Dear Acadia Community,

Since the release of the Restructuring Proposal #3 on May 20, 2026, we have continued to receive rich, diverse, and helpful feedback from students, staff, and faculty, focused on strengthening and refining the structure. We appreciate the continued engagement during the challenging times and the commitment to ensuring a more financially sustainable future for Acadia.

During this round of engagement, we have completed the following feedback sessions to date:

- **May 21:** Special Meeting of Faculty Council
- **May 21:** Board of Governors Drop-In Question & Answer (virtual)
- **May 22:** Board of Governors Drop-In Question & Answer (in-person)
- **May 23:** Acadia Alumni Association Board Retreat (in person)
- **May 25:** Indigenous Education Advisory Committee Session
- **May 25:** Academic Program Review Committee (APRC) of Senate Meeting
- **May 27:** Special Meeting of Senate
- **May 29:** Academic Planning Committee (APC) of Senate Meeting
- **June 1:** In-Person Student Session
- **June 1:** Virtual Student Session
- **June 1:** Town & Gown Committee
- **June 2:** In-Person Student Session
- **June 2:** Virtual Student Session
- **June 4:** Board of Governors Executive Meeting
- **June 8:** Virtual Student Session

We have also received 18 emails with feedback, ideas, refinements, and suggestions about implementation. Building on these engagement sessions and feedback, we are pleased to share the Restructuring Proposal #4.

Version 4 includes a model with:

- 2 Faculties (with embedded supports) led by 2 Deans;
- 6 Schools led by a combination of 6 Directors; *and*
- 9 Assistant Directors, reporting to the Director, to support large and/or accredited programs.

This model realizes the following changes in academic leadership:

- 3 Faculty Deans reduced to 2 (reduction of 1)
- 9 Directors reduced to 6 Directors (reduction of 3)
- 15 Heads to 0 (reduction of 15)
- 4 Coordinators to 0 (reduction of 4)

- 1 Assistant Dean to 0 (reduction of 1)
- 9 Assistant Directors (increase of 9)

Total Change: A total reduction of 15 Academic Leadership Positions

As with version 3, this model provides a much more cost-effective, sustainable, streamlined, nimble, and responsive structure that will reduce bureaucracy, allow for the more equitable allocation of resources, improve oversight, enhance accountability, and maintain disciplinary cohesion in a form that is recognizable and already existing at Acadia.

Proposal #4: The Proposed Faculties and Schools

Faculty of Health, Sciences & Technology[1]

School	Students	Faculty	Ratio	Notes
School of Applied & Integrative Health – Director				This School has remained the same since Version 3.
Programs				
Kinesiology *(Assistant Director)*	434	17	25.5	
Nutrition and Dietetics *(Assistant Director)*	79/4	7.5	11.1	
Nursing *(Assistant Director)*	143	11	13	
Counselling *(Assistant Director)*	96	2.5	38.4	
TOTAL	**756**	**38**	**19.9**	
School of Behavioural and Life Sciences – Director				This School responds to requests for Psychology to connect back with the Health & Sciences Schools, and creates a Life & Behavioural Sciences Cluster
Programs				
Biology *(Assistant Director)*	389	20	19.5	
Psychology *(Assistant Director)*	360	12	30	
TOTAL	**749**	**32**	**23.4**	
School of Physical Sciences & Engineering – Director				This School responds to requests to keep Physical Sciences and Engineering connected.
Programs				
Applied Bioscience	11	0.5	22	
Chemistry	64	11	5.8	
Computer Science *(Assistant Director)*	222	8.5	26.1	
Engineering *(Assistant Director)*	145	7	20.7	
ENVS/Geology/ENV Geoscience	85	7.5	11.3	
Mathematics & Statistics	64	13.5	4.7	
Physics	20	5	4.0	
TOTAL	**611**	**53**	**11.5**	
FACULTY TOTALS	**2,116**	**123**	**17.2**	

[1] **Note:** Student numbers are from December 1, 2025, and include first majors only. Faculty numbers reflect full-time continuing faculty and instructors in complement as of January 1, 2026. CLTs and PCAs are not included. Some minor variations may apply to current numbers.

Faculty of Business, Education, Society, and Cultures[2]

Suggested Schools/Groupings	Students	Faculty	Ratio	Notes
School of Business & Economics – Director				This School has remained the same since Version 3.
Programs				
Business	532	20	26.6	
Economics	19	7	2.7	
TOTAL	**551**	**27**	**20.4**	
School of Education & Creative Communities - Director				This School reflects the cluster proposed in Version 3 plus the addition of Education to reflect received feedback.
Programs				
CODE	115	6	19.2	
Education *(Assistant Director)*	141	6.5	21.7	
Music	50	11.5	4.3	
Theatre Profs	14	2	7	
Art Prof	N/A	1	N/A	
Creative Arts (new program forthcoming)	N/A	N/A	N/A	
TOTAL	**320**	**27**	**11.9**	
School of Humanities & Social Sciences - Director				This School responds to requests to keep the Humanities and Social Sciences together.
Programs				
English	101	16	6.3	
ESST	38	1.5	25.3	
History & Classics (includes CREL)	63/12	12.5	6	
Languages & Literatures	5	4.5	1.1	
Law & Society	103	1	N/A	
Philosophy	10	4	2.5	
Politics	38	8.5	4.5	
Sociology	124	8	15.5	
WGST	9	1.5	6	
TOTAL	**503**	**57.5**	**8.7**	
FACULTY TOTALS	**1,374**	**111.5**	**12.3**	

Names of the Faculties and Schools are placeholders and will be co-created by members of each unit and market-tested with students and recruitment professionals across the country to ensure applicability and desirability for current and incoming students. Names remain subject to change.

[2] **Note:** Student numbers are from December 1, 2025, and include first majors only. Faculty numbers reflect full-time continuing faculty and instructors in complement as of January 1, 2026. CLTs and PCAs are not included. Some minor variations may apply to current numbers.

Faculty Leadership & Staffing

Academic Leadership for the Faculties

- 2 Deans (each responsible for one Faculty), reporting to the Provost and Vice-President Academic.
- 6 Directors (each responsible for one of the 6 Schools), reporting to a Dean
- 9 Assistant Directors (each responsible for one of the accredited and/or large Programs within Schools), reporting to a Director.

Administrative Leadership & Staffing Supports

- 2 Managers of Operations (1 for each Faculty), reporting to the Dean. The Executive Assistant roles will be re-evaluated and rescoped to a Manager of Operations to fulfill expanded responsibilities, including managerial and logistical support for the Faculty, logistics, budgeting, data and record keeping, building management, project management, and overseeing the Administrative Assistant's in the Dean's Office and throughout the Schools in each Faculty.
- 2 Administrative Assistants (1 for each Faculty), located in the Dean's Office, reporting to the Manager of Operations, and supporting the Dean and Faculty operations
- Administrative Assistants (distributed throughout the Schools), reporting to the Directors and overseen by the Manager of Operations. These positions will directly support the Directors and Assistant Directors (as applicable) and be responsible for specific roles connected to individual programs, as well as School-wide administration.
- Program-Specific Critical Support Staff will continue to be linked to programs and centralized to each School and Faculty (e.g. placement leads, technicians, etc.).

Faculty Mobility

Throughout this process, we have also received questions about opportunities for individuals to transfer from current units/programs of appointment into other Schools, based on individual research and teaching expertise. Articles 31.51 and 31.52 of the 17th Collective Agreement provide avenues through which individuals can request to transfer their employment to another unit. We recognize there may be individuals on this campus who choose to make this request moving forward, and we are supportive of these discussions.

Embedded Staffing Supports

As we have been proposing since Version 1, we will develop embedded staffing supports to accompany this new structure. These embedded supports will strategically integrate positions directly into each Faculty to support the critical work of recruitment, teaching and curriculum planning, career and experiential learning, student life and accessible learning, external relations, and research, information literacy, and knowledge preservation while maintaining the centralized teams for institutional consistency and strategic planning.

As we move into the implementation stage, we will continue to work with portfolios and units across campus on the embedded staffing supports, and continue discussions with SEIU, AUPAT, Human Resources, and impacted units before we finalize the model fully.

Key areas that will be more fully integrated into the Two-Faculty model include:

The University Library, Research Services, and Archives

The University Library, Research Services, and Archives remain essential to Acadia and are deeply embedded in the intellectual, teaching, research, and scholarly life of the university. Librarians and archivists are faculty members that support student success, faculty research, information literacy, knowledge preservation, scholarly communication, and community engagement across every discipline and program. Led by the Dean of Library and Archives, a senior academic and information professional position, the Library and Archives provide institution-wide leadership and coordination that is foundational to the university's academic mission. This work is further supported by the critical contributions of library and archives staff whose expertise and daily operational work sustain core university functions, including public service and access, interlibrary loan and document delivery, library systems, cataloguing and metadata management, digitization initiatives, collection maintenance, displays and promotions, and the preservation of both physical and digital collections. As the university moves through its broader academic restructuring process, the Library and Archives will continue to maintain a strong and integrated presence within the academic structure of the university, with librarians and archivists remaining closely connected and responsive to the evolving needs of the new faculties and schools. Given the cross-institutional nature of library, archival, and research support services, careful consideration must be given to how these areas are best positioned within the future academic framework. As such, the specific organizational placement and alignment of the Library and Archives will be addressed as a subsequent phase of the restructuring process, following the completion of the broader Faculty and School restructuring work currently underway.

Research, Industry, and Community Relations

As this academic structure solidifies, Dr. Peter Ludlow (Vice-Provost Research & Innovation) and Leigh Huestis (Executive Director Industry and Community Engagement) will be working to consider how research services can further connect with the new Faculties and Schools and continue to support and grow research needs at Acadia. This restructuring process will allow for strategic investment in infrastructure, collaborations, and partnerships, and increase opportunities to grow our Tri-Council funding (and therefore our Research Support Funds amounts) and government funding.

Additionally, as with Version 3, within this refined structure, we will continue to encourage research collaborations and suggestions around the creation of research and learning Institutes (e.g. like the Health and Wellness Institute), which can bring people from across both Faculties to focus on areas of importance to the university and society (suggested examples have included Food and Climate Change to date). These Institutes can support research clusters, accelerate innovation, encourage new potential programming, support student interests and training, and attract community and industry partnerships. We encourage these discussions to continue and welcome additional ideas and suggestions from across campus.

Student Experience, Recruitment & Enrolment

Scott Duguay (Vice-President Student Experience) and his teams are working to ensure the new academic structure is fully student-centred, and that non-academic support services within the two-Faculty, six-School structure will be better embedded and connected. Core services, such as student recruitment and admissions, marketing and communications, student services, financial aid, international student support, student mental health, accessible learning, L'nu Affairs, Black student support, and OneStop will have clearly identified team members who are directly connected to each Faculty's organizational structure and personally working with the Deans, Directors, and support staff to align with, and respond to the needs of each School's students and programming. While integrated into the Schools and Faculty, these positions will also remain centrally located to preserve consistency, professional standards, and efficiency across both Faculties and the institution. This new approach will allow for a better integration of people and services, creating bi-directional knowledge sharing, strategic planning, and action.

Each School will have a regular Student Success Table or equivalent forum where academic leaders, faculty representatives, student representatives, and student support partners review recruitment trends, retention risks, advising issues, student service concerns, mental health and wellness themes, and barriers to student progression. These tables will allow Acadia to develop School-specific, integrated student recruitment and persistence plans, identify challenges earlier, coordinate interventions more effectively, and ensure that student support is embedded in the day-to-day work of academic units. These tables will also connect directly with, respond to, and shape Faculty-level needs and priorities.

Overall accountability for student recruitment and persistence will be shared between academic and non-academic leaders. A new Student Journey Council will be created, co-chaired by the Vice-President Student Experience and the Provost and Vice-President Academic or designate, bringing together the two Faculties and six Schools, Registrar, Student

Experience teams, and student representatives. This group will focus on establishing institution-wide enrolment management goals, identifying barriers, supporting enterprise systems and training, designing solutions for specific issues, and helping prioritize student support resources.

Additionally, in this integrated model, OneStop and other central services will serve as clear front doors for support, while strong back-end relationships with Schools will ensure timely referrals, issue resolution, and academic follow-through. Specific areas of student need, such as mental health and wellness support, will be embedded through consultation, training, referral pathways, and escalation processes that build better institutional-wide capacity.

Overall, this approach ensures a more coordinated, accountable, and sustainable student support model directly integrated into the new academic structure and focused on student recruitment, belonging, progression, and graduation.

Curriculum, Planning, and Teaching and Learning

The Office of the Vice-Provost, Curriculum and Planning advances teaching excellence, curriculum innovation, experiential learning, and extended learning as partners with Faculty and academic leaders across the university. The services within this portfolio span educational development, online and flexible learning design, academic technology, career and experiential education, curriculum development, and quality assurance, and are positioned not as a separate service layer but as collaborators and support resources in the academic work of the Faculties and Schools. Like the Library, these services will be embedded in the teaching, curricular, and scholarly life of the university, supporting faculty in their pedagogical growth, advancing evidence-informed and accessible approaches to learning, and working alongside academic leaders on planning and institutional priorities. As the university moves through its restructuring, this portfolio is also increasingly a central resource for Faculties and Schools seeking to extend their programs and expertise to new audiences through flexible and online delivery, bringing extended learning fully within academic planning and governance rather than operating as a separate unit.

Within this model, educational development/instructional design professionals will serve as dedicated connectors embedded within each Faculty and working directly with the Schools, collaborating with academic leaders and faculty members on pedagogical support, accessible and mixed-modality course and program design, new program development, curriculum development processes, and cyclical program reviews. These specialists will also work together as a central hub to advance institution-wide priorities including building communities of practice, supporting faculty development initiatives, and responding to provincial accessibility standards legal standards ensuring that what is learned through embedded faculty partnerships strengthens the teaching community across the whole institution.

Extended learning support will follow the same approach: rather than setting competing priorities, extended learning resources will serve as a centralized hub that advances the extended learning directions that each Faculty and School identifies for itself, fully integrated into academic planning at every level.

Career and Experiential Learning Coordinators will be embedded within each Faculty, building on existing co-op and experiential learning structures to deepen the connection between career development, work-integrated learning, and the academic experience of each program. Central coordination will support embedded coordinators on systems, data and reporting, grants, and operational continuity. Career and Experiential Learning Coordinators will be integral participants in each School's Student Success Table, ensuring that experiential learning and career development are woven into the coordinated, student-centred support that anchors the new academic structure.

External Relations

Nancy Handrigan (Vice-President External Relations) and her team are working on strategies to connect directly with the Faculties to share information, support engagement with alumni and donors, and align external partnerships with Faculty priorities through strategic communications, programming and relationship building. While external relations will be centrally coordinated, embedded supports will be clearly identified for each School and Faculty. These connectors will work with the Dean and other academic leaders on alumni and donor communications and engagement programs, and prospecting, cultivating, soliciting and stewarding donors. Activities and bi-directional relationships will also inform centralized alumni programming and fundraising campaigns.

Timelines

We are continuing with the same timeline proposed in Version 3.

- **May 27: Special Meeting of Senate:** This session will be for *discussion only* of Proposal 3 only, and not for a vote. ***Completed***
- **June 17: Regular June Meeting of Senate:** Proposal 4 to Senate for *approval vote*.
- **June 18-19: Board Retreat:** We will bring Proposal 4 to the Board for *discussion only*.
- **July: Special Board Meeting:** We will call a special meeting of the Board of Governors for final vote and approval of Proposal 4.
- **August 30: Schedule H submission of institutional priorities and strategic plans**
- **October 15: Final Schedule H submission**
- **August 2026-June 2027: Preparing for Implementation:** This includes working through all details related to budget, structure, governance, staffing, and programming, ensuring that students and the student experience are centred in the decision-making.

- **July 1, 2027: New Faculty and School structure in place**
- **2027-2029: Continual Review Period & Finalization:** Continue to review the structures, staffing, and processes via regular check-ins and continue to address any challenges that arise due to these changes. This will include regular check-ins on student experience, and the impacts on budget, recruitment, retention, fundraising, staff, and students, and make needed adjustments along the way. Finalize all structures by July 1, 2029.
- **2029 Onwards: Establish a Structure of Continued Institutional Review:** Moving forward, adopt a formal review process of the institution every five years for continued improvement.

Next Steps: Development of an Implementation Plan

We recognize there are many questions about the operationalization of the proposed restructure, which will come in the next phase or planning and preparing for implementation. Over the next year as we move towards July 1, 2027, we will be working with the campus community on preparing for the transition.

Key items of consideration include, but are not limited to:

- **Senate:** Working with the Senate Chair and members of Senate, key work will need to be done on the following items: Senate will need to consider how to allocate membership in the new model; Senate committees will need to examine processes and activities within the new structure; and Senate committees will need to update their membership distribution and criteria (including opportunities for strong student membership).
- **School and Faculty Processes and Committees:** Members of the new Faculties and each of the new Schools will need to work together and with academic leadership to analyze processes and activities, and consider what can be streamlined or reduced and what needs to be created, as well as consider what committees will be needed and their related mandates. This includes consideration for the role of students and throughout decision-making processes and enhancing student experiences.
- **Leadership Roles:** The scope, duties, and responsibilities of the Director and Assistant Directors need to be clarified and identified;
- **Staffing**: Embedded supports and staffing need to be finalized; job fact sheets need to be updated to encompass new structures and responsibilities (as applicable); training and orientation needs to be developed; reporting lines need to be clarified; and staff transitions finalized;

- **Academic Calendar**: Working with the Registrar's Office and Senate, the Academic Calendar will need to be updated and adjusted;
- **Budgets & Financial Processes:** Working with the Finance Team, budget processes, policies, and GL's will be refined and updated;
- **University Website, Communications, and Recruitment Materials:** Working with Marketing and Communications and Recruitment, materials will need to be updated to reflect the new Faculties and new Schools.
- **Student Supports, Societies, and Leadership Opportunities:** Last but not least, working with the Acadia Student Union, and students across Campus, student supports need to be clearly identified and developed in the new Schools and Faculties to ensure student-centred approaches. This includes curriculum design and development, embedded supports planning, and School and Faculty decision-making. Incorporating student voices into leadership and decision-making processes and committees will be essential. Working with Student Societies to transition to the new Schools and Faculties (noting that Student Societies will continue to be connected to programs, and the funding for these societies, which currently come from units, will continue in this new model).

Version 4 Costing

Version 4 has been fully costed, focusing on savings that will be realized July 1, 2027, when the restructure is fully implemented. This costing model considers **only the impacts of the changes to the academic Faculties and Schools listed above** and has not yet factored in additional savings that will evolve with the development of the embedded supports model, retirements, attrition, and portfolio adjustments across the university moving forward.

This version realizes an operating cost-savings of $1.34 million dollars annually (see next page for detailed budget table).

Item	Jul 2027- Jun 2028 Ongoing	One-time
3 Faculties to 2		
Dean Stipend Reduction	$ (15,000)	$ -
Shift to Complement	$ (121,641)	$ (17,984)
CLTR Reduction	$ (128,969)	$ -
Add 1 PCA	$ 10,430	$ -
Less 1 Executive Assistant	$ (84,566)	$ -
Non-Salary Net Change	$ -	$ -
9 Directors to 6		
Director Stipends	$ (22,500)	$ -
Shift to Complement	$ (364,924)	$ (53,952)
PCA Reduction	$ (125,162)	$ -
Non-Salary Net Change	$ -	$ -
Reduction 19 Heads/Coordinators to 0		
Head Stipends	$ (87,499)	$ -
Head PCA Impact	$ (333,766)	$ -
Coordinator Stipends	$ (17,125)	$ -
Coordinator PCA Impact	$ (62,581)	$ -
1 Assistant Dean to 9 Assistant Directors		
Less 1 Assistant Dean Stipend	$ (4,000)	$ -
PCA Impact (Asst Dean)	$ (20,860)	$ -
Add 9 Assistant Director stipends	$ 36,000	$ -
PCA Impact (Asst Directors)	$ 281,615	$ -
2 Executive Assistants/Operations Managers		
EA Supervisory Role Change	$ 49,328	$ -
Non-Salary Support (EA to MoO)	$ -	$ -
Administrative Support (2)	$ 130,353	$ -
Non-Salary (Admin Support)	$ -	$ 4,000
School Administrative Assistants		
Change number from 21 to 14	$ (456,235)	$ -
Transition Costs (one time costs)		
Physical signage	$ -	$ 30,000
Moving Costs	$ -	$ 7,000
Print & brand materials	$ -	$ 25,000
Digital & web rebranding	$ -	$ 20,000
Communications & change mgmt	$ -	$ 10,000
Financial Services	$ -	$ 15,000
HR & admin transition	$ -	$ 15,000
IT systems & data	$ -	$ 15,000
Ongoing Operating Cost Impact	**$ (1,337,103)**	
One-Time Costs		$ 69,064

We continue to thank you for your continued commitment, insight, and courage as we shape Acadia's future, together.

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