



Cyclical Program Review Final Assessment Report and Implementation Plan for the Academic Programs offered by the DAN School of Drama and Music

Programs Reviewed:

Drama: BA, BA (Hons) (major, joint honours, minor).

Music: BA, BA (Hons) (major, joint honours, minor).

BA (Hons), Media and Performance Production (MAPP) (specialization). Offered jointly with the Department of Film and Media.¹

Bachelor of Music (specialization)

Bachelor of Music Theatre (BMT)²

Certificate in Entrepreneurship and Innovation³

Graduate Diploma in Arts Management⁴

MA in Arts Leadership⁵

A dual-credential Bachelor of Music/Music and Digital Media Program, offered jointly with St. Lawrence College, was approved in January 2014. The DAN School Director notified the Vice-Provost (Teaching and Learning) in April 2023 that the School had suspended the program. The School was asked to initiate a temporary suspension of admissions following Senate procedures, which it did in early 2025. The program was not reviewed in this cyclical review.

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report provides a synthesis of the external evaluation, internal responses, and assessment of the above programs. This report identifies the significant strengths of the programs, and opportunities for program improvement.

¹ Previously known as Stage and Screen Studies: name change approved by Senate March 2016

² New program approved July 2016

³ New certificate program approved June 2018

⁴ New diploma program approved November 2016

⁵ New program approved December 2016

An implementation plan is attached that identifies:

- who will be responsible for acting on and monitoring progress on the recommendations,
- any resource or governance implications resulting from the recommendations, and
- timelines for implementation of the recommendations.

Final Assessment Report: Executive Summary

Summary of Review

- 1) The DAN School of Drama and Music (the School) produced a self-study document that was reviewed by the Dean, Faculty of Arts and Science, the Vice-Provost and Dean (School of Graduate Studies and Postdoctoral Affairs) and the Vice-Provost (Teaching and Learning). The self-study was approved on March 2, 2023.
- 2) The review team visit took place February 29-March 1, 2024. The review team members were:
 - i. Dr. Len Falkenstein, Professor, Department of English and Director of Drama, University of New Brunswick.
 - ii. Dr. Marlis Schweitzer, Professor, Department of Theatre and Performance, York University.
 - iii. Dr. Richard Chaykowski, Professor, Employment Relations, Queen's University.
- 3) The visit included meetings with:
 - i. Students
 - ii. Faculty
 - iii. Staff
 - iv. Director and Manager, DAN School
 - v. University Librarian and School Liaison Librarian
 - vi. Heads of cognate departments
 - vii. Associate Deans, Faculty of Arts and Science
 - viii. Vice-Provost (Teaching and Learning)
 - ix. Vice-Provost and Dean, School of Graduate Studies and Postdoctoral Affairs.The reviewers also toured the School's facilities.
- 4) The review team reported on May 14, 2024. The School Director, Dean, Faculty of Arts and Science, and Vice-Provost and Dean, School of Graduate Studies and Postdoctoral Affairs responded to the review team report. The School responded in July 2024 and the Deans added their responses by November 2024.
- 5) The Senate Cyclical Program Review Committee considered the review team report, internal responses and a draft Final Assessment Report and Implementation Plan at its meeting on March 19, 2025. The Report and Plan was approved on April 10, 2025.

The following strengths were noted:

- Across all programs students are deeply engaged in their studies and speak highly about the learning opportunities available to them; faculty are likewise passionate about teaching and eager to meet the needs of students.

- High quality faculty evidenced by strong publication records, grant success, research leadership, and artistic creation (directing, writing, designing, producing, performing). Faculty have built and maintain strong connections to the professional world. Reviewers highlighted excellent, committed faculty members as a strength in all the School's programs.
- Examples of innovative pedagogies and experiential learning opportunities.
- Clear program learning outcomes bring coherence and shared identity to the School while being appropriate to disciplinary expectations. The holistic approach taken to developing each program's learning outcomes is a model for other programs at Queen's and other performing arts programs.
- New degree streams in the Bachelor of Music acknowledge a more diverse range of approaches to learning and creating music. There are exciting experiential learning opportunities for students.
- The Bachelor of Music Theatre is one of the few university-affiliated Music Theatre programs in Canada; an exciting opportunity for St. Lawrence college students to transfer to Queen's and graduate with a university degree.
- The BAH Drama offers exciting experiential learning opportunities, and opportunities to collaborate with professional artists from the performing arts community. Talented adjunct and sessional faculty members support core faculty and staff.
- The BAH Specialization in Media and Performance Production is an innovative, collaborative program with exciting range of experiential learning opportunities and capstone courses that are well positioned to respond to the ever-changing landscape of modern media and technology. The program is well equipped in technology and physical resources and is an excellent model of disciplinary integration.
- The Graduate Diploma in Arts Leadership and Master of Arts in Arts Leadership is a unique graduate program in Canada and engages students from across the country.

The following opportunities for enhancement were noted:

- The School is encouraged to actively seek more opportunities for interdisciplinary collaborations and courses between programs.
- Further collaboration with cognate programs and disciplines may enhance course offerings in several of the programs offered by the School.
- Faculty and instructors, particularly those in Production courses, are encouraged to incorporate training in "relaxed performance" practices, and to consider how DAN School performances might serve audiences with other accessibility needs.
- The reviewers heard that capacity in the Certificate in Entrepreneurship and Innovation cannot meet demand and encourage administration and programs across the university to consider whether additional appointments and/or other collaboration with cognate programs might enhance existing offerings and allow the certificate to meet demand.

Summary of Review Team Recommendations

The reviewers made seven recommendations, summarized below. For the full text of the recommendations, please see the Implementation Plan.

The reviewers recommended that the DAN School:

- takes a variety of steps to advance equity, diversity, inclusion and Indigenization.
- Ensures that all students can safely access core learning spaces in keeping with the requirements of the Accessibility for Ontarians with Disabilities Act.
- Continues to engage with leaders in cognate departments, develops new collaborative course offerings and considers new interdisciplinary programming.
- Collaborates closely with other existing graduate programs to give faculty across the DAN School greater opportunities to teach at the graduate level and/or participate on graduate committees.
- Revisits office allocations with the goal of bringing all faculty together into one building.
- Reviews the current financial model that governs the use of spaces at the Isabel Bader Centre and develops or rewrites a Memorandum of Understanding to allow the DAN School to maximize its use of state-of-the art classrooms, studios, and performance venues.
- Works with student government to host regular mixers to encourage students from all DAN School programs to meet one another. Establishes new opportunities for students who transfer from St. Lawrence College to meet students in their programs.
- Establishes a separate process or committee to monitor and evaluates whether the Bachelor of Music Theatre program is meeting its desired outcomes, whether sufficient students are graduating from the program with what they feel is a personally enriching and marketable, career-building mix of skills and academics, and therefore whether a compelling case can be made for the continuance of the program; and whether steps can be taken to better integrate the two parts of the program and the two different student cohorts to address some of these issues.

Status

The programs offered by the DAN School of Drama and Music have been approved to continue.

Date monitoring report due:	October 2026
Date of next review:	2028-2029
Prepared by Vice-Provost (Teaching and Learning)	February 2025
Approved by the Senate Cyclical Program Review Committee	April 10, 2025

Implementation Plan

Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Resource or Governance Implications	Timeline for Addressing Recommendation
<p>1. We recommend that the DAN School takes steps to:</p> <ul style="list-style-type: none"> • Review and (where necessary) update its EDII Vision and Mandate on an annual basis; • Improve transparency and accountability around EDII by: identifying and clearly articulating EDII goals to the DAN School community; establishing mechanisms to ascertain whether these goals are being met within a specific timeframe; and providing an update on progress to the entire community on an annual basis; • Actively involve students in conversations around EDII goals; this might take the form of a “town hall” but might also involve regular conversation with student clubs and elected leaders. 	<p>a. EDII Lead will support the renewal of our EDII Mission and Vision setting and evaluation of goals. We will review the Mission and Vision and set goals annually. We will continue to leverage resources at the university (EDII fund, DEAP tool, etc.) to ensure that our mission/vision/goals are relevant and achievable.</p> <p>b. Actively involve students in EDII goal-making through conversations during School-Student Leadership meetings. EDII to be added as a standing issue to these</p>	EDII Lead	Funds to host an in-person discussion related to EDII (cover travel for adjunct faculty, catering).	<p>Annual timeline for EDII goal setting and evaluation to be set in 2025-2026 following annual retreat Aug 2025.</p> <p>From 2025-2026</p>

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<ul style="list-style-type: none"> Consider bringing in a third-party reviewer to investigate students' experiences with, and concerns about, EDII-related issues and make recommendations. Continue to align recruitment, community outreach, and hiring practices with EDII principles. Review and (where necessary) update curriculum and program learning objectives in the interests of the continuing work of dismantling white supremacist power structures. 	<p>meetings. Continue to invite students to participate in Academic Planning Committee. EDII Lead will consult with student leadership.</p> <p>c. Remind students and faculty of the harassment and discrimination policies and follow those protocols. If there are chronic issues related to students, the School will consider having a third party investigate these issues.</p> <p>d. Continue to align outreach and recruitment with the School's EDII goals.</p> <p>e. EDII Lead to continue working with faculty members, encouraging them to consider the EDII rubric early in</p>		<p>Potentially: Funds to hire an external party. Or, consider if HREO can help with this.</p> <p>Staff to develop communication pieces around EDII goals.</p>	<p>Student reminders: ongoing.</p> <p>Consideration of third party: 2026-2027.</p> <p>Ongoing</p>

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	consideration of course changes.			
2. Recommendation 2 is grouped with Recommendation 5 below.	See Recs 2 & 5 below.			
3. We recommend that DAN School leadership continue engaging with leaders in cognate departments (e.g. Art History & Art Conservation; Film & Media; English & Creative Writing). To accelerate collaboration across these departments, we further recommend that the Dean's Office (in coordination with central administration) provide incentives (e.g. RA support, course release, service awards). We see opportunities for these cognate departments to work together to: <ul style="list-style-type: none"> • cross-list existing courses and consider how/whether such courses might be used to meet existing program requirements; • develop new collaborative course offerings; 	<p>In Spring 2024 the DAN School was grouped with the Departments of Film & Media, Fine Art/Art History/Art Conservation, and Cultural Studies in an administrative hub, accelerating collaboration with these units.</p> <p>Discuss commonalities in teaching at faculty retreat for all faculty in hub.</p> <p>Discuss ways to identify purposeful integration of courses in the APC Community.</p> <p>The APC will also identify courses that may satisfy</p>	<p>Director and heads of cognate units to organize</p> <p>Academic Planning Committee</p>	<p>None</p>	<p>April 2025</p> <p>2024-2025</p>

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<ul style="list-style-type: none"> enhance and promote performance and arts-based learning across the university; experiment with co-teaching to encourage greater collaboration with faculty across programs and departments; envision new undergraduate minors that draw on courses from across the cognate departments; 	<p>degree requirements in cognate plans. The Chair of APC or Chair of Undergraduate Studies will communicate these lists of courses to the relevant units.</p> <p>Department: accommodate requests to co-teach where workload assignments and course offerings allow. Faculty Office to discuss with department heads if changes to programs that support instructors would be beneficial.</p> <p>Discuss the pros/cons of establishing new minors or highlighting or mapping out possibilities of having multiple minors across the</p>	<p>Department Head</p> <p>Associate Dean, Teaching & Learning, Arts & Science</p> <p>Department Head, Heads of cognate units. Support from</p>	<p>Additional funds would be required to support co-teaching outside the department.</p>	<p>Ongoing</p> <p>2025-2026</p> <p>2025-2027: data collection on student experience with new modular majors (to be introduced Sep 2025).</p>

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<ul style="list-style-type: none"> develop a new graduate program in integrated arts that would appeal to students interested in moving beyond disciplinary boundaries; such a program might align well with the MAAP program 	<p>Creative and Performing Arts.</p> <p>Given that there are similar programs offered through Cultural Studies, a needs assessment would be required to see if this type of program is in demand before moving forward with exploring capacity to enact such a program.</p>	<p>undergraduate chair.</p> <p>Department Head, Assoc Deans Arts and Science, SGSPA.</p>	<p>Additional funds for workload or additional tenure-stream faculty members to work in a new graduate program. Funding for market assessment for new graduate program.</p>	<p>2027-2028: examination of need for new minors.</p> <p>Longer-term: to be discussed if faculty capacity increases.</p>
<p>4. In keeping with Recommendation 3, we recommend enhancing efforts to encourage greater collaboration with other existing graduate programs to give faculty across the DAN School greater opportunities to teach at the graduate level and/or participate on graduate committees. Doing so will also help balance current (and future) supervisory loads, enabling the Arts Leadership</p>	<p>Continue to address requests to teach at graduate level or participate on graduate committees as they come up.</p> <p>Heads of cognate departments to discuss opportunities for teaching</p>	<p>Department Head</p> <p>Associate Dean (Teaching and Learning) to</p>	<p>Funds may be required from other units to cover salary costs for School faculty members teaching in other graduate programs.</p>	<p>Ongoing</p> <p>2025-2026 academic year.</p>

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program to grow sustainably, while also providing new opportunities to intensify the School's research culture.	at the graduate level that have not been identified previously.	bring group together.	None – (there may be resource savings).	
<p>Recommendations involving space</p> <p>2. We recommend that the School and University take steps to ensure that all students can safely access core learning spaces like Theological Hall in keeping with the requirements of the Accessibility for Ontarians with Disabilities Act. (see also Recommendation 5 below).</p> <p>5. We recommend that the DAN School leadership, in collaboration with the Dean's Office and Director of the Isabel Bader (and any other key stakeholders not identified here):</p>	<p>In Theological Hall, the elevator, basement classroom doors and basement bathrooms should be assessed to see if they are compliant with the requirements of the AODA. Further action to be guided by the results of this accessibility audit.</p> <p>The unit and the Faculty Office have been working on this recommendation for some time, but there are several challenges because it involves the use and design of buildings</p>	Director, DAN School Working with Dean, Faculty of Arts and Science and Facilities.	<p>Resources may be required to make the spaces accessible.</p> <p>Co-locating the entire School in one building could require substantial resources.</p>	<p>Accessibility audit request to be made by December 2025 (audit may occur later).</p> <p>While addressing the issues with Theological Hall and use of the Isabel are priorities, the action plan may take some time to realize given stakeholders and existing agreements in place.</p>

Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Resource or Governance Implications	Timeline for Addressing Recommendation
<ul style="list-style-type: none"> • Revisit office allocations across the DAN School, with the ideal goal of bringing DAN School faculty together in one building. • Review the current financial model that governs the use of Isabel spaces and develop or rewrite an MOU to allow the DAN School to maximize its use of state-of-the art classrooms, studios, and performance venues. • In tandem with the above (and following on Recommendation 2), prioritize finding a new home for Drama faculty offices, student meeting spaces, and classrooms to address the substantial issues with Theological Hall. 	<p>and the financial model of the Isabel Bader.</p> <p>Faculty Office and DAN School to involve the Provost on this issue. School will continue to develop relationship with the Isabel staff and Film and Media staff to share space more proactively.</p> <p>School and Deans office to continue ongoing review of access to Isabel spaces.</p> <p>The School will continue to work towards bringing DAN School faculty together in one building and revisit office allocation when faculty attrition occurs.</p> <p>School to continue work with the Faculty Office and</p>			

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	University to find a more suitable location.			
6. Following on Recommendation 5, we recommend that the DAN School leadership collaborate with student government to host regular mixers (perhaps one or two per semester) to encourage students from all DAN School programs to meet one another. We further recommend establishing new opportunities for transfer St. Lawrence College students to meet students in their programs during orientation and/or other events early in the semester. See also Recommendation 7 below.	The School leadership to continue to meet regularly with student government, including SGPS. Continue to promote social events and attendance at various student performances (Majors, Ensemble performances, etc.).	School Director	Funds to co-host events (e.g., for catering, complimentary tickets).	ongoing
7. To address the “culture shock” sometimes experienced by students transferring from St. Lawrence College, we recommend that a separate process or committee be established to monitor and evaluate whether this program is meeting its desired outcomes, whether sufficient students are graduating from the program with what they feel is a	Implemented since review: Bachelor of Music Theatre (BMT) liaison who communicates with students. BMT representative on Academic Planning Committee.	Undergraduate Chair	None	Ongoing monitoring

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<p>personally enriching and marketable, career-building mix of skills and academics, and therefore whether a compelling case can be made for the continuance of the program; and whether steps can be taken to better integrate the two parts of the program and the two different student cohorts to address some of these issues.</p>	<p>BMT plan revised to better support students' learning, provide more flexibility, and align better with BAH plans in Drama and Music.</p> <p>Further action: Monitor the efficacy of these changes over the next few years.</p>			

The Dean of the Faculty of Arts and Science shall be responsible for monitoring the implementation plan. The details of progress made will be presented in monitoring reports to the Vice-Provost (Teaching and Learning), submitted to the Senate Cyclical Program Review Committee for approval and to Senate for information. All monitoring reports will be posted on the university web site.

Final Assessment Report & Implementation Plan

April 10, 2025

Final status of the Programs

Approved to Continue

Date of next program review

2028-2029 Academic Year

Next Steps for Department

Monitoring report to be submitted 18 months after receipt of the signed Final Assessment Report in October 2026. The provost's office will remind the department of the deadline and provide a template for the report nearer the time.