Acadia 2025:
Ideabook

ACADIA
UNIVERSITY

Table of Contents

Overview	3
In A Word: How Would You Describe Acadia?	4
The Big Ideas	4
Campus Infrastructure and Facilities	5
The Academic Core of Acadia	6
The Acadia Organization and its People	7
Our Region and Community	8
Phase II	9
Summary	9
Appendix A: Strategic Planning Exercise Ideas for Acadia	10

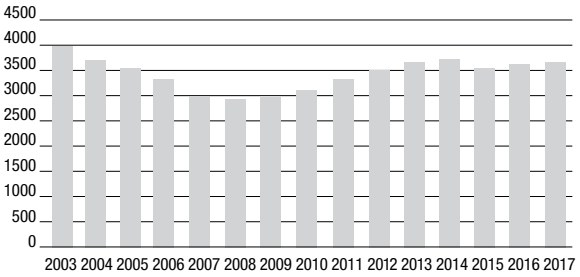
Overview

In March 2018, I launched a strategic planning exercise, *Acadia 2025*, with a town hall meeting attended by Acadia campus community members. The purpose for the meeting and initiating a strategic planning process during my first year in office was simple: in order for Acadia to maintain its positon as a leading primarily undergraduate university we need to set clear academic and non-academic priorities to guide investments, recruit the current cohort of incoming students and new faculty, and remain relevant to a range of external stakeholders.

I believe the time is now right to engage stakeholders in a discussion about our future. Acadia's most recent strategic plan was completed in 2006, well before significant changes in funding for Nova Scotia universities took hold leaving Acadia with a sizeable shortfall in annual operating grant funding from the Province and a coincident undergraduate enrolment dip that left Acadia with fewer students than at any time since the early 1980s. These two factors conspired to leave Acadia in no position to execute its 2006 plan and subsequent efforts to restore enrolment levels left little room in staff and operating budgets for major strategic or long term institutional positioning investments for more than a decade. On the upside, Acadia's resilience and success over this period is consistent with its 180-year history of succeeding time and again against long odds stacked against it.

Acadia's first University Hall. Since 1838, Acadia has grown and succeeded in maintaining its reputation for academic excellence.

Undergraduate student enrolment numbers from 2003–2017



Undergraduate student enrolment is the metric with the single biggest impact on campus sustainability.

The timeline I outlined called for slightly more than a one-year consultation and report writing process with the goal of producing a new strategic plan by June 2019. Consultations will involve surveys and face-to-face meetings with stakeholders including faculty, students, and staff, as well as external influencers including alumni, community members, and government officials at all levels. This 360-degree consultation process is designed to extract opinions from every possible perspective about Acadia's current strengths, the future needs and public expectations of post-secondary institutions, and, finally, how Acadia can leverage its unique assets to strengthen its positon in the PSE sector within Nova Scotia and beyond. In stark contrast to the 2006 plan, *Acadia 2025*, will contain specific, measurable objectives with action plans, timelines for their completion, and an annual review and reporting cycle.

The first phase of the *Acadia 2025* process is to build an "Ideabook" that summarizes some of the initial impressions of individuals with respect to Acadia's identity -- that is, those qualities that help define Acadia us as an institution – and their ideas about what the next big idea or bold step forward might be for the future Acadia.

Information was gathered in several ways. Between mid-March and the end of June 2018, two surveys were distributed to faculty and staff. One asked the three words

respondents would use to describe Acadia. A second survey asked respondents to describe their big idea for Acadia. Similarly, I held three hosted and facilitated sessions with Acadia's Board of Governors, the Alumni Association Executive, and Acadia's senior-most academic and administrative leaders. Members of each group were asked to provide their three words and their big idea for Acadia. This information is presented in the following pages in summary form in order to help readers prepare for the second phase of *Acadia 2025*. This phase will see the formation of a Strategic Planning Task Force that will host numerous consultations on and off campus with the objective of creating a draft plan by February 2019.

In A Word: How Would You Describe Acadia?

Word clouds have become a common means to present single-word thoughts solicited from survey respondent pools. For the purposes of this Ideabook, respondents, whether through an online survey or in person, were asked to provide three words that they thought best described Acadia. In the word-cloud below, the larger and darker the word, the more often it was mentioned by individuals. The small number of large, bold-font words means that the pool of individuals surveyed express similar ideas about Acadia's identity or, conversely, Acadia successfully presents a cohesive, well-defined identity. The large number of words that appear in smaller and fainter fonts fewer or even single, one-off expressions of Acadia's identity.

The Acadia word cloud based on responses from all respondents.

With approximately 300 respondents providing their three words that best describe Acadia, there is considerable agreement that Acadia is first and foremost a community that can be described as small, beautiful, personal and engaging. Words such as family, excellence, welcoming, and supportive suggest an institution that is empathetic and is concerned about the overall well-being of its stakeholder members.

Of course, the question is do these words distinguish Acadia enough from our competitor institutions and do they accurately define what makes us unique? In other words, could these words be used easily to describe competitor institutions and in the context of a forward-looking plan, are these the words we would like used to describe Acadia and its people?

In this context, words that appear in smaller font such as proud, diverse, innovative, and safe are positive expressions of identity that reinforce the larger words. On the other hand, there are some words that reveal specific challenges. Siloed and inertia are two such words.

When thinking about institutional mission, vision and values and statements, the question for the strategic planning process to consider is whether there is enough similarity in the positive expressions about Acadia's identity to lead to a convergence of opinion about the new statements in *Acadia 2025*. It is also worth considering how words that apply a critical lens might inform specific actions and activities embedded within the plan.

The Big Ideas

The initial information gathering exercise between March and June also asked all respondents to consider options for Acadia's next big idea. I framed this request by referring to the Acadia Advantage launched in 1996 as an initiative that was widely seen as a defining moment

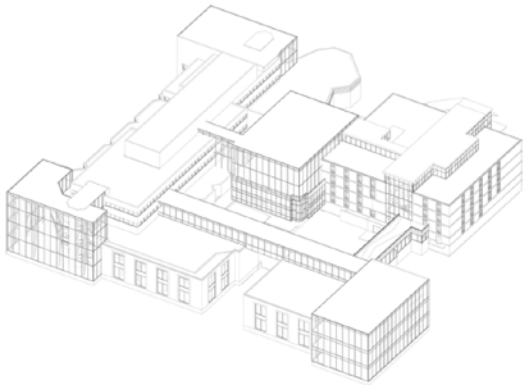
in Acadia's recent history and positioned the University as a Canadian innovation leader. In the strategic plan framework document posted to the *Acadia 2025* I ask, readers to consider whether there is another big, bold institutional-level initiative that could be a defining moment for Acadia and promoting the Acadia brand? I think this is an important point for us to consider given the resources required to coalesce around a single, all-encompassing idea. On the other hand, the Acadia Advantage brought wide-ranging benefits and recognition that changed the way Acadia was viewed inside and outside the sector.

In face to face meetings and in response to the online campus survey, respondents identified academic, administrative, and infrastructure initiatives that could, in varying degrees, become strategic priorities within *Acadia 2025*. These suggestions are generally described below and fall into four main categories, while the full list of ideas is included in Appendix A.

Campus Infrastructure and Facilities

Aging infrastructure is a challenge faced by all universities, but the problem is more acute in Atlantic Canada. At Acadia, internal and external campus community members recognize that significant progress has been made in the past decade to upgrade and renovate certain facilities but more work is required to accommodate tomorrow's learners. Furthermore, the requirements of Nova Scotia's new accessibility legislation will require substantial modifications and upgrades to our current buildings and infrastructure.

Acadia's library is now more than a half century old and respondents overwhelmingly agree that it is long overdue for an overhaul. From persistent plumbing problems to ventilation concerns, the Vaughan Memorial Library simply cannot meet the needs of students and does not represent campus well to visitors and prospective students. Libraries have arguably become more important centres of learning in the face of technological change rather than outdated information warehouses as once predicted.



New campus infrastructure, such as the proposed renovations to Vaughan Memorial Library and Beveridge Arts Centre, are seen by many as central components of strategic renewal.

In concert with a renovated library, respondents also called for improvements to the classroom, meeting, and office space in the Beveridge Arts Centre. As the true classroom workhorse for Acadia, the spaces have become tired and even the technology is outdated since its initial installation to support the Acadia Advantage two decades ago. In fact, respondents suggested that the entire wired network campus-wide should be removed in favour of better wireless connectivity.

Student support space has become more important to overall student success. The Students' Union Building is seen by many respondents as the natural choice for co-location of a range of services targeted at students. Student mental health services and academic support are at the top of the list but closely followed by services that meet the needs of international and indigenous students, students seeking medical help, or those who have been the victim of sexual assault. On many campuses, student centres have become the focal point for community-building activities that improve student moral and connectivity leading to greater participation in clubs, student government, and volunteerism – all ideal outcomes well-suited to the Acadia experience.

Many respondents cite the Acadia Athletics Complex as a source of community connection and potential new revenue for the university. Specific mentions of a new fieldhouse to host intramural sports and community activities and upgrades to the gym and exercise facilities

to meet the growing needs of our campus and region's population revenue demonstrate an interest in healthy and active living.

Acadia's campus housing also drew attention. Respondents believe the housing stock is due for improvement and that the university should be investigating opportunities to include residential styles aimed at independent living to accommodate students or young faculty members with families. An on-campus hotel was also proposed. Mindful of increasing accessibility, making Acadia a barrier-free campus was mentioned by numerous respondents.

The campus master plan, developed at the dawn of this Century, was referred to by some as a tool that the University should return to, to guide development priorities and design. The goal of everyone involved with developing the original plan was to create an aspirational road map to help planners, fundraisers, and donors imagine how Acadia's physical infrastructure could be used for the benefit of students and delivering its programs. Linked to comments from respondents focused on Acadia academic programming, respondents who prioritize infrastructure investment expressed a need for more multi-disciplinary space to allow more cooperative and creative student/faculty interaction and support a general move toward removing operational barriers that prevent or impede faculty cooperation.

The Academic Core of Acadia

Respondents provided a vast array of suggestions for renewal and expansion of Acadia's academic offerings, suggesting that there is a strong appetite for academic program renewal. These suggestions fell into two main categories: what we teach and how we teach. Some of these suggestions are summarized below:

- Strengthen our existing performing arts program and re-introduce a visual arts program
- Expand our environment and sustainability studies program and attach it to our existing Department of Community Development
- Expand our on-line courses, particularly those aimed at mature learners. Make these courses more dynamic for all learners (including music) through enhanced video teleconferencing technology
- Offer blended (on-line and in-class) courses in every discipline
- Develop a common core curriculum or "foundation" year in the tradition of liberal arts course. Updating this course list to include current disciplines such as environmental stewardship and responsibility would be consistent with Acadia's current mission and values.
- Incorporate co-op programs more fully and, where possible, make it a mandatory requirement
- Make an international study term mandatory
- Make it mandatory that all students complete an unrelated minor in addition to their major discipline
- Expanding the co-curricular transcript into an e-portfolio
- Introduce a trimester system to capitalize on Acadia's existing infrastructure year round
- Introduce a cross-disciplinary approach to teaching
- Introduce a robust part-time degree program options across all disciplines to accommodate mature and mid-career learners
- Expand the number of 2+2 programs with NSCC to create new pathways into the university
- Look at developing a number of integrated degrees with NSCC, where students take courses at each institution in each year of the degree; focus these on regional economic needs.
- Increase international 2+2 or 3+1 programs to bolster senior undergraduate numbers and offset attrition.
- Take greater advantage of our rural location and close connection to community to develop programs with greater hands-on opportunities for students. An example provided was a program based on food and its various aspects from food security to food production and quality control.
- Limit class sizes for first year students (30 to 50 students) to maximize faculty/student interaction
- Develop professional certification programs that can be delivered alongside undergraduate degree programs
- Develop professional graduate programs that can be operated on a revenue-generating financial model

- Broaden our current slate of graduate programs by the identification of niche programs that link to specific economic, social and cultural needs in the region
- New programs in global and international studies. This idea was expanded to include the idea that Acadia should develop a summer institute for Grade and 11 and 12 students focused on international development as a means of upstream recruiting
- Explore the whole area of automation, artificial intelligence, robotics, and data analytics and its impacts and potential on the broad spectrum of socio-economic development

To expand more fully on Acadia's teaching style or the delivery of academic programs, respondents had a number of suggestions but one theme emerged to a much greater degree than others. Respondents believe that students, particularly those entering their first year, require more direct support in order to succeed with their studies. These supports range from renewing Acadia's commitment to a learning commons to enhancing academic service available through a new counselling centre to creating a formal mentorship program. The idea of soliciting upper-year students to formally and routinely mentor first-year students was a common theme and external audiences believe that this opportunity should be extended to include a network of alumni.

Respondents also included suggestions that included providing more faculty professional development support, creating new satellite campuses in locations where we recruit significant numbers of international students such as China and the Caribbean. Increasing the flexibility of degree requirements and even considering hybrid (arts and science) or shortened degree programs were cited by respondents as a means of adapting to changing markets and expectations.

An idea that received some traction was examining the benefits of offering students a new degree program, Bachelor of Arts and Science. Perhaps as a reflection of Acadia's determination to preserve its heritage as a liberal arts institution, respondents argue that this degree option will provide students with maximum program and discipline flexibility without forcing them to change degree streams. This new degree would also provide a framework for exciting new interdisciplinary programs that integrate Acadia's strengths across the liberal arts and sciences. Such topics as health and wellness, global and international affairs, sustainability, climate change, design, digital media and communications, and artificial intelligence could be developed within the BAS model.

Some of the bigger ideas related to adopting new requirement that would make Acadia and its degree programs more distinctive if not unique. For example, making experiential learning (in its broadest definition) a requirement for all programs; developing programs that have work-integrated learning embedded into the full curriculum; internationalizing the curricular by requiring a study-abroad component (like many US liberal arts colleges that require one semester or even one year to be spent at a university abroad), introducing a tutorial system in which we reduce the number of traditional class contact hours by one and require all students to be allocated to a professor and meet in small tutorials each week.

The Acadia Organization and its People

Numerous respondents were clearly focused on how Acadia deploys is human resources and suggestions ways to improve productivity, service delivery, and lower costs.

Respondents who chose this as their focus believe Acadia is heavily "siloed", both on the faculty and administrative side.

For instance, respondents believe more academic flexibility is required in program requirements to make it easier for students to switch programs and carry forward credits. Respondents suggest more community-based or engaged learning opportunities (and academic credit for this work) need to be incorporated into Acadia's existing curriculum.

On the administrative side, the idea of one-stop or single-window access for students to financial and academic information was popular and respondents believe that this will create organizational efficiencies and simplify the transactional nature of course registration and payments for tuition, residence, and other related fees. Respondents suggest that resources released through these efficiency gains can be re-deployed in areas that require additional support.

At the same time, respondents also believe greater investment needs to be made in training and developing staff. It was also suggested that employees need to be celebrated more often to recognize the contributions they make to the institution and its students more generally. Reinforcing positive performance would help boost morale and increase productivity.

Overwhelmingly, respondents who looked inward identified two key challenges that need to be urgently addressed, perhaps even while *Acadia 2025* is being developed.

Acadia's information technology backbone is badly out of date and unable to provide critical data that would help faculty and staff better serve students and students better manage their own Acadia experience. With Acadia's current IT platforms, crucial information is either missing or difficult and time-consuming to compile. These problems make it difficult to track and engage students, particularly those who may be struggling in one aspect or another

(or several at the same time) of their student career. This needs to be addressed in order to deliver on Acadia's reputation as highly student-focused and personalized.

There also needs to be a renewed, institution-wide focus on recruitment and especially retention. Respondents recognize that Acadia's retention and persistence rates are well below those of its competitors and are not consistent with the type of educational experience promised by Acadia. Poor quality data leading to an inability to accurately and timely track student progress and intentions is partly at the root of the problem. However, institutional attitude and interest also needs to shift. Part of the shift, according to respondents, is to invest more resources in efforts to better identify domestic and international markets where students well-suited to Acadia originate (again, robust data would be required), then, with an effective staff/faculty partnership, focus on retaining these students through a better combination of academic and personal support tools. The mentorship program mentioned in section above is an example of potential new tools.

Our Region and Community

While our reach is national and global, Acadia is rooted in its community and region, and our setting within this beautiful area of Canada and our strong relationships with the Town of Wolfville and the surrounding communities of the Valley are huge advantages. Many ideas focus on expanding those relationships through new partnerships and initiatives. The idea of a Great Valley initiative in which Acadia partners with the NSCC and other organizations to create new learning and research opportunities for the population, communities, and industries of the region. Acadia could develop an Experience University program for grades 9–11, whereby students could stay on campus

for one or two weeks and get exposed to university level learning, and linking them to faculty and student mentors as they lead up to applying for university.

Another idea is to develop an Indigenous Pathways program in conjunction with NSCC and our regional Mi'kmaq communities (Glooscap, Annapolis, Bear River, Acadia), where by Indigenous students can be supported to complete high school and enter into the college and then on to university.

A regional development partnership is also an idea that could help build the region and contribute to the Atlantic Growth Strategy, capitalizing on the presence of Acadia as one of Canada's top universities that is graduating some of the best educated undergraduate and graduate students in the world.

Phase II

The next step in building the final *Acadia 2025* plan is to strike a strategic planning task force that will lead Acadia through the next phase. One of the first elements of the second phase of the planning process will be to determine key strategic directions for the development of the strategic plan. Reading the ideas above already one gets a sense of some strategic directions emerging.

This phase will include broad consultations with internal and external stakeholders and the development of the first draft the plan that will focus on strategic directions and themes. We will to establish a series of circles by which small groups of faculty, staff and students can discuss some of the big ideas that have been identified, and flesh them out into proposals that can be considered by the university. The main objective for all stakeholders will be to consider these big ideas in the context of Acadia's mission and vision and to set reasonable and measurable goals. setting across all campus sectors.

With the development of a Strategic Directions document complete, the Task Force will then move into Phase III and work with the administration to create a draft plan for engaging with the Acadia community. A critical role for the task force will be to establish the pre-conditions these goals must meet. These could include conditions such as financial, reputational, academic, and enrolment. We know, for instance, that new infrastructure is not possible without securing external funding. These are the sorts of conditions or parameters that have to be established for the ultimate goals to be meaningful. As the plan evolves, setting goals is going to be important so that we, as a community, will know where we're headed by 2025, with tangible measures by which we can determine whether we're making progress or not. Ultimately, these goals will be intended to provide a framework for decision-making and priority-setting.

Summary

Engagement from a broad cross-section of respondents during Phase I has been good and we will need to test our assumptions in Phase II. Full engagement by internal and external stakeholders will be required in order to produce a draft plan that our decision making bodies such as the Board of Governors and Senate can consider and adopt during the final phases of plan development. Creating a realistic, yet aspirational strategic plan is important because all members will then become the plan's owners and responsible for achieving its outcomes.

Please join us in creating Acadia 2025, the next bold step forward for Acadia.

Peter J. Ricketts, PhD
President and Vice-Chancellor

Appendix A:

Strategic Planning Exercise Ideas for Acadia

Introduce New Academic Programs

- Bachelor of Arts and Science Programs
- Offshore programs - if CBU can do it so can Acadia
- International Student programs on campus
- Develop new professional master's programs that rare full cost recovery
- Increase non-credit offerings (difficult), would need to be online or off site
- Summer institute – especially for retirees, lifelong learning, non-credit and credit
- Align with government needs – create programs that help the provincial government achieve its mandates
- Building connection with community and industry into programs
- Tourism (or maybe sport tourism?)
- Leadership certification – create a program that gives students certificates in global leadership, fit for any vocation or calling
- New degree in health and wellness
- New degree in global and international studies
- Centre for international credential evaluation for Atlantic Canada
- Create online NS equivalency (high school) course (non-credit) e.g. NS Chemistry
- Building connection with community and industry into programs
- "How to build an App" course or long term project (multi-course). Imagine if the next Facebook or Instagram was created here @ Acadia. Ex. East Coast Life Style started as a project here
- Educational on-line leadership in program opportunities (institutional)
- An international campus in the next "China"
- Environmental leadership (institutional)
- School of Community Development and Sustainability Studies
- Build new program around food – nutrition/sociology/biology/etc.
- New degree (major/minor) in automation (i.e. mechanization, robotics, AI, data analytics)
- Develop a number of joint integrated degrees with NSCC focused on regional needs

Revise or Refresh Academic Programs

- Challenge academy to dramatically change educational model:
  - o breakdown silos
  - o increase competency education versus content
  - o increase community and workplace connectivity in education
- Common core first year
- A robust "foundation year" which is a good ideas that failed in the past
- Every degree should have an unrelated minor stream (e.g. B Business Admin with a minor in history, or English, or Chemistry). This would create graduates who are not narrow in their world view and are superior in their potential scope
- Each student takes a set of core classes
  - o Sustainability
  - o Ethics
  - o Financial literacy
  - o Environment
  - o Communications
  - o Design
- Make a bold curriculum change
- Introduce a tutorial system of instruction across the curriculum
- Develop a mandatory first semester Transition to University course
- Every student has an experiential learning experience (work and/or community)
- Every student has a global/international experience (study abroad, work, short term study)
- Emphasize the solid undergrad "well rounded" experience especially for students still exploring career options
- Being flexible and accommodating around program components/degrees, students' experiences

- Focus on peer mentoring (for increased retention)
- To increase competitiveness, focus on developing graduate attributes
- Make Acadia a 12 month operation. Not necessarily traditional academic, increase ROI on all assets
- Co-operative education that engages leaders in communities, business professional circles (maybe Alumni?) with students
- Greater integration of cooperative education
- Run spring/summer & fall semesters/slow down/ shutdown in winter semester
- Eliminate unnecessary courses
- Add Art to our program offering and create appropriate studio space
- Greater integration of cooperative education
- Enhancing opportunities for increased small group engagement. (especially in larger courses)
- Student Success Centre Mentality – preparing from day 1 to succeed in life
- Establish campus wide mentorship program
- Connect arts and science programs to employment – certificates
- Faculty of arts and science, develop cross disciplinary programs, shared services
- No class over 30 at the first year level
- Classes no larger than 50
- Rethink departmental and faculty divisions
- Use Board of Open Acadia as a "governing board" and then Director needs not be an academic – puts one back in complement
- Emphasize liberal arts rather than liberal education
- Capitalize on physical location – e.g. specialize in environment and sustainability/agri-business
- Provide academic credit for attending community events
- Common first-year course on Indigenous Studies
- Thought leadership through high-profile speakers
- Adopt an outcome-oriented perspective of student success

Broaden Teaching and Learning Options

- Flexibility online/in person summertime
- Online programs for specialty areas, including graduate programs
- Increase online learning programs
- Increase flexibility – part time/online/integration
- De-emphasize degree completion within four years to allow greater learning flexibility
- Teach online on load
- Make better + more extensive use of Open Acadia
- Acadia summer academy – increase summer programs for Canadian and international students
- Embrace substantive, at times disruptive, program / curriculum development such that Acadia continues to provide our students the opportunity for a transformative learning experience
- Trimester system, full operations year around
- Interactive web-based education that somehow takes what Acadia offers you in person and transforms it to an online platform
- Career counseling for students – tie to mentoring with Alumni upon graduation
- Develop enrollment growth areas, part time, graduate, e.g. distance
- Rethink degree requirements in all three faculties
- More diverse student body – especially indigenous and African Canadian
- Create a feeder campus in Nassau, Bahamas of other key market or have professors active in the market
- Within a reorganized student services portfolio, develop a new model for career services that leverages technology and Acadia's willing, supportive alumni network

Research

- Public/Private partnerships - be open for research that aligns with NS enterprise
- Establish a formal Undergraduate Student Research Opportunities program so that every student has the chance to get a research experience
- Identify a Maple League research project that all four universities can work on together
- Promote our research successes and activities

Focus On People

- We are a business. Top businesses invest in people. They don't save money in people. Leaders are stretched too thin to maximize Acadia's potential because not enough operational people
- Focus on retention
- Develop faculty skills program
- Communications training for key people in each unit to help PR and internal communications

- Invest in admin systems and staff
- Working in a way to boost faculty/staff morale
- Increase Morale – staff appreciation/awards
- Providing improved opportunities for professional development/employee satisfaction
- Investing in employees – training and development
- Engage alumni more in student recruitment and career mentoring.
- Blend alumni and recruitment as a marketing force – public facing/speaking at high schools
- Recruitment assistance (Alumni Association)
- Creating and improving diversity
- Indigenous activism (institutional)
- De-complicate processes – SIMPLIFY
- Disney-style customer service training to improve internal and external services, treating everyone as a customer
- Being better at celebrating our successes institutionally and individually
- Define a tangible way for the Alumni to make a contribution to Acadia
- Streamline systems – e.g. TS, Finance
- Faculty professional development
- Involve faculty, alumni as Board members
- Personal newsletters
- Person of the month (pull a name and ask "get to know" questions)
- Don't use FYI
- Increase communication
- Complete an employee/student survey once a year
- Use Alumni events to link with recruitments
- Improve delivery of mental health support and programming for students
- Become most sought-after place to work in Canada
- Full-time equity officer
- Focus on reducing alcohol use and its related events
- Create a student retention plan
- Define or strive for an optimal size
- Become more entrepreneurial across all sectors – "Nudge Unit"
- More sporting opportunities for students and employees
- Get faculty involved in Alumni Board
- Negotiate with a company (such as Fitbit) to provide all first year students with fitness devices to track exercise and fitness

21st Century Infrastructure

- Unparalleled investment in infrastructure and student research. Rebuilding the physical campus for the 21st century to be innovative, inspiring, barrier-free, and proud, while incorporating our past and present
- Make the campus fully accessible physically
- More campus beautification and especially improve residences
- Creating innovative spaces around campus
- Central Services Centre
- Renew east side of campus
- Modernized classrooms/lecture spaces – remove wired network/add modern displays
- Adopt a space (i.e. gardening/building maintenance)
- New student information system
- New Library
- Create a bank/central database for all information
- Eliminate land lines (phone) where possible
- On campus hotel-style residence
- Reduce building footprint though consolidation
- Make rooms fresher
- Integrate energy generation & efficiency into capital projects
- A building where all student services are located … (ASU services, health services, res life, student accounts, registrar etc.), ideally in an improved student services space. Could be a new building or re-work an existing space
- Take one complete building off-grid to run 100% on renewable energy; then another, and another …
- Democratically adhere to the campus master plan by involving everyone
- New pool (investment)
- New/upgrade infrastructure – Student Union Building
- Develop a comprehensive enrolment management process
- Make Acadia the most environmentally sustainable campus in Atlantic Canada.
- Investing in current technology
- State-of-the art fitness facility
- Domed field or field house as part of new athletics/ kinesiology complex
- Fountain Commons Conference Centre
- Fix the drinking water
- Make our e-business process easy not "clunky"

- New structure to house Acadia cultural assets – art/archives/war memorials
- Eliminate on-campus vehicular traffic
- Provide bicycles system for students and staff to use

Community and Region

- "A Great Valley Initiative" – a development partnership which Acadia, its administration, faculty and students are deeply engaged in over the long term
- Better linkages to community colleges
- Town & Gown MOA w/the town
- Engage more with regional employers to create experiential learning opportunities for Acadia students

Costs, Finance and Fundraising

- Free tuition
- Move to a course-based tuition model
- Move to a more transparent budget model
- Stronger salary grids or offer increased benefits to be able to better recruit faculty to stay competitive
- 15% alumni giving rate to increase unrestricted revenue
- Share resources
- Cheap recruiting
- Increase the endowment to $1 billion and it provides operational funding of $30 million annually (non designated)
- $200 million endowment by 2030
- Need to get more alumni donating – need the demographics on Alumni
- Focus on the value added benefit of going to Acadia (despite its higher fees – worth it in value)
- Cost – lead the effort to review university amalgamation