

Undergraduate Quality Assurance (QA) Review: 2024-25

Excerpted Report

Department of Music, Faculty of Arts

Undergraduate Program Review

Programs:	Bachelor of Arts in Music; Bachelor of Arts in Music (Honors); Bachelor of Music in Composition and Sonic Arts; Bachelor of Music General Route; Bachelor of Music in Performance; Combined Bachelor of Music/Bachelor of Education (Elementary); Combined Bachelor of Music/Bachelor of Education (Secondary)
Date of Review:	January 28-29, 2025
Reviewers:	Sean Ferguson, Chair Undergraduate, McGill University; Colleen Renihan, External Undergraduate Reviewer; Queen's University; Sean Robertson, Internal Undergraduate Reviewer

Program Strengths
The Department of Music provides a solid foundation in Western classical music, offering comprehensive training in music history, theory, instrumental performance, and ensemble work. Beyond this traditional core, the program demonstrates distinct strengths in areas such as ethnomusicology, digital music, community music, choral and band conducting, as well as world music research and performance. Recent curriculum innovations, including the introduction of courses like Musical Life Today and Music in Canada, show a meaningful response to calls for decolonization. The department benefits from a highly qualified, dedicated, and professionally engaged faculty. Professors and instructors across all categories are deeply committed to teaching and supporting student development, with a demonstrable range of academic and professional accomplishments. Recent strategic hires in Popular Music, Musicology, and Ethnomusicology have strengthened the department’s leadership in globally-oriented, innovative, and Indigenized approaches to music education. Faculty also benefit from strong institutional support for their teaching and career development, contributing to a high level of overall satisfaction. A defining strength of the Department of Music is its strong sense of community among students and academic staff. Students report feeling well supported by faculty, and there is a deep sense of trust in the mentorship they receive as they prepare for careers in music. This cohesive, supportive environment not only enhances student success but also contributes positively to the department’s word-of-mouth reputation, reinforcing its appeal to prospective students. The department demonstrates forward-thinking leadership through its non-curricular programming and public engagement. Initiatives such as the “Questions about Music” speaker series and the “What Do We Know” radio program highlight the department’s innovative approach to scholarship and community connection. These efforts support student recruitment and affirm the department’s active role in broader musical and cultural conversations.

Program Structure	
Recommendation: The musical environment into which students will graduate is changing rapidly. So are approaches to music pedagogy in higher education. As part of the curriculum review currently underway, members of the department should consider how they can innovate their courses, programs and modes of delivery to adapt to this new reality, taking into account the local context.	
Department of Music Response: In the teaching of applied music traditional artistry is a solid and continued baseline for music education; however we recognize and appreciate the changing environment citing the importance of popular and ethnic musics and we sincerely try to recognize and advance these areas with courses that respond to all students.	Action Plan: Continue with outreach to attract more students to our popular and ethnomusicology (world music) classes; continue to recognize the need to de-colonize repertoire produced by ensembles. This can already be heard in Choral and Instrumental Ensemble programs at Winspear concerts.
Faculty of Arts Response: The FoA supports the Department's review of its curriculum and encourages the Department to also look at how it can ensure that its programs (courses content and course delivery) are adapted to the current (and rapidly changing) reality.	Action Plan: Continue to work with the Associate Dean Student Programs on curriculum changes
Recommendation: The Department should build on its successful courses and programs (popular music, electroacoustic music, ethnomusicology) while developing courses to attract students from across the university in topics such as popular music, jazz, and Indigenous music that could accommodate both music students and non-majors.	
Department of Music Response: We do continue to do this and are engaged in an evaluation of the curriculum with proposed changes being put forward in the fall. We held (April) a special department council chaired by the Associate Dean, Undergraduate to openly discuss changes to programs. Hopefully curriculum changes will allow for a more diverse student profile to have access to music courses and music majors.	Action Plan: Move changes forward as soon as possible in the fall.
Faculty of Arts Response: The FoA also encourages the Department to offer courses that appeal to both music and non-music students in its curriculum review.	Action Plan: Continue to work with the Associate Dean Student Programs on curriculum changes
Recommendation: We strongly urge the Department to reduce the course load for the B.Mus. to ensure that time to completion is reduced from the current average of 4.45 years.	
Department of Music Response: A reduction in course load would hamper students'	Action Plan: We can consider this, but are concerned that a lowering of our

opportunities for success and the potential for applying for graduate schools. Many other programs count courses differently than we do at the UofA. We accurately assess the credit for each course while some other universities count ensembles as 1 credit; we feel this gives a false sense of fewer credits for the same amount of work by the student.	expectations lowers our standards.
Faculty of Arts Response: The average completion rate is in line with the BA.	Action Plan: With the Associate Dean Student Programs, continue to monitor workload and completion times for all Arts programs
Program Measures and Comparative Analysis	
Recommendation: Consider ways that the Department’s identity compares with and compliments programming offered at the University of Calgary, MacEwan University, the University of Lethbridge, etc. and engage novel recruitment opportunities/strategies locally (faculty outreach, student outreach, events at the U of A, etc.).	
Department of Music Response: We continue to engage with our colleagues who are under similar constraints and cuts as we are. The programs at the universities mentioned are distinctly different. We believe that our program provides the most complete musical education among these schools.	Action Plan: Continue to engage with our university colleagues and encourage collaborations when possible.
Faculty of Arts Response: The FoA encourages the Department to develop a clear articulation of its own distinct identity in a way that speaks to students looking to choose between various music program in the Edmonton region or in Alberta more generally	Action Plan: Connect with the recruitment team and ensure it has a clear understanding of the specificity of our Music program
Recommendation: Review and consider obstacles to acceptance that may be at place (e.g. audition requirements, theory requirements, program requirements, etc.).	
Department of Music Response: We annually review these standards to better place our students in courses.	Action Plan: We are considering allowing well-prepared auditionees to place out of some rudimentary courses.
Faculty of Arts Response: The FoA encourages the Department to review its requirements and find ways to provide maximum flexibility for its students. The Department should also assess its entry requirements from an equity perspective and ensure that they do not	Action Plan: Connect the Department with the Associate Dean (Access, Community, Belonging) to conduct a scan of the admission processes

disadvantage or exclude otherwise qualified applicants.	
Recommendation: The committee observed considerable strengths in choral conducting, ethnomusicology, and electroacoustic composition, which might be leveraged to anchor the degree programs at the University of Alberta Department of Music.	
Department of Music Response: These areas do excel primarily due to leadership from the FTC faculty members in place providing leadership (wind band conducting, piano, saxophone).	Action Plan: Continue to advocate for outreach of activities from the string area.
Faculty of Arts Response: The FoA encourages the Department to identify areas of strengths and anchor its programs and courses around those	
Teaching and Learning Environment	
Recommendation: Consider offering more courses in popular music, film music, electroacoustic music, and ethnomusicology that could be entry-level, but that students in the BMus and BA can also take for credit in their degree programs.	
Department of Music Response: We are constrained by: expertise of faculty; conflicts of too many courses offered and not enough students to fill classes, if we offer too many.	Action Plan: Recruitment of more BMus, BA music majors would help fill classes and allow us to widen the pool of courses.
Faculty of Arts Response: The FoA encourages the Department to consolidate its course offerings and develop entry-level courses that attracts both music and non-music students and also fit with faculty expertise.	Action Plan: Continue to work with the Department through the teaching plan process to ensure the most effective use of teaching resources (# of instructors and courses vs enrollment).
Recommendation: Offer different ways into (and even through) the program, especially in Music Theory and Analysis, such that students do not need to extend their time in the program to complete these requirements.	
Department of Music Response: We struggle with our course offerings in theory (at undergraduate and graduate levels).	Action Plan: An additional faculty member in theory who was capable of organizing and leading change could codify success and instill enthusiasm to complete on time.
Faculty of Arts Response: The FoA encourages the Department to consider flexible ways into and through its degree. It also encourages the Department Chair to bring all	

instructors in Music Theory together and lead a course review.	
Recommendation: Allow applied music faculty the opportunity to teach in other areas (music education, conducting, music techniques, aural skills/ musicianship, music appreciation, community music, etc.). This may mean reducing the number of applied credits in performance that students take, perhaps depending on stream.	
Department of Music Response: We do currently have these crossovers (Balcetis: Applied lessons, chamber music, aural skills; Tardif: applied lessons, chamber music, aural skills, Business of Music).	Action Plan: We do not see an advantage to encouraging our highest achieving performance faculty out of thriving studios (voice, saxophone). Introducing new courses such as community music requires passionate instructors to achieve the required number of students. Adding new courses for the current enrolment is not feasible.
Faculty of Arts Response: Faculty members and ATS on full-time contracts who cannot fulfil their teaching workload with applied music courses only should be supported so that they can teach in other areas on a regular basis.	Action Plan: Continue to monitor teaching workload for applied music faculty and teaching staff.
Recommendation: Consider giving students 3.0 credit for ensembles and other 1.5 courses, such that the time they commit to the courses in their program is reflected in the number of credits they receive for that work.	
Department of Music Response: If one considered only time commitment this might be possible, but to equate time/participation/researching/writing to other courses the commitment and the evaluation would be academically unfair, considering group activities to individually submitted academic work.	Action Plan: Activities such as ensembles with activities are team building, time coordinating, pitch evaluation centric, real-time communication and are requisite to musical success. Giving them 100% more value would not be academically fair.
Faculty of Arts Response: The FoA trusts that the Department will continue to assess its curriculum and the number of credits for each course on a regular basis.	
Faculty Profile	
Recommendation: Should the department be in the position to recruit a new hire at some point, the committee agrees on the potential emphasis on Indigenous or Black music. This may be more appropriate to the musicology area but would depend on the specific research profiles of candidates in an eventual search.	
Department of Music Response: We are open to the emphasis on Indigenous music and	Action Plan: Remain open to opportunities either that come to us or that we can

black music, and can see expansion in popular music, possibly at the graduate area.	manufacture and support.
Faculty of Arts Response: The FoA supports faculty renewals that will diversify our faculty, have a transformative impact on our programs and respond to student demands.	
Recommendation: The Department engages the expertise of part-time instructors available in the local community to meet teaching needs. As is the case with most university music programs, this is especially important in instrumental instruction. Continued good relations with community arts organizations will be imperative.	
Department of Music Response: We continue to foster long-time successful collaborations with ATS faculty members; many have been sustained successfully for many years. For instance, we have one individual who has been with us for over 35 years.	Action Plan: Recruit new flute instructor with superior artistic and teaching skills.
Faculty of Arts Response: The Department's good relations with the ESO and other music organisations are also important to the Faculty.	
Recommendation: Future hires that focus on interdisciplinary research profiles would provide more flexibility in terms of the types of courses that could be taught.	
Faculty of Arts Response: The FoA encourages all Departments to be strategic in their request for new positions. Interdisciplinarity, breadth of teaching areas and flexibility are important considerations.	
Program Environment	
Recommendation: To meet the University's commitment to excellence and growth in enrollment, increased space is required. The Departmental culture includes all day use of facilities, including early morning and into the evening, which should be taken into account both from the perspective of safety as well as whether there are nearby facilities that could be used more efficiently by the Department than by the current tenant. New spaces should be sought with an eye to not only increased square footage, but also their connectivity (or at least proximity) to the other spaces of the Department.	
Department of Music Response: We support the recommendation and would love to see a larger, connected academic and performance teaching footprint.	Action Plan: We plan to continue with our ongoing plan for renovation of Convocation Hall, and FAB 2-7, and to advocate for more office and classroom space (discipline specific).

Faculty of Arts Response: The FoA continues to advocates for appropriate space for all its activities with the AVP Infrastructure Planning, Development and Partnerships	
Recommendation: Increase access to classrooms large enough to seat 15 students – the minimum enrollment per class according to the Faculty of Arts.	
Department of Music Response: We continue to request appropriate space, but equipment, electronics for music application, concert instruments and storage are classroom specific are all required.	Action Plan: Seek advice of the College and Faculty as needed
Faculty of Arts Response: The FoA encourages the Department to think creatively about the uses of space and technology so that space does not negatively impact class sizes/enrollment.	
Recommendation: Consider ways to creatively repurpose an existing space into a gathering space for graduate and undergraduate students with minimal amenities (e.g., sink, lockable storage, seating, microwave), perhaps in collaboration and shared with the other Fine Arts departments..	
Department of Music Response: This recommendation is excellent; the Old Arts Lounge or Music 211 may be feasible.	Action Plan: Discuss internally with Fine Arts Division Production and Operations staff.
Faculty of Arts Response: The FoA encourages the Department to collaborate with the other Fine Arts Departments to develop a plan for a shared space.	Action Plan: Ensure the Fine Arts division works collaboratively with the Faculty and our Facilities and Capital Lead on this project
Recommendation: Based on the University's and Department's objectives to increase the number of Indigenous students in its program and taking its courses, more commodious, relational, and less-institutional-feeling facilities (such as a student gathering space) would make a more welcoming and supportive environment. This is clearly of importance to both prospective as well as existing undergraduate and graduate students (whether or not they are Indigenous).	
Department of Music Response: New space will be needed to achieve this recommendation.	Action Plan: Continue to advocate for new space.
Faculty of Arts Response: The FoA encourages the Fine Arts Department to think about how it can adapt its current spaces to provide a more welcoming environment to its	Action Plan: Connect the Department with the Associate Dean Indigenous Relations and the Facilities Lead to see how current spaces could be adapted.

Indigenous students.	
Recommendation: Review the condition of wind and percussion instruments; replace if not updated recently.	
Department of Music Response: We constantly and conscientiously evaluate and repair instruments as needed.	Action Plan: Instruments are expensive. We have made a number of one-time purchases (marimba, bass clarinet) with department funds earned through concerts or endowed monies. We will continue to do so; no substantial funding has been provided by the university or FoA since initial 1973 funding.
Faculty of Arts Response: The FoA is aware of this need and trusts in the Department's ability to support instrument repair and purchase through its income and endowments.	
Recommendation: To accommodate enrollment targets and continue to provide the studio, gathering, and performance spaces that students, staff, faculty, and audiences expect from a Department of Music at the flagship university of the province, the committee recommends new construction or repurposing of existing university buildings for increased and proximate studio and gathering spaces (leaving performance space for a more long-term capital-raising campaign).	
Department of Music Response: We value and support this suggestion.	Action Plan: We will willingly participate in fundraising and collaboration.
Faculty of Arts Response: The FoA continues to advocate for appropriate space for all its activities with the AVP Infrastructure Planning, Development and Partnerships.	
Additional Notes from the Department of Music	
We have an excellent department of music that was fairly assessed by the committee. Some of the recommendations would require a large influx of money for construction of spaces, equipment (electronics, and musical instruments), and program support. We enthusiastically support all possibilities to achieve these goals.	

Graduate Program Quality Assurance (QA) Review: 2024-25

Excerpted Report

Department of Music, Faculty of Arts

Graduate Program Review

Programs:	Master of Arts in Music; Master of Music; Doctor of Music; Doctor of Philosophy in Music
Date of Review:	January 28-29, 2025
Reviewers:	Beverly Diamond, Chair Graduate, Memorial University; Brent Lee, External Peer Reviewer, University of Windsor; Rachel McQueen, Internal Member & GPS Council Representative, University of Alberta.

Program Strengths
Overview The Department of Music at the University of Alberta continues to be amongst the strongest music departments in Canada. The faculty achieve at high levels, and the range of graduate programming is very impressive given the overall size of the department. The established research centres in ethnomusicology and sound studies offer attractive research and creative environments for graduate students, as do the performance opportunities for conductors, instrumentalists, vocalists, and composers. The accomplishments of graduates of the various programs attest to the value of the learning opportunities and culture that exist in the department. The Department of Music has a strong presence within the University community and the city of Edmonton. The department presents well over 100 performances each year, many of which bring a broader public to the University campus. Performances elsewhere in the city, such as at the Winspear Centre, represent a valuable outreach activity. Similarly, the close involvement of faculty and graduate students in local ensembles and concert societies underscore the importance of the department to the cultural life of the city. The quantity and quality of faculty research and creative activity compare well with other music faculties and departments across Canada. While ethnomusicology and choral conducting are long-standing areas of excellence, there have also been notable achievements in other music sub-disciplines. There is a strong sense of identity and collegiality among the faculty and staff, and this extends to students. Faculty, students, and staff describe a collegial and supportive learning environment.

The learning environment in the Department of Music includes strong opportunities for students to present their creative work, collaborate across disciplines, and engage with the larger community within the university and city. Students in conducting, performance, and composition are well-connected to both amateur and professional performing organizations. The presence of the research centres in ethnomusicology (i.e., the Canadian Centre for Ethnomusicology [CCE]) and sound studies (the Sound Studies Initiative [SSI]) greatly enrich the learning environment. There is a close alignment between student learning outcomes and the implicit objectives of the various program streams. The academic programs (theory, musicology, ethnomusicology, popular music studies) are integrated through a set of required pro-seminars that span sub-disciplinary foci, reflecting an efficient program design. Support from the library is strong, as is the level of availability of musical instruments and digital technology. Student demand is excellent, exceeding the capacity of the department to provide funding for qualified applicants, and the quality of incoming students is high. Students described the level of support they were receiving as excellent and as a strong factor in their choice of the University of Alberta for their graduate study.	
Teaching and Learning Environment	
Recommendation: Implement the applicant interview process described in self-study and the graduate handbook.	
Department of Music Response: It is indeed our intention to review the interview process to conform to our own self-study and our recent (May 2025) graduate handbook revisions.	Action Plan: Our newly appointed Graduate Director (July 2025) Julia Byl and I will review the process, in consultation with members of the performance and academic areas.
Faculty of Arts Response: The FoA supports the implementation of the new process but advises the Department to monitor workload	Action Plan:
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports this recommendation and the department’s action plan to implement the applicant interview process and the graduate handbook. We believe that a standardized and consistent interview process is a critical component of a robust and equitable graduate student admission strategy.	Action Plan: GPS will provide support for the inclusion of any new requirements in the University Calendar in terms of governance and the approval process.
Recommendation: Consider learning outcomes that can be achieved through required coursework that spans the various streams of study, especially with the MMus and DMus programs. Where appropriate, articulate narrower sub-disciplinary learning outcomes that can be met through supervision, mentorship, and qualifying exams.	

Department of Music Response: In the performance area disciplines (MMus and DMus) our students choose our programs because of the active performance elements and requirements (chamber music, lessons with important artist teachers, and recital and ensemble opportunities).	Action Plan: Dr. Julia Byl and I will review the coursework and expected outcomes to seek maximum collaboration through course work. We are considering a MMus course-based which may also create learning outcomes achievable through class projects, such as analysis of performance through listening.
Faculty of Arts Response: The FoA supports the development of outcomes for all of its graduate programs. The development of high-level outcomes that would span the various streams of study in Music is welcome	Action Plan: Ask the Department to report on the development of these outcomes by Winter 2027
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS welcomes this recommendation to develop specific learning outcomes for the two programs. This approach aligns with our commitment to ensuring clarity, rigor, and comprehensive development in our graduate programs. Explicitly stated learning outcomes provide students with a clear roadmap of what they are expected to know, understand, and be able to do upon completion of their coursework and throughout their program. Articulating outcomes helps faculty design more intentional and effective curricula, ensuring that required courses are strategically structured to achieve these foundational learning goals. The Department is encouraged to review and address the GPS Thesis-based Master's and PhD Learning Outcomes in the process.	Action Plan:
Recommendation: Consider the creation of a course-based stream in the MMus program.	
Department of Music Response: This is being drafted and shows promise to be an attractive stream. The entry point audition would become an interview and the gate to music lessons would still be by audition.	Action Plan: Undergraduate Director Angela Schroeder has already created a first draft that we could share.
Faculty of Arts Response: The development of course-only and course-based Master's degrees is a priority of the FoA	Action Plan: Provide support to the Department through the Associate Dean (Graduate) for the development of the proposal and support the proposal through the governance process

Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS strongly supports the development of a course-based master’s degree as it is in line with the U of A enrolment expansion strategy and ensures financial sustainability, continued access to graduate education for Alberta students, and broadens the University’s impact as a leading research and teaching-intensive institution.	Action Plan: GPS is available for consultation and advice on the governance and approval process. The Department is encouraged to consider consulting with the Decision Advisory Team for Programs (DAT-P), a committee that is established to provide strategic guidance and advice on initiating new academic programs and substantial revisions that require approval by the Ministry of Advanced Education. By evaluating program viability early, DAT-P aims to ensure that new programs align with institutional priorities, promote optimal enrolment growth, and efficiently use resources.
Recommendation: Explore possibilities for creating interdisciplinary seminars across the faculty and college. (SSHRC’s 16 Global Challenges for Imagining Canada’s Future might be a good place to start, especially those that relate directly to culture.)	
Department of Music Response: The department already has numerous courses that would fulfil this mandate and there are few if any restrictions for enrolment. Key courses might be our seminars in musicology and ethnomusicology. The key is to share these opportunities, explaining their significance to our culture, with other departments and faculties.	Action Plan: Important to discuss with Associate Dean Graduate about the process to share these opportunities. The hoped for result would be increased enrolment, but also diversity of students’ backgrounds which could enrich the classroom.
Faculty of Arts Response: Interdisciplinary graduate seminars is also a priority of the FoA and we encourage all Departments to offer seminars that appeal to graduate students in other disciplines.	Action Plan: Continue to work with the Associate Dean (Graduate) to develop a more integrated process for the development and scheduling of interdisciplinary seminars
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports the recommendation to explore possibilities for creating interdisciplinary seminars across the faculty and college, as this is one of the key strategic institutional priorities and one of the cornerstones of the College Model at the University of Alberta. We believe that fostering such cross-disciplinary engagement is crucial for preparing graduate students to tackle complex global challenges and thrive in an increasingly interconnected world. Examples of existing models to develop interdisciplinary graduate seminars may include: co-taught seminars, guest speaker series, and	Action Plan:

student-led research groups.	
Student Experience	
Recommendation: Design externally-funded research projects to include longer-term support for graduate students, especially international students.	
Department of Music Response: The department chair, vice-dean (academic), and advancement representative have met with representatives of ATS in assigned areas of Ethnomusicology ensemble teaching to seek contacts and connections to important community partners or societies that might be interested in supporting cultural areas such as Western African Music, Indian Music, and Northern African and Middle Eastern Music Ensemble. This developed after having received high praise and encouragement from the Alberta Minister of Advanced Education in December 2024.	Action Plan: Continue to seek collaboration with advancement and potential community donors.
Faculty of Arts Response: The FoA encourages all faculty members to apply for external funding and to include support for graduate research assistantships in their application.	Action Plan: Ensure that faculty members in Music are aware of all external funding opportunities available to them, potentially by having the Vice-Dean (Research) visit Department council in the next academic year.
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports the recommendation to consider research projects that can attract external funding to provide longer-term support for graduate students, especially international students. This strategic approach is vital for ensuring the financial stability, research productivity, and overall well-being of our graduate student body, which is critical for our research enterprise. The GPS minimum guaranteed funding for PhD students motivates faculty and graduate supervisors to consider applying for tri-council agency funding in order to provide more sustainable funding for graduate students.	Action Plan:
Recommendation: Explore the creation of interdisciplinary undergraduate courses that would capitalize on the cross-cultural expertise of graduate students in the MA and PhD.	

Department of Music Response: This is something that we already do, and we encourage our students to study outside of their area and take advantage of our slash courses (undergrad/grad co-taught course).	Action Plan: Continue to monitor and advise more thoughtfully our students about existing opportunities.
Faculty of Arts Response: Slash undergraduate/graduate courses are offered in most of our Departments including Music. It is difficult however to tailor these courses to the specific expertise of a graduate cohort	Action Plan:
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports this recommendation and the Department's response to provide systematic academic advising on how graduate students can engage in the existing opportunities within the Faculty. GPS encourages the Department to promote the GPS Graduate Teaching and Learning Program to graduate students, as this program assists departments in developing effective TA (teaching assistant) practices, while ensuring faculty understand TA-related issues.	Action Plan:
Recommendation: Explore ways of expanding the range of funding opportunities for graduate study, including guaranteed teaching assistantships and chances to teach as sessional instructors.	
Department of Music Response: We have always sought to provide advanced graduate students teaching opportunities, and thus funding. Under new models the financial weight of full-funding is a burden we couldn't have imagined any worse. Unfortunately the university sees DMus degrees as similar to DE Education degrees, where students are returning for upgrading for higher pay in jobs they already hold. That is not true for DMus. There are no such defined jobs in music.	Action Plan: Our faculty members are applying for more grant money to support graduate students. We hope to achieve some success here.
Faculty of Arts Response: The FoA provides each Department with a graduate budget allocation that is used for graduate teaching assistantships. All PhD students past their guaranteed funding windows can be offered courses as ATS instructors if there is a need in the Department teaching schedule.	Action Plan: Continue to advocate for a better understanding of the DMus degree and support the Department with applications for external funding
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports this recommendation and acknowledges the Department's challenges in meeting the minimum guaranteed funding. GPS has been actively working with the Associate Dean, Graduate Studies in the Faculty of Arts to address this challenge. GPS is committed to a multi-pronged approach to explore	Action Plan: GPS will continue to advocate to the university's central administration and relevant faculties for increased investment in base funding for graduate students, recognizing that a strong foundation is essential.

and implement expanded funding opportunities. We will also encourage faculty to strategically integrate graduate student funding into their external research grant applications, particularly for longer-term support as per previous recommendations.	We will continue to enhance our efforts to support graduate students in applying for major external scholarships (e.g., Tri-Council awards, provincial scholarships) through workshops, writing support, and mentorship.
Faculty and Supervision	
Recommendation: Maintain or, where possible, expand the core complement of faculty with the expertise to support the full range of sub-disciplines and ability to secure external funding.	
Department of Music Response: Our current core of FTC faculty members needs augmentation in two areas, Theory (research centric) and piano (performance centric, to replace retiring colleague this year). Recognizing that T12 ATS need to contribute to the management of the department, as FTC faculty members do. Other areas can be managed by ATS colleagues from the Edmonton musical community and the ESO.	Action Plan: Possibly seek an endowed chair in music theory or piano.
Faculty of Arts Response: The FoA is committed to fulfilling vacancies that are critical for the delivery of our core programs, with an emphasis on Career Teaching professor recruitment. The FoA also encourages the Department to work to develop and mentor current faculty members in these areas, including setting clear expectations when it comes to recruitment, mentorship of students and research.	Action Plan: Consider Music’s requests for faculty recruitment in light of faculty-wide requests and program needs
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports this recommendation and the Department’s faculty recruitment idea.	Action Plan: GPS will provide data and success stories that demonstrate how graduate funding directly contributes to higher graduate student enrollment and increased external scholarship success.
Recommendation: Consider developing a faculty renewal plan that reflects the anticipated future needs of the department.	
Department of Music Response: This is already in place, but struggles to keep pace with constant cuts and denied position renewals.	Action Plan: Continue presenting the importance of the three pillars of musical study and the importance of balance (performance, theory, musicology).

Faculty of Arts Response: The FoA requires all Departments to submit a recruitment plan for faculty and career ATS on a regular basis	Action Plan:
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports this recommendation and will provide enrollment data to support the Department's decision-making.	Action Plan: GPS can offer valuable data and insights related to graduate student enrollment trends, anticipated supervisor needs, evolving research areas within graduate studies, and program capacity, all of which are vital inputs for a comprehensive renewal plan.
Recommendation: Consider strategies to better ensure an equitable workload among faculty.	
Department of Music Response: We work closely with the vice dean to monitor course loads and equitable load balances. This was addressed several years ago for FTC faculty, but T12 ATS is still a work in process.	Action Plan: Continue to address balances of teaching, service (and administration) and research as NECESSARY elements particularly in the readiness of performance area faculty throughout the year. Research for T12s is not a luxury but a necessity to maintain the high standard of our faculty colleagues.
Faculty of Arts Response: Workload equity is a priority for the FoA. Faculty members (on a regular workload assignment) are expected to spend 20% of their time and energy on service. They are also expected to spend 40% on each of teaching and research. We encourage Chairs to monitor workload and discuss variances of responsibilities with faculty members when necessary. Term 12 ATS are expected to teach 8 courses per year or the equivalent. They can have up to 25% of their workload dedicated to other activities aside from teaching (research and/or service/admin) in negotiation with the Vice-Dean (Academic) but they need to teach 6 courses (in Music normally through a combination of scheduled classes and individualized lessons). All ATS are expected to remain current in their discipline, this is nothing exceptional for musicians.	Action Plan: Continue to monitor workload of all full-time ATS and the % of teaching. Support the Chair in assigning scheduled courses on top of individualized lessons for all full-time ATS.

Faculty of Graduate and Postdoctoral Studies (GPS) Response: While the direct implementation of workload strategies typically rests with departments and faculties, GPS is committed to advocating for and supporting initiatives that promote workload equity, particularly as it impacts graduate education and supervision. We will encourage departments to utilize or develop tools that assist in documenting and tracking faculty contributions across all domains, including the intensive efforts involved in graduate student training and mentorship. It is encouraged that departments ensure that any workload model adequately accounts for the unique demands of graduate supervision, thesis examination, and participation in graduate-level committees.	Action Plan:
Resources	
Recommendation: Continue to explore, and advocate for, more adequate teaching and performance spaces.	
Department of Music Response: Space is an ongoing concern for the department and the specialized needs of teaching and performance in music. The obvious need for office space (currently many ATS share offices) and classroom space like all departments. The main difference for Music is the need for academic/performance space with acoustics suitable for music production (acoustic and electronic). Often this translates to height as well as floor space. Height gives acoustical resonance.	Action Plan: Continue with our ongoing plan for renovation of Convocation Hall, and FAB 2-7.
Faculty of Arts Response: Shared ATS workspaces are a norm across the Faculty and University. The FoA supports the ongoing plans for the renovation of Convocation Hall and FAB 2-7	Action Plan: Continue to work with all stakeholders to ensure renovations to Convocation Hall move forward.
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports the ongoing renovation efforts by the Faculty and Department in optimizing learning spaces for teachers as well as for students.	Action Plan:

Additional Notes from the Department of Music, Faculty of Arts and GPS

The department was pleased with the quality and conscientiousness of the review process. We shared an honest and fair view of department life, good and less good. Assets: excellent students, faculty, and staff. Challenges: space and financial resources to support our many and valuable contributions to our students' education, as well as campus and community life.

Undergraduate and Graduate Program Quality Assurance (QA) Review: 2024-25

Excerpted Report

Department of Drama, Faculty of Arts

Undergraduate Program Review

Programs:	Bachelor of Arts in Drama; Bachelor of Arts in Drama (Honors); Combined Bachelor of Arts/Bachelor of Education in Drama; Bachelor of Fine Arts in Drama (Acting/ Drama / Production)
Date of Review:	February 6-7, 2025
Reviewers:	Stephen Heatley, Chair, University of British Columbia; Carla Orosz, External Reviewer, University of Saskatchewan; Shaniff Esmail, Internal Reviewer, University of Alberta

Program Strengths
The Department of Drama delivers a high-quality, experientially focused theatre education. Students benefit from strong faculty expertise, well-equipped facilities and multiple performance and production opportunities. The Department stands out for its interconnected curriculum—often described by faculty and students as an “ecosystem”—that encourages cross-course collaboration and fosters a holistic theatre education. Cross-program collaboration is highlighted as an asset. Students frequently praise the “ecosystem” effect, where multiple streams interact and reinforce each other’s learning. The interaction between undergraduates and graduate students is seen as a positive aspect of this Department. The conservatory model in the BFA Acting stream and the hands-on, practical approach in the BFA Production stream are highly respected nationally and internationally. The BA programs in Drama and Drama/Education foster critical analysis, theoretical depth, and creative exploration, preparing students for diverse career paths. The Department of Drama is supported by a dedicated team of tenure-track faculty, sessional instructors, and production staff, and is renowned for its excellence in teaching and immersive learning experiences. Faculty members are widely recognized for their dedication to excellence in teaching, mentorship, and research/creative work. Many actively engage in professional theatre, ensuring students benefit from current industry practices and real-world insights that enrich their learning experience. State-of-the-Art Facilities The Department of Drama benefits from world-class facilities, providing students and faculty with an unparalleled environment for learning, research, and performance. These exceptional resources position the program as a national leader in theatre education and create significant opportunities. ● Timms Centre for the Arts is a professional-grade teaching and performance space featuring: ○ A 300-seat proscenium theatre and a flexible second playing space.

○ First-class production facilities, including one of the most extensive scene shops, wardrobe departments, and technical production spaces in Canada. ● Bleviss Laboratory Theatre & Corner Stage – Two dynamic and flexible spaces designed for experimental, student-driven productions. ● Fine Arts Building is home to: ○ Two excellent acting studios and an exceptional movement studio with natural light and a sprung floor. ○ Individual, well-equipped workstations for design students. ○ Dedicated production spaces tailored to students’ technical and creative needs.
Program Structure
Recommendation: Reassess BA/BFA BA/Ed Pathway - Explore alternative program structures or specialized concentrations to address low enrollment while ensuring the sustainability and relevance of the drama program.
Department of Drama Response and Action Plan: The Department of Drama is undergoing curriculum review which is looking specifically at how to eliminate duplication in content across programs. We are looking at growing the number of courses in 1 st and 2 nd year that can be offered to BA and BFA programs.
Faculty of Arts Response and Action Plan: The FoA is supportive of the Department’s curriculum review and especially of the plan to consolidate its 1st and 2nd year course offering across the BA and BFA. FoA will monitor the effect of consolidation of BA/BFA courses through the yearly teaching plan exercise.
Recommendation: Conduct a comprehensive curriculum renewal - Review all undergraduate programs to clearly define learning outcomes and program goals, aligning them with student needs and industry expectations.
Department of Drama Response and Action Plan: This work is underway. We have begun an alignment exercise with program outcomes mapping to course outcomes. We have entered the second phase of this process – now moving onto adapting program outcomes to meet new needs and current expectations in the art form. This will lead to a re-distribution of program outcomes throughout courses in a program.
Faculty of Arts Response: This kind of mapping exercise is crucial for program and course alignment and we’re happy to see the Department of Drama actively engaging in this exercise.
Recommendation: Encourage Interdisciplinary Projects - Strengthen collaborations with other Fine Arts departments (e.g., media studies) to promote joint courses and cross-listed electives. Find new ways to allow BFA and BA students to collaborate with the Department’s graduate students, particularly the MFA in Performance Practice.
Action Plan: A committee of Drama and MST professors has met and a draft of a Minor for the undergraduate program is in the proposal phase. Looking at the grad programs can

begin in the Fall.
Faculty of Arts Response and Action Plan: The FoA encourages cross-department collaboration and is happy to see Drama and Media studies actively engaged in the development of a new minor. FoA will connect the Department with the new Associate Dean Undergraduate Programs to provide support for the minor through the development and governance process.
Recommendation: Rethink Resource Distribution - Conduct a comprehensive review of resource allocation to ensure equitable support across programs, particularly those serving larger student cohorts.
Department of Drama Response and Action Plan: Drama takes a very holistic view of resource allocation. Each program is given what it needs and while those needs are different across programs (for example: Acting requires fencing equipment for fight training). The topic of perceived inequity was discussed at our retreat at the end of April; it was agreed that the challenge is one of communication rather than actual inequity. We are committed to making the information on resourcing of programs and activities clear to students going forward.
Faculty of Arts Response The FoA is happy to see that perceptions of inequity in resource allocation are directly addressed through more transparent communication and better information for faculty, ATS and students.
Recommendation: Consider Flexible Course Delivery - Rework some first- and second-year courses to allow larger cohort instruction, followed by smaller practical sections to maintain discipline-specific training.
Department of Drama Response and Action Plan: This is underway.
Faculty of Arts Response: This is part of what the Department hopes to achieve by looking at offering courses for BA and BFA students.
Recommendation: Formalize Experiential Learning Opportunities - Consider a credit-bearing model for extracurricular productions or projects, ensuring these experiences are accessible to all students and recognized in their official course load.
Department of Drama Response and Action Plan: At our April 2025 retreat the faculty discussed this topic at length. We are planning to offer some credit beginning Fall 2025.
Faculty of Arts Response FoA supports the Department's plan to provide credits for initiatives like the New Works Festival as this aligns with the University's mandate to provide more experiential learning opportunities for its students.

Program Measures and Comparative Analysis
Recommendation: Expand Recruitment Initiatives - Enhance national and international outreach efforts, possibly in collaboration with the Faculty of Arts' recruitment team, to attract a broader applicant pool.
Department of Drama Response and Action Plan: This particular challenge is mainly financial. The chair is in the progress of putting together a budget request to support initiatives in this area. The recent Graduate recruitment with URTA for our MFA Directing and Design has resulted in 70 applications for two positions per program. We are highly competitive but we need support for recruitment.
Faculty of Arts Response The FoA does not have a recruitment team but it is committed to supporting the Department's outreach activities and acting as a liaison between Departments and the central recruitment team to ensure more effective recruitment for Department with specific needs like Drama.
Recommendation: Monitor the Viability of each departmental program - Explore alternative delivery formats (e.g., compressed courses, online components) or new joint programs with the Faculty of Education to sustain drama teacher training.
Department of Drama Response and Action Plan: We have 3 pathways to degrees with Education and we are actively looking for way to connect with Education in their new de-departmentalized structure within the College Model. At the April retreat we have discussed alternate delivery modes and alternate timetable structures. There will be proposals coming in the Fall term.
Faculty of Arts Response and Action Plan: The FoA is looking forward to the proposals about alternate delivery modes and timetable structure. FoA will enlist the Associate Deans in the Faculty and the College to ensure that the Department is able to connect effectively with the Faculty of Education about its degree pathways
Recommendation: Strengthen Industry Partnerships - Formalize collaborations with local and national theatre communities to provide structured placements or internships, increasing student career readiness.
Department of Drama Response and Action Plan: While Drama agrees that this would be a wonderful initiative to have, we do not currently have the resources to manage national internships. We do support students seeking internships (mostly informal) within the local theatre community.
Faculty of Arts Response and Action Plan: See whether our current AWE program can accommodate the kinds of structured placements or internships that would be attractive to Drama students.
Recommendation: Use Data to Drive Resource Allocation - Regularly collect and review enrolment, retention, and graduation data to inform strategic decisions on course offerings and faculty workloads.

Department of Drama Response and Action Plan: This is something we have been working with the Faculty of Arts on. The newest tableau information has been very useful.
Faculty of Arts Response and Action Plan: Ensure that all leaders in Drama have access to Tableau and training as needed.
Teaching and Learning Environment
Recommendation: Formalize Experiential Learning - Consider a credit-based model for extracurricular productions or practicum-style courses, particularly for the BA degrees, ensuring these opportunities are inclusive and properly recognized.
Department of Drama Response and Action Plan: addressed above and ongoing.
Faculty of Arts Response FoA supports the Department's plan to provide credits for initiatives like the New Works Festival as this aligns with the University's mandate to provide more experiential learning opportunities for its students
Recommendation: Strengthen EDI Perspectives - Integrate Indigenous and culturally diverse theatre methodologies across all programs. Continue to address barriers for students with external responsibilities (e.g., work, family).
Department of Drama Response and Action Plan: We have begun integration with Indigenous partners. We have begun integration with Indigenous partners. In April we invited Hunter Cardinal (BFA graduate) to <i>host 2 Naheyawin talking circles</i> community discussions that have been very eye-opening. Our training and integration in this area will continue as the faculty are keen to do more. We offered a new course on Theatrical Practices in Africa this year for the first time and hope to offer this course every other year. Activities to relieve the barriers to credit bearing activities for those students with with external responsibilities is in progress.
Faculty of Arts Response The Department is a leader in Arts when it comes to indigenization, decolonization, diversifying its curriculum and addressing barriers to inclusion. The Faculty is supportive of the Department continuing to do this important work
Recommendation: Expand Digital Performance Integration - Invest in updated technology and training to support emerging areas such as digital theatre, interdisciplinary media projects, and virtual production tools, as well as integrating robust training for actors in media.
Department of Drama Response and Action Plan: There is a large CFI grant in process that could help address this issue. A new partnership with Northern Gateway Films Inc. has begun with a proposal to offer a summer intensive aimed specifically at international students.

Faculty of Arts Response If the CFI grant is successful the BLT will become a state-of-the-art facility for this kind of training/production. The partnership with Northern Gateway Films also enhance the kind of training the Department is able to offer
Recommendation: Establish Centralized Student Support - Identify a faculty or staff “go-to” for students seeking academic and personal support. Provide clear guidelines for accessing mental health resources, financial aid, and other campus services.
Department of Drama Response and Action Plan: This topic was also discussed at the retreat in April. We are working on making communication to students as clear as possible so that they know “who” to ask for “what”.
Faculty of Arts Response and Action Plan: Action Plan: Ensure that the Department has the right kind of support for its communication needs (digital and print).
Recommendation: Enhance Communication and Promotion - Improve departmental communication strategies to ensure all students are aware of experiential learning and cross-program opportunities.
Department of Drama Response and Action Plan: This is going to be an ongoing discussion with students. We used to use the good old fashioned “call board” which was basically a bulletin board in the hallway. We will need to find a new digital platform and perhaps a Canvas container will help us achieve this.
Faculty of Arts Response and Action Plan: FoA will provide support where possible for communication needs.
Recommendation: Creation of Larger Enrollment First and Second year class - In response to the new budget model and Activity-Based Funding, the Department could explore utilizing its larger performance spaces for high-enrollment first and second-year courses, such as Acting for the Stage and Acting for the Camera.
Department of Drama Response and Action Plan: In progress where appropriate but space is at a premium.
Faculty of Arts Response: Understanding the limitation imposed by the spaces it has at its disposal, the Faculty encourages the Department to develop high enrollment courses where possible.
Faculty Profile
Recommendation: Strategic Faculty Renewal - In conjunction with the Faculty of Arts, develop a multi-year hiring plan to replace key retiring faculty and attract talent in areas of greatest need. This is particularly critical in acting and directing where multiple retirements have taken/are about to take place and the attrition is being keenly felt. There is a similar need in the areas of stage management and technical theatre.

Department of Drama Response and Action Plan: The hiring plan has been articulated in a document shared with the Dean's office a few weeks ago. Ongoing conversation is needed regarding new impending retirements that have been formally approved. This is an active and ongoing objective.
Faculty of Arts Response: All Departments are asked to develop a 3-year staffing plan and to articulate needs that are especially critical.
Recommendation: Workload Balance and Recognition - Acknowledge the time-intensive nature of experiential learning supervision. Consider course releases or other incentives for faculty who are heavily involved in productions.
Department of Drama Response and Action Plan: Drama has begun a discussion and a review of course releases have been initiated; the Chair would like to have a department policy by January.
Faculty of Arts Response and Action Plan: The FoA encourages the Department of Drama to develop clear guidelines about what amount/type of work counts as 1 HCE, and to use variances of responsibilities when needed. FoA will review the Department workload policy and provide feedback
Recommendation: Professional Development Support - Provide robust funding for faculty research and creative projects. Encourage conference and workshop participation to keep pedagogical and creative approaches current.
Department of Drama Response and Action Plan: Drama makes full use of the President's Fund and encourages all faculty members to access SAS grants. Without more funding, we do not have the resources to support more.
Faculty of Arts Response: The FoA encourages faculty members in Drama to seek internal and external funding to support their research and creative activities.
Recommendation: Align Faculty Expertise with Program Restructuring - As the Department undertakes strategic planning, ensure that any program restructuring aligns with actual faculty capacity to sustain quality teaching. This is due to the level of specialisation required for the particular areas of expertise involved in drama.
Department of Drama Response and Action Plan: This is part of the comprehensive curriculum review we are undergoing.
Faculty of Arts Response: The FoA encourages all departments to align their programs with faculty capacity and expertise, while also recognizing that certain core areas are always needed.
Program Environment

Recommendation: Reinstate, Reorganize or Review Production Management Support

- Advocate for a dedicated Production Manager or equivalent role. A centralized coordinator is critical for scheduling, resource management, and equitable student involvement.
- Recognize that drama programs have unique operational needs beyond what is supported by the integrated administrative model in Fine Arts.

Department of Drama Response and Action Plan: This need has been expressed in detail to the Faculty of Arts. Drama is hopeful we will see a resolution to this ongoing and critical need soon.

Faculty of Arts Response and Action Plan: The FoA is currently reviewing this request.

Recommendation: Improve Communication Strategies

- Formalize communication channels (e.g., regular departmental newsletters, clear and up-to-date student handbooks) to reduce siloing and ensure transparency in opportunities and processes.
- Revamp the department website—much of the current information is outdated, making it difficult for students, faculty, and prospective applicants to navigate the program effectively.
- Address the disconnect between faculty and staff (ASO, HSO, FSO) by implementing regular meetings to improve communication, collaboration, and shared decision-making.

Department of Drama Response and Action Plan: Regular meetings are now scheduled with Academic and Production ADMs and Drama Chair. ADMs are encouraged to attend monthly Drama Council meetings. There will be a new website launched on July 1st with up-to-date information. The department intends to use a Canvas container to hold the Department information for current students.

Recommendation: Address Resource Inequities

- Work with faculty and staff to develop transparent budget and resource allocation processes, ensuring fairness and alignment with enrollment demands across undergraduate programs.
- Identify opportunities to expand and attract new funding through targeted recruitment, partnerships, and external grants.

Department of Drama Response and Action Plan: The resource allocation was addressed in an earlier answer. We are leveraging partnerships and external grants at every opportunity. We have had many faculty successes and grad student successes on SSHRC grants and Canada Council.

Recommendation: Enhance Student Services

- Consider designating a single "Student Success" contact or advisor to guide undergraduates through academic challenges, personal issues, and career development.
- Develop more structured mentorship and networking opportunities connecting students with alumni and industry professionals.

Department of Drama Response and Action Plan: There is a designated Drama undergraduate contact. It is difficult to develop more structured mentorship and networking for students and industry without a larger faculty complement, though following a recent successful alumni event with current students we will look to leverage alumni relationships whenever possible.
Recommendation: Celebrate and Sustain Faculty Commitment • Acknowledge faculty contributions to experiential learning and ensure their efforts are formally recognized and supported. • Reduce reliance on faculty going above and beyond by establishing clear workload distributions and increasing structural support for teaching and mentorship.
Department of Drama Response and Action Plan: We are using the workload documents provided by ASSUA and the Faculty of Arts.
Recommendation: Modernize and Sustain Facilities • Conduct a strategic review of equipment and infrastructure to identify outdated technology in lighting, sound, and production that needs upgrading. • Invest in cutting-edge and environmentally sustainable solutions to ensure students learn on industry-standard equipment while promoting responsible practices.
Department of Drama Response and Action Plan: This process is ongoing. We are currently engaged in an intensive inventory purge and will be making applications for capital investment whenever possible.

Graduate Program Quality Assurance (QA) Review: 2024-25

Excerpted Report

Department of Drama, Faculty of Arts

Graduate Program Review

Programs:	Master of Arts in Drama; Master of Fine Arts in Drama; Doctor of Philosophy in Performance Studies
Date of Review:	February 6-7, 2025
Reviewers:	Sarah Bay-Cheng , Chair, School of Arts, Media Performance & Design, York University; Stephen Nunns , External Reviewer, Towson University; Jelena Holovati , GPS Council Representative and Internal Reviewer, University of Alberta.

Summary of Program Strengths
The Review Committee’s final report recognizes the Department of Drama at UofA as a recognized leader in Canadian theatre training, with rigorous graduate programs and a historic record of success for both its graduates and faculty members. The Department offers 3 graduate degrees: the MFA (in the areas of Directing, Design and Theatre Practice), the MA (with both thesis and course-based options) and PhD in Performance Studies. The reviewers noted that the significant accomplishments of the programs’ alumni and the enthusiasm of the current students is a testament to its high quality and is a credit to the faculty, both past and present. The graduate students spoke very positively about their experiences in the program, highlighting the support of the faculty and valuable mentorship. The graduate faculty are a diverse group of theatre practitioners and scholars with strong records of accomplishments in professional theatre and academia. The graduate programs demonstrate clear strengths that affirm the Department’s reputation for excellence. The Department is clearly committed to decolonization and the integration of Indigenous ways of knowing throughout its programs. The MFA in Directing and Design remains among the most rigorous and well-resourced training programs in Canada, with exceptional production opportunities and a strong alignment with professional practice. The MFA Theatre Practice offers a flexible and highly individualized approach that serves a broad range of student interests and career trajectories. The MA and PhD programs provide a solid foundation for academic and professional research, with students actively publishing, presenting at leading conferences, and securing positions within and beyond academia. Across all programs, students spoke highly of the faculty’s commitment to mentorship, the strong sense of community, and the Department’s dedication to fostering artistic and scholarly excellence. The report indicates that student satisfaction in the graduate programs is high. Students report positive experiences with faculty and with each other. They are deeply invested in their work, personally, professionally and for the positive impact they seek to make in and with diverse communities. The significant accomplishments of all the programs’ graduates speak

to this success. Students noted with enthusiasm the benefit of hearing from leading Drama alumni as guest speakers and as key to building their professional networks. The range of programs supports different career trajectories, including those in regional theatres and independent production. The Department of Drama provides exceptional facilities and training opportunities to its students.

Teaching and Learning Environment

Recommendation: MFA D&D: As part of a Department-wide curricular review, consider ways to incorporate greater attention to technology and diverse forms of performance beyond the model of the dramatic theatre.

Department of Drama Response and Action Plan: This topic was discussed at our post-QAR faculty meeting. We will continue to discuss and make plans for these ideas as we bring grad studies into our fulsome curriculum review. The grad programs must be reviewed in context with our undergraduate programs as both are highly connected.

Faculty of Arts Response and Action Plan: The Dean's office supports this recommendation to explore beyond the model of dramatic theatre, but will defer to the department with respect to which developments merit consideration.

Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the Department of Drama's commitment to addressing this recommendation through a comprehensive, department-wide curriculum review. We agree with the Department's assessment that the graduate and undergraduate programs are deeply interconnected and that a holistic review will yield the most cohesive curriculum. GPS offers the following guidance: a) outline a high-level timeline for this comprehensive curriculum review, including anticipated dates for submitting any resulting program modifications to graduate governance committees. b) GPS encourages the Department to utilize institutional resources, such as the university's Centre for Teaching and Learning, for support in curriculum mapping and integrating new technological pedagogies into the graduate syllabi.

Recommendation: MA: Careful review of program outcomes and development of curriculum that supports a range of professional outcomes beyond academia.

Department of Drama Response and Action Plan: This will be part of the fulsome curriculum review.

Faculty of Arts Response and Action Plan: The Dean's office supports this recommendation.

Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: See response to the previous recommendation.

Recommendation: PhD: Expand to connect to other areas and expand research methods to incorporate new developments in technology, digital methodologies

Department of Drama Response and Action Plan:
Faculty of Arts Response and Action Plan: The Dean's office supports this recommendation, and will endorse the department's exploration of what modes of expansion are desirable and feasible.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS endorses the external review committee's recommendation to broaden the PhD program's interdisciplinary connections and update its research methodologies. As the landscape of theatre and performance studies increasingly intersects with the digital humanities, media studies, and new technologies, equipping our doctoral students with contemporary digital methodologies is vital for their academic and professional competitiveness. GPS supports the department's plan and provides the following advice: · We encourage the Department to explore formalizing cross-disciplinary pathways. This could involve cross-listing courses, promoting graduate certificates in cognate areas (such as Digital Humanities or Media Studies), or encouraging co-supervision with faculty in other departments. · As doctoral students are encouraged to pursue digital methodologies and tech-integrated research, GPS advises the Department to assess its current faculty supervisory capacity in these specialized areas and consider this need in future strategic hiring or when forming doctoral supervisory committees.
Recommendation: PhD: Develop a transdisciplinary proseminar to promote cohort learning across the Faculty
Department of Drama Response and Action Plan: This is in discussion at the Graduate Program committee. Results of that discussion will lead to future plans. We are in informal conversations with MST and Art and Design.
Faculty of Arts Response and Action Plan: The Dean's office supports this recommendation, and encourages the Drama department to contemplate pro-seminar arrangements that are cross or multi-departmental in nature (to the extent that it is feasible or advisable to do so given the needs of implicated programs).
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the department's plan and approach.
Student Experience
Recommendation: GPS to review the distinct research and research-creation outputs of Drama's graduate programs so that the students have fair access to the resources available to graduate students in other fields.

Department of Drama Response and Action Plan: This would be an excellent idea. Drama would also add that not all creative projects that are outputs of our students are research-creation. In fact, the outputs of Drama students in the graduate areas are: creation, research, and research-creation.

Faculty of Arts Response and Action Plan: The Dean's office wishes to support equitable access across the faculty, and welcomes the opportunity to work with the Drama department to identify particular supports that Drama students may currently face barriers or difficulties in accessing.

Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS accepts this recommendation and appreciates the Department of Drama's important clarification regarding the nuanced outputs of their graduate students: creation, research, and research-creation. GPS has recently revamped its thesis minimum formatting requirements to specifically accommodate [Digital, Artistic, Performance-based, and Mixed-media Theses](#) to support creation, research, and research creation outputs. Ensuring equitable access to resources, funding, and awards for all graduate students, regardless of their discipline's typical output format, is a core priority for our faculty. GPS will undertake a review of the eligibility criteria and adjudication rubrics for centrally administered scholarships, travel awards, and research funds. We will evaluate how these frameworks currently accommodate non-traditional outputs and make adjustments to explicitly recognize "creation" and "research-creation" as valid, fundable scholarly activities.

Recommendation: Office of Accessibility to meet with Department Chair and Grad Program Directors to understand the distinct needs of Drama students.

Department of Drama Response and Action Plan:

Faculty of Arts Response and Action Plan: The Dean's office supports this recommendation. Accessibility for all students is a top priority for the Faculty and the University. Addressing accessibility issues, however, will require a team-based approach involving multiple units including the department, the Dean's office, and various external administrative offices (such as F&O and General Counsel).

Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the recommendation and the Department's action plan.

Recommendation: MFA D&D: Review the MFA workloads and curricular pathways to accommodate diverse student needs and align with changing expectations in the professional theatre landscape, e.g., rehearsal hours, "grind culture," etc.

Department of Drama Response and Action Plan: The topic of student workload was discussed at the retreat in April. Drama is actively looking at the workload of all of our students, graduate and undergraduate so as to create a more balanced model of rehearsal and production culture.

Faculty of Arts Response and Action Plan: The Dean's office is open to recommendations from the department, and is available for conversation, about ways that the faculty could address any workload issues among MFA students. As a first step we recommend that this issue be brought forward to Arts Graduate Council, via the Associate Dean (Graduate)
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the external review committee's recommendation to evaluate MFA workloads and curricular pathways. The mental health, well-being, and equitable treatment of our graduate students are top institutional priorities. GPS supports the Department's efforts to redesign production processes within the MFA program so that they actively teach students how to produce high-quality artistic work.
Recommendation: MFA D&D: Create opportunities for professional development in the Edmonton theatre and performance communities.
Department of Drama Response and Action Plan: We have had these kinds of opportunities in the past. Without new hires in the Directing area, it will not be possible for us to implement these in the near future.
Faculty of Arts Response and Action Plan: The faculty can anticipate some level of ongoing hiring restraint given the current budgetary situation of both the faculty and the university. However, the Dean's office recognizes that Directing is a core area in Drama, and we remain committed to replacing critical vacancies that may emerge.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS also acknowledges and validates the Department of Drama's current resource constraints. We understand that without specialized faculty capacity—specifically, new hires in the Directing area—faculty-led, resource-intensive community partnerships are difficult to sustain at this time. GPS suggests the following approaches: • Leverage Centralized GPS Resources: We encourage the Department to direct students to the centralized professional development resources already offered through GPS and the broader university. While not theatre-specific, workshops on grant writing, project management, and career transitions can build essential professional skills without requiring departmental labor. GPS supports the Department in exploring flexible curriculum options (such as independent study credits or practicums) that allow students to seek out their own mentorship or assistant directing/designing opportunities with local Edmonton theatre companies for academic credit.
Recommendation: MFA TP: Explore opportunities to increase integration among MFA-TP students and the BA Theatre cohort.
Department of Drama Response and Action Plan: This topic was briefly discussed during our retreat but more conversation is needed. The faculty agreed that in principle this is something we would like to see and we will use the curriculum review as a way to investigate opportunities for more integration with MFA -TP and the BA cohorts.

Faculty of Arts Response and Action Plan: The Dean’s office likewise agrees with this recommendation in principle, and will support the department’s intentions.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the department’s action plan.
Recommendation: MFA TP: Increase funding, either through reallocation from existing funds or through dedicated fundraising efforts for the program.
Department of Drama Response and Action Plan: There are no existing funds that are eligible to re-distribute for Theatre Practice. The program was created to be run without extra resources. While it seemed doable at the time, in the long term the program has had very extensive interest and has been successful in a “poor theatre” model or depends on engagement with community organizations. In the current economic climate, the reliance on external partners has become fraught in some ways. Students occasionally struggle to find meaningful engagement opportunities, especially students who are not from the Edmonton area. An increase to Drama’s operating budget to hire undergraduate students to support the technical needs of MFA TP students’ projects would be helpful. A wholesale re-think of our production schedule may find ways to support MFA TP projects in the current season. We await a production manager to work with us through this process.
Faculty of Arts Response and Action Plan: While no additional funds available at this time to support this recommendation, we will continue to amplify the importance of the fine and performing arts in the context of faculty-level fund-raising efforts. The Dean is willing and available to meet with the Department Chair and the Assistant Dean (Development) to triage current fund-raising efforts and to discuss needs and potential approaches going forward.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS appreciates the external review committee’s focus on the financial sustainability of the MFA Theatre Practice (TP) program and values the Department of Drama’s transparent context regarding the program’s original resource-neutral design. While GPS cannot increase baseline departmental operating budgets, we can assist with student-level funding. We encourage the Department to work with our funding advisors to aggressively promote external grant opportunities (such as SSHRC, provincial arts grants, or Canada Council funding) tailored to research-creation.
Recommendation: Review opportunities for greater curricular integration across programs.
Department of Drama Response and Action Plan: Ongoing.
Faculty of Arts Response and Action Plan: The Dean’s office supports this recommendation, and sees this as an integral part of the ongoing work that is occurring to find reasonable efficiencies within and across Arts programs.

Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports this recommendation and the Department’s ongoing action.
Faculty and Supervision
Recommendation: PhD: Review supervisor capacity to ensure there is adequate supervision and alignment in key areas.
Department of Drama Response and Action Plan: This will be imperative with a retirement in the PhD area coming soon. Without a new PhD hire, we are significantly reduced in capacity.
Faculty of Arts Response and Action Plan: The Dean’s office is committed to staffing all critical vacancies within the context of any fiscal and hiring constraints that the university currently faces. The Dean’s office is open to ongoing conversation with the department about feasible and sustainable ways to meet supervisory needs.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the external review committee’s recommendation to review supervisor capacity. To bridge the gap in specific research areas, GPS encourages the Department to formalize co-supervisory arrangements with faculty members in cognate departments (such as English, Media Studies, Sociology, or Music). GPS is highly supportive of interdisciplinary supervisory committees.
Recommendation: PhD: Review of patterns in student applications in the MA and PhD to inform future hires.
Department of Drama Response and Action Plan: This will be work that the PhD committee can undertake in the 202-26 academic year.
Faculty of Arts Response and Action Plan: The Dean’s office supports this recommendation. We recognize that the overall approach to staffing the department must accommodate the needs of graduate programs.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS has recently created the following data dashboards in collaboration with the Institutional Data and Analytics (IDA) office that are available to all graduate program coordinators and administrators. The Department can use these dashboards to regularly and systematically track its student applications, acceptances, and registrations: 1. Daily Enrolment and Application Reports (DEAR) 2. Quality Assurance data dashboard

Recommendation: Develop faculty hiring plan with Faculty of Arts, minimally to include 2 new hires in the near term: 1) Directing with expertise in technology; and 2) PhD aligned with media and emerging technologies in the field; all hires should be considered within the Department's areas of development as informed by the curricular review and the strategic plan. Prioritize all hiring at the Asst Professor level.
Department of Drama Response and Action Plan: This plan has been articulated to the Faculty of Arts.
Faculty of Arts Response and Action Plan: The Dean's office supports this recommendation, and is committed to supporting new hires at such time as we are able.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the Department's action plan.
Recommendation: Ensure that there is appropriate alignment between incoming graduate students and existing supervising capacity.
Department of Drama Response and Action Plan: This is something we are always doing. Students are not brought into the program if they do not have an appropriate supervisor.
Faculty of Arts Response and Action Plan: The Dean's office echoes the department's response to this recommendation.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the Department's supervision assignment approach.
Recommendation: Consider ways to increase supervisory capacity, including inclusion of cognate or affiliate faculty and/or lab models for faculty supervision and mentorship.
Department of Drama Response and Action Plan: This will take some time and will be part of our curriculum review.
Faculty of Arts Response and Action Plan: The Dean's office has the appropriate policies and structures in place to support cross-appointment scenarios for colleagues, outside of the Drama department, who may be interested and suitable for participation in graduate supervisory and committee work within the department.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS recognizes and appreciates the Department of Drama's assertion that incoming students are only admitted when an appropriate supervisor is identified. We value the care the Department takes in this initial matching process. To transition this practice from an informal approach to a robust, transparent system, GPS recommends implementing the following simple administrative strategy: · Create a centralized, living document (managed by the Graduate Chair or program administrator) that maps all current faculty members against their existing supervisory loads, maximum capacities, and upcoming leaves (sabbaticals, administrative appointments, or phased retirements). This matrix could be used as a reference point during

the admissions committee's decision-making process.
Resources
Recommendation: Review existing staff structure in light of production needs. Does the Department have the optimal assignment of duties? Are critical needs met?
Department of Drama Response and Action Plan: With a retirement in Technical Theatre confirmed for Dec. 2025 and one to come in Stage Management in 2026, we will be reviewing all capacities and reviewing if we have the correct balance between FSO, Professoriate, and NASA positions.
Faculty of Arts Response and Action Plan: The Dean's office looks forward to follow-up conversations with the Department Chair about the optimal configuration of academic and technical staff given the needs of the various programs.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the Department's action plan.
Recommendation: Review the production season as a whole in light of changes in staff.
Department of Drama Response and Action Plan: While the sentence above sounds simple, this is a complex task that will take the better part of Winter 2026 to accomplish but it is a goal we have.
Faculty of Arts Response and Action Plan: The Dean's office endorses this recommendation.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the Department's action plan.
Additional Recommendations:
Recommendation: The Department undertake a thorough curriculum and resource planning review to ensure the distinction of the Department's graduate programs, and secure the long-term future for the programs' identities and sustainability. A. The Review Committee recommends that this review continue to attend to Indigeneity and how Indigenous epistemologies are embedded within the curricula at every level. This review should also include attention to accessibility for students – both in the application process and in coursework – noting MFA workloads, funding requirements, and students' professional development both within and beyond the University.

B. The review of the graduate programs should look carefully at the role of the BA and BFA programs within the graduate programs and consider expanded opportunities for the Theatre Practice MFA students to collaborate with BA students. C. Further, the review should consider the range of offerings at the graduate level. Once the review is complete, the Department can draw on the information gathered to articulate a vision for the future of the Department. From the vision articulated, the Department should create a strategic plan.
Department of Drama Response and Action Plan: The faculty in Drama agree that this is a good plan. The curriculum review will be fulsome and detailed. As noted previously, the graduate programs and undergraduate programs will be reviewed together since Drama is like a woven textile, all the threads are necessary to make a strong cloth.
Faculty of Arts Response and Action Plan: The Dean's office looks forward to supporting the department in its review of programs and curricula.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports the holistic curriculum review project to address the recommendation. GPS offers a couple of suggestions: The Department may evaluate how often graduate seminars and studio courses are offered. The revised curriculum may ensure that all required courses for the MA, MFA, and PhD programs are offered in such a way that students can complete their degrees on time. Additionally, cross-listing with cognate departments (e.g., English and Film Studies, Media and Technology Studies) to broaden students' elective options without requiring Drama faculty to teach them.
Recommendation: The Faculty of Arts articulate a clear method of consultation with the Department to ensure that the distinct needs of the Department are considered when developing new systems at the University.
Department of Drama Response and Action Plan: Drama wholeheartedly supports this idea.
Faculty of Arts Response and Action Plan: The Faculty of Arts exists within a broader operating model, many aspects of which the faculty is not able to directly control. However, the Dean's office remains committed to ensuring that the needs of Drama, and all departments, are optimally met by any faculty-level systems and structures. The Dean's office is also committed to advocating at a higher level where it seems university-level systems are not sufficiently calibrated to the needs of the fine and performing arts.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: GPS supports this recommendation.
Recommendation: Expand and improve visibility of the program with a multifaceted approach. Develop a comprehensive plan to enhance its presence within the University system by leveraging internal communication channels, hosting events, and collaborating with other departments. Strengthen community engagement through outreach initiatives, social media campaigns, and partnerships with local organizations. Collaborate with the University Donation office to develop a targeted plan for donor support and recognition, incorporating strategies such as personalized donor appreciation, naming opportunities, and regular progress updates to foster long-term relationships.

Department of Drama Response and Action Plan: Drama has been leveraging all areas for University-wide communications. We will continue to work with our Communications partners to achieve this goal. The Chair of Drama communicates regularly with the Associate Dean Development and will continue to do so.
Faculty of Arts Response and Action Plan: The Dean’s office is committed to ensuring that the Drama department is meaningfully reflected in university and faculty level communications, including spotlights and stories on Drama events, students, faculty members, and alumni.
Faculty of Graduate and Postdoctoral Studies (GPS) Response and Action Plan: To help overcome the faculty-to-faculty communication barriers you noted, GPS can help facilitate the dissemination of invitations to your major graduate events, symposiums, or performances directly to our cross-campus network of graduate associate deans and program administrators.