcare to vulnerable populations.

Current strengths at UNB demonstrate a significant commitment to biomedical science, social science, health and wellness, and human behaviour and development. Biomedical research at UNB involves many disciplines and includes diverse topics such as chronic illness, cell and molecular biology, biostatistics, biomedical engineering, rehabilitation, and exercise. Research is being carried out in areas of health and wellness research into preventive, primary, and community health, as well as sexual health, violence and healthy living in the aftermath of abuse, healthy aging, and the social determinants of health.

Faculty and researchers on both campuses of UNB are deeply committed to collecting the knowledge needed to make New Brunswickers healthier. Collectively, there are six research chairs in the direct areas of health research, an average of 90 faculty and 110 projects per year and 12 institutes, centres, and research groups involved with health research. UNB is clearly well positioned to make a significant difference toward the health of New Brunswick citizens.

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UNB Saint John faculty and researchers also engage with a wide variety of external partners and health-related resources such as Dalhousie Medicine NB (DMNB), Horizon Health Network (HHN), NBCC Allied Health, Health + Life Sciences NB, the New Brunswick Health Research Foundation (NBHRF) and the Saint John Regional Hospital, the only teaching hospital in the province. UNB Saint John has strong collaborative relationships with these partners and is positioned to be a New Brunswick leader in health research and programming.

To date many initiatives have evolved independently of other campus and provincial initiatives and at this point there is no single identifiable entry point for health-related projects that occur at the university. This situation contributes to fragmentation of efforts within the university, poses challenges for current and potential partners outside the university, and ultimately reduces the positive contribution the university can make to improve the health of New Brunswick citizens.

Existing strengths in undergraduate and graduate programming and research further support growth in this area at UNB Saint John. Demand for the Bachelor of Nursing (BN) program outstrips available spaces, and a successful four-year pilot project to bridge LPNs to the BN program has further increased demand. Both the Bachelor of Health Sciences (BHS) program and health sciences minor have expansion potential, such as a health sciences major and additional streams of BHS. The UNB Saint John nursing faculty members have had preliminary discussions with NBCC on an articulated stream in pharmacology and with UNB Fredericton on a bachelor's program in midwifery. Additionally, the biology-psychology major enrolls almost 50 per cent of all science majors on campus, and demand for the pre-professional stream within this major is growing. Further, our psychology department, in collaboration with several nursing faculty members, is developing a Minor in Gerontology/Aging.

Several existing graduate programs at UNB that could potentially be associated with a newly proposed GAU in Health Research include the Applied Health Services Research (AHSR) program located in the School of Graduate Studies, as well as the Interdisciplinary Studies Masters and PhD programs. At UNB Saint John, further opportunity exists for graduate programming in course and thesis based master's programs in health sciences, such as a course based master's in Psychological Health and Wellness currently being developed by the Psychology Department, PhD programs in health sciences, an MBA for healthcare professionals, and a Masters in Health Informatics.

#### **Recommendations:**

- Create a new Graduate Academic Unit (GAU) in health research to facilitate internal/external partnerships in health research and graduate studies as well as provide a natural home for

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researchers interested in working with clinicians and medical school faculty. This will consolidate administration of UNB's health research in one location, providing for a collaboration space that does not currently exist for partners such as HHN and DMNB.

- Establish a Saint John site of the NB-IRDT to provide Saint John researchers with access to provincial health and RDC data housed at the NB-IRDT. This data site will be an important component of the new GAU. This project is underway and should be in place September 2018.
- Secure external support from organizations such as Opportunities New Brunswick (ONB) via its digital health and economic growth initiative.
- Establish an Institute of Health Research at Tucker Park to create a focal point for health and medical research. Collaborative multidisciplinary research clusters under one entity will provide an opportunity to rapidly develop, test, and disseminate new ways of improving health and delivering healthcare and innovation, and foster world-class research. This project is already in progress.
- Apply for research chairs related to and in support of health-related research to build on the strength and capacity of health research groups and graduate programming.
- Develop new undergraduate programs: BSc major/honours in Health Science; Medical Laboratory Science (with NBCC); BHS stream in Pharmacy Technology (with NBCC); Bachelor in Midwifery (with UNB Fredericton).
- Develop new graduate programming: Masters and PhD in health-related areas; course-based Masters in Psychological Health and Wellness (in progress).
- Ensure that health-related programs that require accreditation are appropriately supported and staffed so as to ensure they met their accreditation requirements.

### **Business, Social and Community Studies**

UNB Saint John has been, from the moment of its creation, deeply connected to the local community. It was created to satisfy the desire of New Brunswick's then largest and most industrialized centre for greater access to the benefits of higher education. The city welcomed the creation of "The Quiet Campus" and supported its growth. UNB Saint John drew strength from the city's commitment to higher education, and faculty, staff, and students at UNB were soon infused into the city's lifeblood.

Unlike other small campuses which have grown up across the Maritimes, there has never been a "gown and town" dynamic in Saint John. Faculty and staff have integrated into virtually every aspect of the political, economic, and cultural life of the city. Business professors have joined local business enterprises and acted as advisors on a host of economic organizations. English, history and political science professors have been founding and contributing members of theatre, music, visual arts, and historical organizations. Environmental groups have benefited from the

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insights of biology students, and students, faculty and alumni have anchored many of the city's cultural activities. There is hardly an organization or industry of influence in the city that has not drawn in members of the UNB community. This sense of interconnectedness has been rewarded by an unusually deep sense of local commitment between the campus and the greater Saint John community.

This interconnectedness is also found in the opportunities that are provided to our students through course content and assignments built around community needs, and the chances for experiential learning (co-ops, practicums, service learning courses) that bring our students in direct contact with the community. Examples of this community/campus linkages include local subject experts brought in as instructors or guest speakers to relate real-world learnings and applications on a diverse number of issues such as food security, start-up culture or the challenges faced by Indigenous Canadians. Other examples are class assignments that require students to share their knowledge about the situation of refugees, the impact of technological change on local businesses, the meaning of a Shakespeare play with local high school students or learn about statistical analysis through data that has been gathered from the Quoddy Link Whale Watching Vessel in St. Andrews. And perhaps most obvious are the experiences our students gain through the field placement classes with organizations such as Correctional Services, the Huntsman Marine Science Centre, the Co-op programs in Arts, Business and Computer Science, or the volunteer opportunities provided by our Promise Partnership around which UNB Saint John plans to build a first year service learning credit course. The community is an important resource to UNB Saint John students and the campus' students and alumni are an important resource to the community.

While faculty and student research is driven by individual interests, the campus strengths in the areas of coastal studies, health, business, social and community development are all supported by the strong ties between the campus and the local and regional community. Most explicitly, our Urban and Communities Studies Institute and the proposed Innovation, Digitisation, Entrepreneurship and Action (IDEA) Centre will serve as hubs for the diverse range of socially innovative, community-based, and New Brunswick-focused (social, historical, cultural, economic, political and business-related) research that is being conducted throughout the campus. These campus initiatives will focus future research initiatives, undergraduate programming, and community partnerships that will continue to strengthen UNB Saint John's reputation as a regional centre with a mandate for community engagement and community focused research and development.



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#### **Recommendations:**

- Reinvigorate and invest the Community and Urban Studies Institute to serve as an institutional umbrella for activities involving community development.
- Repurpose the Electronic Commerce Centre into the Innovation, Digitisation and Entrepreneurship Action (IDEA) Centre, with a focus for the development of the digital economy, business innovation, social entrepreneurship and start-up accelerators.
- Develop additional mechanisms to support and enhance experiential learning opportunities that engage our students in and with the community.
- Create an inter-faculty service learning course tied to the Promise Partnership to encourage and recognize the value of the volunteer experience that students gain through their involvement with that program.
- Create an interdisciplinary/multi-faculty Community Engagement Certificate to package and formalize the current course offerings that provide students with exposure to ideas and experiences of community engagement. If successful this certificate program could eventually be expanded into a full degree program.
- Encourage consideration of community development as an area of teaching/research expertise in future hires.
- Actively seek out graduate or postdoctoral opportunities (such as the Purdy Postdoctoral fellowship on Social Inclusion currently held on this campus) to support our community engagement and development activities under the umbrella of the Urban and Community Studies Institute.
- Consider the establishment of a specialized stream in community development in the Masters or PhD in Interdisciplinary Studies.
- The Faculty of Business should continue to pursue AACSB accreditation for its undergraduate and graduate programs.
- Establish a Faculty of Business Advisory Board to systematically and deliberately deepen community relations, expand experiential learning and bridge the gap between academia and business.

## Appendix

### Appendix 1 Data Metrics Defined – LCC Metrics Table

#### [1] Faculty Complement Reported in Faculty Report:

- -Data Source: These values were determined using the Faculty and Unit report documents.
- Meaning: This is the number of FTE faculty associated with a given unit.

#### [2] CAE Course Offerings 2014--15:

- Data Source: This data was provided by the Resource Planning and Budgeting team in the format of FTE CAE appointments per Faculty/Department. Because an FTE is equivalent to approximately 6 individual courses, the FTE CAE number was multiplied by 6 in order to determine the number of courses taught by CAEs. Course credit hours falling within a range of 1-9 credit hours, and as a result these numbers provide an approximation of the number of courses taught by CAEs and not an absolute value.
- Meaning: These data represent the approximate number of courses taught by CAEs for each unit.

#### [3] Change in CAE Usage 2015 to 2011:

- Data Source: This data was provided by the Resource Planning and Budgeting team in the format of FTE CAE appointments from 2011 to 2015. This value was calculated by assessing the ratio of the most recent CAE utilization (2015) to the previous CAE utilization (2011).  $\text{Change in CAE Usage } 2015:2011 = \text{CAEs in 2015} / \text{CAEs in 2011}$ .
- Meaning: This value shows the change in use of CAEs over a five year period (2011 – 2015). A value of 1 indicates maintained usage of CAEs over the five year period. A value above 1 indicates that the usage of CAEs has increased over the past five years. A value below 1 indicates that the usage of CAEs has decreased over the past five years.

#### [4] Total # of Course Registrants:

- Data Source: This data was obtained from the Resource Planning and Budgeting team in the document that was distributed to all faculties and Departments. In order to maintain consistency, this data was used to determine the total number of course registrants in a specific program during the 2013--14 academic year. This number includes both Graduate and Undergraduate course offerings.
- Meaning: This data indicates the total number of students who were enrolled in courses offered by the Department or Faculty.

#### [5] Course Registrants / FTE Faculty Complement:

- Data Source: The data of **Faculty Complement** reported earlier and **Total # Of Course Registrants** were used to determine the course registrant/FTE Faculty Complement. This data does not take CAE use into consideration, nor does it account for some courses carrying heavier credit hour weighting. Unfortunately, this data was not available and

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therefore could not be accounted for. As a result, some Departments appear to have high Registrants/Faculty values but many of these courses may have been taught by CAEs. Therefore, it is important to take the **CAE Course Offerings 2014--15** number into consideration when assessing this metric.

- Meaning: High numbers of course registrants in a program would be indicative of each faculty member in the Unit servicing a large number of students per year. This is a viable enrollment indicator allowing for the determination of which programs are over or under subscribed in comparison to resource allocation.

#### [6] **Total # of Program Students in 2013--14:**

- Data Source: For non--departmentalized Faculties and the Faculty of Engineering, where students entered directly into a program in 2013--14, the data was obtained from the Faculty and Unit reports. For departmentalized Faculties, including Arts and Science, where students declare their major in their second or third year, forecasting was performed to account for the total number of students currently enrolled in these Faculties. In order to perform the forecasting, the 2013--14 program student numbers were determined from the Unit reports. These numbers were summed and the ratio of program student to total declared students was determined. In order to account for all students in the Faculty, the ratio of each department was applied to the total number of students in the Faculty (declared and non--declared). Example -- English – 42 declared program students. Arts – 330 declared program students. Ratio =  $42/330 = 0.127$ . Total Arts program students – 825. Forecasted English program students =  $825 * 0.127 = 105$ . Therefore English is reported at 105 program students.
- Meaning: This number indicates the total number of students currently enrolled or forecasted to receive a degree/major in the specific unit.

#### [7] **# Program Students / FTE Faculty Complement:**

- Data Source: The data of **Faculty Complement** reported earlier and **Total # Of Program Students In 2013--14** were used to determine the # of Program Students/FTE Faculty Complement.
- Meaning: This is the standard metric often presented by Universities to indicate enrollment in a specific department. For Professional programs (i.e. Law, Nursing, Kinesiology, etc.), it does provide some value, however, it is limited when considering programs that provide support teaching for other units (i.e. Arts and Science). The LCC committee believes that although this number can provide some indication of program desire, the value does not provide as meaningful enrollment information as the **Course Registrant/FTE Faculty Complement** metric when considering overall demand for a program. These two metrics should be used in conjunction with each other in order to

gain a better perspective of overall enrollment and the student draw of particular programs.

**[8] Complement Change Over 5 Years:**

- Data Source: The values were determined via the Faculty and Unit report documents. The ratio was determined by comparing the current complement to the complement reported five years prior.
- Meaning: A value of 1 indicates maintained Faculty/Department complement over the five year period. A value above 1 indicates that the Faculty/Department complement has increased over the past five years. A value below 1 indicates that the Faculty/Department complement has decreased over the past five years.

**[9] Registrant Change Over 5 Years:**

- Data Source: This data was obtained from the Resource Planning and Budgeting team in the document that was distributed to all faculties and Departments. In order to maintain consistency, this data was used to determine the total number of course registrants in a specific program during the 2013--14 and the 2008--09 academic years. This number includes both Graduate and Undergraduate course offerings. The ratio was determined by comparing the 2013--14 course registrants to the 2008--09 course registrants.
- Meaning: A value of 1 indicates maintained course registrants over the five year period. A value above 1 indicates that the course registrants have increased over the past five years. A value below 1 indicates that the course registrants have decreased over the past five years.

**[10] Complement Change / Registrant Change:**

- -Data Source: The data from **Complement Change Over 5 Years** and **Registrant Change Over 5 Years** were used to determine the ratio of these two change statistics.
- Meaning: A value of 1 indicates a consistent trend in complement change and registrant change. For example, if complement allocation has increased, so have student registrants. If the value is above 1, three option could have occurred: 1) Complement has stayed steady and registrants have decreased; 2) Complement has increased and registrants have maintained; 3) Complement has increased and registrants have decreased. If the value is below 1, three option could have occurred: 1) Complement has stayed steady and registrants have increased; 2) Complement has decreased and registrants have maintained; 3) Complement has decreased and registrants have increased. Although this may be interpreted as a misallocation or resources, it may also indicate an adjustment of resources to accommodate the situation within the department. This number should not be used in isolation when attempting to understand the landscape of the Universities resources.

**[11] Master's / FTE Faculty Complement:**

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- Data Source: The data was obtained from the Faculty and Unit reports for the most current year reported. This data considers all faculty members. In many cases, it was not possible to distinguish between faculty members who were supervising Graduate Students and those who were not, therefore all faculty were considered as being active in the supervision process (i.e. Professorial stream and Instructor stream).
- Meaning: This data represents the average number of Master's Students supervised by each faculty member in the Faculty/Department.

#### [12] **PhD / FTE Faculty Complement:**

- Data Source: The data was obtained from the Faculty and Unit reports for the most current year reported. This data considers all faculty members. In many cases, it was not possible to distinguish between faculty members who were supervising Graduate Students and those who were not, therefore all faculty were considered as being active in the supervision process (i.e. Professorial stream and Instructor stream).
- Meaning: This data represents the average number of PhD Students supervised by each faculty member in the Faculty/Department. Departments without discipline specific PhD programs were not included in this metric.

#### [13] **Graduate Enrollment Change Over 5 Years:**

- Data Source: The data was obtained from the Faculty and Unit reports for the five year reporting period. The ratio was based on the current number of total research based graduate students (i.e. Master's and PhD) compared to the number of research based graduate students reported five years prior.
- Meaning: A value of 1 indicates maintained research graduate student registrants over the five year period. A value above 1 indicates that the research graduate student registrants have increased over the past five years. A value below 1 indicates that the research graduate student registrants have decreased over the past five years.

#### [14] **2013--15 Research \$ / Research Faculty Complement:**

- Data Source: The data was obtained from the 2013--15 Research Ranking Exercise. The total value of research dollars obtained during the reporting period was divided by two, allowing for a total value per year to be determined. This was then divided by the number of Research Faculty Complement reported in the Research Ranking Exercise.
- Meaning: This data provides an indication of the amount of research funding obtained per faculty member per year in the Faculty or Department. It is important to recognize that this value only captures research dollars obtained during the two year reporting window. If research dollars were obtained in 2012, they would not be included in this data set. It is also important to recognize that different fields required different levels of research funding. *This data is not an indicator of research success.*

**[15] Research Activity / Research Faculty Complement:**

- Data Source: The data was obtained from the 2013--15 Research Ranking Exercise. The total number of scholarly works (i.e. posters, presentations, papers, chapters, books, etc.) during the reporting period was divided by two, allowing for a total number of research activities per year to be determined. This was then divided by the number of Research Faculty Complement reported in the Research Ranking Exercise.
- Meaning: This data provides an indication of the level of research activity of each unit. It is important to recognize that different fields have different rates and methods of knowledge dissemination. It should be recognized that in fields where documents are produced with a single author may not appear to have as many research output materials as fields where multi author documents are produced. It should also be recognized that the publication of a book, although counting the same as a poster, is not as high an output material. *This data is not an indicator of research success.*

**[16] Research Ranking:**

- Data Source: 2009--11 and 2011--13 research ranking numbers were obtained view the online document provided through the “Research” tab on e--services. The 2013--15 research ranking numbers were obtained through the Research Services office and through the Faculty and Unit reports.
- Meaning: This data is based on the Research Ranking activity performed by the University. The data is presented to allow for the assessment of the trend in research ranking over the past six years.

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**Appendix 2 Standard Indicators**

Category	Indicator	Source
FINANCIAL		
Budget	Trends in total grant	Joint Report
	Trends in tuitions and fees	Joint Report
	Trends in surplus/deficit	Joint Report
HUMAN		
Staff	Trends in staff number	Joint Report
	Age distribution	Joint Report
Academic personnel	Trends in faculty complement	LCC metrics
	Trends in CAE numbers	NEW
	Faculty complement change / course registrant change (over the past 5 years)	LCC metrics
	CAE course offering	LCC metrics(*)
	Change in CAE usage (over the past 5 years)	LCC metrics(*)
	Age distribution	Joint Report
UG students	Trends in UG enrolment	Joint Report
	Trends in program registrant/faculty member	LCC metrics
	Trends in UG course registrants	Joint Report(*)
	Trends in course registrant/faculty member	LCC metrics
Graduate Students	Trends in Master's enrolment	Joint Report
	Trends in Ph.D. enrolment	Joint Report
	Trends in Master's student/faculty member	LCC metrics
	Trends in Ph.D. student/faculty member	LCC metrics
International students	Trends in international student enrolment	NEW(**)

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Indigenous students	Trends in Indigenous student enrolment	NEW(**)
Part-time students	Trends in part-time student enrolment	Joint Report
INFRASTRUCTURE		
Computer networks	Smart classrooms, office, classroom and residence connections, related hardware	Joint Report
Information	Access to Library materials	Joint Report
Health and Safety	Student health, counseling, safety committee, security	Joint Report
Physical plant	Number and size of the classrooms and laboratories	Joint Report
	Classroom and laboratory equipment	Joint Report
RESEARCH		
Research	Research \$\$/ research faculty complement	LCC Metrics (*)
	Research Activity / research faculty complement	LCC Metrics(*)
	Research ranking	LCC Metrics
	Trends in research and innovative partnership programming	NEW(**)
OTHERS		
External bodies	Accreditation	LCC (***)
	Quality assurance reviews	NEW

(\*) Unpublished LCC metrics (\*\*) Academic Planning Phase II; (\*\*\*) while not being a metric, it was used in the LCC report

Color code:

LCC metrics	Joint Report AUNBTUNB 1998	NEW
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**Appendix 3 Strategic Indicators**

Category	Sub-category	Indicator	Source
GOVERNANCE	Equitable treatment	Encouragement of scholarly study of women's issues	Joint Report
		Support of groups which promote understanding and increased equity in social behavior with respect to gender relations	Joint Report
		Faculty program which sensitize teachers to concerns of equity-seeking groups	Joint Report
		Assist faculty with revisions of courses to reflect relevant realities of equity-seeking groups	Joint Report
		Assist academics and support staff to respond to the special needs of students with disabilities	Joint Report
		Specialized programs that permit in-depth scholarly study of equity-seeking groups	Joint Report
		Employment equity	Joint Report
	Environment for growth and change	Student satisfaction while at UNB	Joint Report
		Skills and knowledge added including critical thinking	Joint Report
		Existence and success of teaching improvement processes	Joint Report
		Collegial decision making on curriculum	Joint Report
		Number of new courses	Joint Report
		Number of eliminated courses	Joint Report
		Number of updated courses	Joint Report
		Number of new, eliminated, and updated programs	Joint Report
		Non-harassment	Joint Report
		Equity and gender requirements	Joint Report
		Campus safety	Joint Report

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Financial responsibility	Measures which capture the responsible administration of the University's financial resources	Joint Report
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Category	Sub-category	Indicator	Source
TEACHING AND LEARNING	Appropriateness of course delivery systems	Distribution of enrollment per course section	Joint Report
		Enrollment limits	Joint Report
		Student/teacher ratio	Joint Report
		Teacher credentials (full-time, part-time, tenure track, etc...)	Joint Report
		Number of 1st/2nd year courses taught by tenured/tenure track faculty	Joint Report
		Distribution of classes using various teaching methods (lectures, laboratories, seminars, distance, on-line, etc...)	Joint Report
		Comparison of incoming grades to grade point average by year	Joint Report
	Overall teaching performance	Breadth and depth of curriculum, programs offered, their availability and enrollment	Joint Report
		Number of students on Dean's lists	Joint Report
		Student honors and awards	Joint Report
		Student skills and knowledge added, including critical thinking	Joint Report
		Faculty teaching workloads	Joint Report
		Teaching opinion surveys (by students, graduates, former students, or others)	Joint Report
		Faculty achievements related to curriculum and teaching	Joint Report
		Teaching workshops and seminars offered	Joint Report
		student projects supervised	Joint Report
		Graduate students supervised	Joint Report
		Student advising activity	Joint Report

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		Effective use of learning resources	Joint Report
	Meeting societal needs		NEW

Category	Sub-category	Indicator	Source
STUDENT SUCCESS	Quality of students attracted	Students who apply to UNB	Joint Report
		Percent of applications accepted	Joint Report
		Percent of potential applicants accepted	Joint Report
		Entering grades and their distribution	Joint Report
		Quality of applicants versus students	Joint Report
		Scholarship and loan status of entering students	Joint Report
		Potential to attract new undergraduate students	NEW
		Potential to attract new international students	NEW(*)
		Potential to attract new Indigenous students	NEW(*)
		Potential to attract new part-time/adult students	NEW
	Timely degree completion	probation, drop out and failure rates (attrition)	Joint Report
		success (completion) rate	Joint Report
		Average time to complete a degree	Joint Report
		Success of students according to family status	Joint Report
		Student support services	Joint Report
	Composition of graduating student body	Part-time, full-time	Joint Report
		Mature	Joint Report
		NB, Canada, International	Joint Report
		Gender, minorities	Joint Report

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		Percentage of students requiring and receiving financial assistance by year of study	Joint Report
		Performance at university versus admission average	Joint Report
		Percent of students retaining entrance scholarships	Joint Report
		Graduation statistics (by degree)	Joint Report
	Graduate studies	Attraction of non-UNB undergraduates into graduate programs	Joint Report
		Timely completion of degrees	Joint Report
		Amount and duration of funding for graduate students, including research grant support	Joint Report
		Graduate participation in the academic life of the University through seminars, individual or shared research projects, publications and other creative work (particularly peer-reviewed ones)	Joint Report
		Training of graduate students in instructional techniques and participation in the instructional process	Joint Report
		Involvement of graduate students in appropriate contract work	Joint Report
		Potential to attract new graduate students	NEW

(\*\*) Academic Planning Phase II

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Category	Sub-category	Indicator	Source
STUDENT SUCCESS	Quality of educational experience	Student work portfolio	Joint Report
		Number and variety of available optional courses	Joint Report
		Number and variety of available fine arts courses	Joint Report
		Number and variety of functions at departmental and Faculty students clubs	Joint Report
		Simplicity and rapidity in transfer credits	Joint Report
		Number attending Elderhostel	Joint Report
		Number, variety and enrollment in extension and non-credit courses	Joint Report
		Opportunity for students to talk directly with professors	Joint Report
		Library access (number of books/documents/database units per user accessible in 1h, 72h, 14 days, and % of the university budget spent on library services)	Joint Report
		Student extra-curricular activities	Joint Report
	Subsequent student success	Number and quality of supervised work-experience activities, including co-op programs and practical	Joint Report
		Acceptance of UNB undergraduates into graduate programs	Joint Report
		Employer reported assessment of former student performance	Joint Report
		Number of students working in their area of choice at this stage of their career	Joint Report

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Category	Sub-category	Indicator	Source
RESEARCH PROGRAMS AND CONTRIBUTIONS TO SOCIETAL NEEDS	Participation in scholarly activity	Proportion of faculty members engaged in designing, developing and conducting research projects	Joint Report
		Proportion of faculty members engaged in designing, developing and conducting critical analysis	Joint Report
		Proportion of faculty members who are engaged in scientific, scholarly or professional publications	Joint Report
		Proportion of faculty members who are engaged in editing scientific, scholarly or professional books	Joint Report
		Proportion of faculty members who are engaged in seminars, clinics or workshops	Joint Report
		Proportion of faculty members who are engaged in successful transfer of technology or techniques	Joint Report
		Proportion of faculty members who are engaged in reporting the results of research or critical analysis	Joint Report
		Proportion of faculty members who are engaged in participating actively as scholars or researchers in conventions, conferences, symposia or research groups	Joint Report
		Proportion of faculty members who are engaged in development of innovative teaching, coaching or professional methods, materials, programs, curricula or techniques likely to be used by others	Joint Report
		Proportion of faculty members who are engaged in active scholarly participation as editor or as a member of the editorial board of journals or other scholarly publications	Joint Report
		Proportion of faculty members who are engaged in evaluating or refereeing the work of other scholars	Joint Report
		Proportion of faculty members who are engaged in serving on grant selection committees	Joint Report

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		Proportion of faculty members who are engaged in successful attainment of research funding and completion of sponsored projects	Joint Report
		Proportion of faculty members who are engaged in creation of, maintenance of, or contribution to data banks, registries, tables or collections of existing knowledge recognized or used by others	Joint Report

Category	Sub-category	Indicator	Source
RESEARCH PROGRAMS AND CONTRIBUTIONS TO SOCIETAL NEEDS	Participation in scholarly activity	Proportion of faculty members who are engaged in research and program initiation by centers on campus	Joint Report
		Proportion of faculty members who are engaged in poetry, fiction or other creative writing published in literary journals, books or other collections	Joint Report
		Proportion of faculty members who are engaged in creative contributions to music, design, architecture, visual arts, dance, drama, communications, film, video, compact disc, communications or other art forms	Joint Report
		Proportion of faculty members who are engaged in creative performance of music, drama, dance or other works of art	Joint Report
		Proportion of faculty members who are engaged in successful execution of commissioned work	Joint Report
		Proportion of faculty members who are engaged in participation on boards, commissions, committees or panels where professional expertise or experience is required	Joint Report
		Proportion of faculty members who are engaged in formal presentations of briefs, reports or other submissions to legislative, judicial or other public bodies	Joint Report
		Proportion of faculty members who are engaged in appearing as an expert witness in judicial or quasi-judicial proceedings, or before public bodies	Joint Report



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Scholarly Output	Outputs related to the 22 indicators of the "Participation in scholarly activity" sub-category	Joint Report
Community involvement and leadership	Provision of expertise	Joint Report
	Cultural involvement	Joint Report
	Economic impact	Joint Report
	Leadership	Joint Report
	Services	Joint Report
External funding	Granting agencies and contract funds/faculty	Joint Report
Effective use of learning		NEW/Joint
Meeting societal needs		NEW