



The Senate of Acadia University acknowledges that we are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.

Dear Senators:

I advise you that a special meeting of the Senate of Acadia University will occur from 4:00 p.m. to 6:00 p.m. on Wednesday, May 27, 2026. This will be a virtual meeting and will take place using Microsoft Teams.

The agenda follows:

1. Approval of Agenda

2. Main Business

- a) Academic Restructuring Proposal- Discussion and Feedback (*A. Cunsolo & J. Hennessy*) ([attached pages, 2-11](#))

3. Adjournment

Sincerely,

S. Pineo,
Recording Secretary of Senate and University Secretary

Academic Restructuring Proposal- Discussion and Feedback

Guiding/Reflection Questions

Note: These questions are not meant to be exhaustive; they are prompts for discussion. These reflection questions have also guided discussions at the Academic Planning Committee (APC) and Academic Program Review Committee (APRC).

1. Alignment with Academic Mission and Principles

- In what ways does the proposed restructuring strengthen alignment with the academic mission and strategic directions of Acadia University, and how could this alignment be made more explicit?
- What academic principles (e.g., interdisciplinarity, disciplinary integrity, liberal education, research intensity) are explicitly or implicitly prioritized in this model? How could the proposal make things more explicit to strengthen the final version?
- Are any core academic values put at risk by the restructuring and how will these be monitored?
- Where unit cohesion or organizational clarity could be improved, what refinements would reduce duplication and strengthen complementarity across units?

2. Impact on Students and Programs

- How will this restructuring affect the coherence, quality, and accessibility of academic programs?
- How can the restructuring be optimized to ensure continuity of programs and strong student support, particularly during transition?
- What specific adjustments would enhance accessibility, advising, and clarity of academic pathways?

3. Disciplinary Integrity and Interdisciplinarity

- Does the proposed structure appropriately balance disciplinary depth with interdisciplinary collaboration?
- What mechanisms will support meaningful interdisciplinary teaching and research beyond structural change?

4. Academic Governance and Decision-Making

- How will the restructuring affect Senate structures (committees, faculty councils)?
- Does the new structure clarify or complicate academic decision-making authority?
- How should responsibilities for curriculum and program review be structured and clarified?
- Are units of an appropriate size and scope to enable meaningful participation in decision-making? If not, what adjustments would improve this?

5. Equity, Inclusion, and Indigeneity

- Could any units or programs serving marginalized communities be disproportionately impacted?

- What opportunities exist to enhance EDI-AR and Indigenization through curriculum and structures?

6. Implementation and Risk

- What are the biggest academic risks associated with our current structure?
- What strategies could mitigate the most significant implementation challenges (academic, cultural, operational) with the proposed new structure?
- How should implementation be phased to ensure continuity and minimize disruption for students, faculty, and staff?
- What transition supports are essential to success for faculty, staff, students, and academic leaders?

7. Measures of Success and Accountability

- What indicators could demonstrate progress on strategic alignment, student support, unit cohesion, and inclusive excellence?
- When and how should the new structure be reviewed and adjusted?

Third Draft of Academic Restructuring Proposal- as circulated to Acadia Students, Staff, and Faculty on May 20, 2026:



Dear Acadia Community,

Since the release of the Restructuring Proposal #2 on April 21, 2026, we have continued to receive rich, diverse, and helpful feedback from students, staff, and faculty. During this round of engagement, we have received the following feedback:

- **Faculty of Arts Heads & Directors:** 1 submission
- **Faculty of Pure & Applied Sciences Heads & Directors:** 1 submission
- **Vaughan Memorial Library and Archives:** 1 submission
- **Unit Heads/Directors:** 15 submissions
- **Individual Faculty Members & Ideas:** 8 submissions
- **Students:** 1 ASU submission and 1 individual student leader submission

We appreciate the time, conversations, dialogue, creativity, and thinking that have gone into this feedback. Building on this, we are pleased to share Restructuring Proposal #3, which incorporates feedback received and aims to support the program clusters directly requested by programs/Heads/Directors themselves. While this proposal continues to build out the new School groupings, and starts to add shape to the required staffing, more work is needed (including consultation with SEIU, AUPAT, Human Resources, and impacted units) before we can finalize both the embedded support model fully and the final costing model – both of which will be shared publicly.

Building on the feedback we have received, we are proposing to create a model with:

- 2 Faculties (with embedded supports) led by 2 Deans;
- 7 Schools led by a combination of 7 Directors; *and*
- In some cases, large and/or accredited programs within these new Schools will be overseen by an Assistant Director (x 8), who reports to the Director.

This model realizes the following changes in academic leadership:

- 3 Faculty Deans reduced to 2 (reduction of 1)
- 9 Directors reduced to 7 Directors (reduction of 2)
- 15 Heads to 0 (reduction of 15)
- 4 Coordinators to 0 (reduction of 4)
- 1 Assistant Dean to 8 Assistant Directors (increase of 7)
- **Total Change: A total reduction of 15 Academic Leadership Positions**



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.

Also, while some people expressed concerns around the creation of Associate Deans as a new managerial category, we also received feedback that if we want this new model to work, it is important to recognize the changing scope of responsibilities that leaders of these Schools would have.

Our preference remains having the following leadership structure in the academic sector:
Dean of the Faculty → Associate Dean for each School → Assistant Dean of some programs.

However, we are respecting the feedback received around the lack of readiness for this structure and, as such, are instead proposing to maintain the structure of Dean of the Faculty → Director for each School → Assistant Director for some programs, as we currently have at Acadia.



Proposal #3: The Proposed Faculties and Schools

We propose the following 2 Faculties and 7 Schools. Each School will maintain a School Council, responsible for academic decision-making at the School level, then feeding up to respective Faculty Councils and then to Senate (following current School structures). Each program within the Schools can choose to create and operate a Program Committee, which will be responsible for the curricular and academic decisions related to each program, moving up to the School Council, Faculty Council, and Senate.

Please note that the current names will be finalized once market research is completed.

Faculty of Health, Environment & Technology¹

School	Students	Faculty	Ratio	Notes
School of Applied & Integrative Health – Director				This cluster was requested by these four programs in a joint proposal.
Programs				
Kinesiology (Assistant Director)	434	20	21.7	
Nutrition and Dietetics (Assistant Director)	79/4	8	9.9	
Nursing (Assistant Director)	143	11	13	
Counselling (Assistant Director)	100	3.5	28.6	
TOTAL	760	42.5	17.9	
School of Environmental Futures & Sustainability – Director				Suggestions to group the units with the strongest environmental science focus together (noting that Applied Bioscience is a cross between Biology and Chemistry).
Programs				
Biology (Assistant Director)	389	24	16.2	
ENVS/Geology/ENV Geoscience	85	8	10.6	
Chemistry	64	11	5.8	
Applied Bioscience	11	2	5.5	
TOTAL	549	45	12.2	
School of Data, Science & Technological Innovation – Director				Suggestions received to group Computer Science & Engineering together, and to connect Math & Stats & Physics to this group.
Programs				
Computer Science	139	8	17.4	
Engineering (Assistant Director)	96	6	16	
Mathematics & Statistics	60	14	4.3	
Physics	20	5	4.0	
TOTAL	315	33	9.5	
FACULTY TOTALS	1,624	120.5	13.5	

¹ **Note:** Student numbers are from December 1, 2025, and include first majors only. Faculty numbers reflect full-time continuing faculty. CLTs and PCAs are not accounted. Some minor variations may apply to current numbers.



Faculty of Culture, Society & Entrepreneurship²

Suggested Schools/Groupings	Students	Faculty	Ratio	Notes
School of Business, Entrepreneurship & Economics – Director Programs				Economics supported staying in this cluster as an autonomous program.
Business	533	22	24.2	
Economics	19	7	2.2	
TOTAL	542	29	18.7	
School of Creative Communities - Director Programs				CODE, Music, Art, Theatre all opted to stay together in a cluster to continue to strengthen their programs and grow a Creative Industries (name TBD) program.
CODE	115	6	19.2	
Music	50	12	4.2	
Theatre Profs	N/A	2	N/A	
Art Prof	N/A	1	N/A	
Creative Industries (Emerging Program, name TBD)	N/A	N/A	N/A	
TOTAL	165	21	7.9	
School of Education, Behavioural, and Social Sciences - Director Programs				Requests to keep social sciences together are supported, with the addition of Education and Psychology.
Politics	38	9	4.2	
Law & Society	103	1	103	
ESST	38	1.5	25.3	
WGST	9	2	4.5	
Sociology	124	9	13.8	
Education (<i>Assistant Director</i>)	150	6.5	23.1	
Psychology (<i>Assistant Director</i>)	360	15	24	
TOTAL	822	44	18.7	
School of Humanities & Cultures - Director Programs				Requests to keep humanities together are supported.
English	100	16	6.25	
History & Classics (includes CREL)	63/12	12	6.25	
Philosophy	10	4	2.5	
Languages & Literatures	9	4.5	2.0	
TOTAL	194	36.5	5.3	
FACULTY TOTALS	1,723	130.5	13.2	

² **Note:** Student numbers are from December 1, 2025, and include first majors only. Faculty numbers reflect full-time continuing faculty. CLTs and PCAs are not accounted. Some minor variations may apply to current numbers.



Beyond the Faculties & Schools

As with Proposal 2, we recognize that this more traditional approach may be disappointing to some who voiced excitement around a more creative structure and identified opportunities for more diverse clusters. Since the release of Proposal 2, we have received suggestions around the creation of **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, encourage new potential programming, support student interests and training, and attract community and industry partnerships. We encourage these discussions to continue and welcome suggestions on critical multi-/poly-/inter-disciplinary topics.

We also continue to encourage discussions within and between the Schools around more inter- and multi-disciplinary partnerships and to explore ideas for program creation and partnership, and we hope that this structure creates an environment in which we can continue to evolve as a university.

Throughout this process, we have also received questions about opportunities for individuals to transfer from current units of appointment into new proposed 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.

Staffing & Embedded Supports

Leadership for the Faculties

- 2 Deans (each responsible for one Faculty)
- 7 Directors (each responsible for one of the 7 Schools)
- 8 Assistant Directors (each responsible for one of the accredited and/or large Programs within Schools)
- 2 Managers of Operations (1 for each Faculty, responsible for logistics, budget support, data and record keeping, building management, project management)

Administrative & Staffing Supports

- 2 Executive Assistants (each embedded in one of the Faculties, responsible for a cross-trained team of administrative assistants and staff and supports the Deans and Managers)



- Administrative Assistants (distributed throughout the Schools and across the two Faculties, who are responsible for specific roles, but cross-trained within each Faculty)
- Critical Support Staff will continue to be linked to programs and centralized to each Faculty (e.g. placement leads, technicians, etc.)

Faculty-Level Embedded Support

As we have been proposing since Version 1, and which continues to receive support from staff, students, and faculty, we will develop an embedded supports model to accompany this new structure. These embedded supports will strategically allocate resources and positions directly into each Faculty to support the critical work of recruitment, academic advising, career and experiential learning, student life and accessible learning, external relations, and research, while maintaining linkages to centralized service hubs. This model will be forthcoming, as we finalize the structure of the Schools and embedded programs.

Timelines

We are proposing this plan along with some adjustments from the original timeline to reflect continued feedback, and to align with a strong timeline idea proposal from Science Heads/Directors, with which we agree.

- **May 27: Special Meeting of Senate:** This session will be for *discussion only* of Proposal 3 only, and not for a vote
- **June 17: Regular June Meeting of Senate:** We will bring Proposal 3 (likely with minor amendments from continued feedback) for Senate *approval vote*.
- **June 18-19: Board Retreat:** We will bring Proposal 3 (likely with minor amendments from continued feedback) 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.
- **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.

Opportunities for Continued Feedback

As we hone Proposal 3, we also continue to welcome feedback via email. We also welcome invitations for in-person meetings with current programs and/or proposed School clusters here. We will be working with the ASU to again reach out to students to receive feedback. As mentioned above, as we continue to work on the staffing side, we will continue to work with SEIU, AUPAT, and Human Resources. And we will continue to reach out to AUFA to offer opportunities for dialogue and discussion.

We also already have the following sessions booked for further discussion, dialogue, engagement, and input:

- **May 21: Special Meeting of Faculty Council**
- **May 21: Board of Governors Drop-In Question & Answer**
- **May 22: Board of Governors Drop-In Question & Answer**
- **May 23: Acadia Alumni Association Session**
- **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: Town & Gown Committee**
- **June 4: Board of Governors Executive Meeting**
- **June 16: June Senate Regular Meeting**
- **June 17-18: Board of Governors Retreat**

Next Steps

We will continue to work on creating a more detailed staffing plan for the embedded support model, integrating the feedback we have received and clarifying roles and responsibilities.

Finally, the entire proposal will be costed to determine the magnitude of immediate savings and tied in with broader financial and structural planning across the University for Board of Governors decision-making. This will also be shared in detail with the community.



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

Jeffrey J. Hennessy, PhD
President and Vice-Chancellor

Ashlee Cunsolo, PhD
Provost and Vice-President Academic

Kate Ashley, PhD
Vice-Provost Academic Policy &
Graduate Studies

Mark Bishop
Registrar

Lauren Wilson Finnis, PhD
Vice-Provost Curriculum & Planning

David Duke, PhD
Dean, Faculty of Arts

Corinne Haigh, PhD
Dean, Faculty of Professional Studies

Jeff Hooper, PhD
Dean, Faculty of Pure & Applied
Sciences

Jennifer Richard, MLIS
Dean, Library & Archives