

**THE UNIVERSITY OF CHICAGO**

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# **COMMITTEE ON THEATER AND PERFORMANCE STUDIES**

## **Graduate Student Handbook 2024-2025**

The Student Handbook for Graduate Program in Theater & Performance Studies serves as your guide to graduate study in the program. It is intended as a supplement to the handbook from your partner department (or from the MAPH program) and to the “University Student Manual of University Policies and Regulations” <http://studentmanual.uchicago.edu/>

Many academic matters are determined by University and Divisional Policy, and students are expected to familiarize themselves with these policies and follow them accordingly. The contents of the TAPS handbook are subject to revision. If the handbook does not answer specific questions, please consult the Academic Administrator or the Director of Graduate Studies.

TAPS does not always know when degree requirements in our partner programs have changed, so please confer in advance with the DGSs in both programs to ensure academic requirements are met.

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## **Section 1. General Information**

Committee on Theater and Performance Studies  
University of Chicago  
Reva and David Logan Center for the Arts  
915 East 60th Street, 2nd floor  
Chicago, IL 60637

### **Chair**

John Muse, LC-219 [jmuse@uchicago.edu](mailto:jmuse@uchicago.edu)

### **Interim Director of Graduate Studies**

Judith Zeitlin, Wieboldt 406 [jzeitlin@uchicago.edu](mailto:jzeitlin@uchicago.edu)

### **Interim Director of Creative Research**

David Levin, Wieboldt 122 [dlevin@uchicago.edu](mailto:dlevin@uchicago.edu)

### **Director of Undergraduate Studies**

Leslie Buxbaum, LC-225 [lbdanzig@uchicago.edu](mailto:lbdanzig@uchicago.edu)

### **Director of Dance**

Julia Rhoads, LC-219 [jrhoads1@uchicago.edu](mailto:jrhoads1@uchicago.edu)

### **Director of Performance**

Devon de Mayo, LC-224 [ddemayo@uchicago.edu](mailto:ddemayo@uchicago.edu)

### **Director of Design**

Rasean Davonté Johnson, LC-224 [rdtjohnson@uchicago.edu](mailto:rdtjohnson@uchicago.edu)

### **Library Resources**

Research and Study Guide information: <http://guides.lib.uchicago.edu/theater>

### **Interim Library Contact for TAPS**

Andrea Twiss-Brooks, Director of Humanities and Area Studies, [atbrooks@uchicago.edu](mailto:atbrooks@uchicago.edu)

## **STAFF**

Please refer to the staff page on the TAPS website for detailed information about each staff member. Don't hesitate to contact any one of us!

### **[Vicki Walden](#), Academic Administrator**

[vwalden@uchicago.edu](mailto:vwalden@uchicago.edu)

Logan #216, phone 773.834.0267

### **[Brianna Parry](#), Production Manager**

[briannap@uchicago.edu](mailto:briannap@uchicago.edu), Logan #226

Takes care of: Space reservations in Logan (including 501, 701, Theaters East and West) and BARS. Note: Brianna will be on parental leave until mid-October 2024. In her absence, please contact Hannah Foerschler for room reservations. Start by filling out the TAPS space request form.

[Nathan Rohrer](#), **Costume Shop Manager**  
[nrohrer@uchicago.edu](mailto:nrohrer@uchicago.edu), Logan #032  
Costume shop hours: MTRF 9:00am-6:00pm

[Jenny Pinson](#), **Props Manager**  
[jpinson@uchicago.edu](mailto:jpinson@uchicago.edu), Logan #064  
Phone: 773.834.3928  
Prop Shop Hours: MTRF 11:00am-4:00pm

Mia Maccarella, **Theater Production Coordinator**  
Logan #218, Nights/Weekends at Logan, BARS

[Ben Caracello](#), **Technical Director**  
[benc@uchicago.edu](mailto:benc@uchicago.edu), Logan #111G, Scene Shop

[Neel McNeill](#), **Managing Director**  
[nmcneill@uchicago.edu](mailto:nmcneill@uchicago.edu), Logan #226

[Garrett Bell](#), **Lighting Manager**  
[garrettmBell@uchicago.edu](mailto:garrettmBell@uchicago.edu), Logan #219,

[Hannah Foerschler](#), **Audio Manager** (Interim TAPS space manager)  
[foerschler@uchicago.edu](mailto:foerschler@uchicago.edu), Logan #219

## **TAPS Spaces**

In the main TAPS Suite on the second floor of the Logan Center, you will find (and may access) the lecturer office/conference room as well as a copier—the passcode for which is TAPS (8277). **You do not need a pin number.** If you need to resupply the paper tray, there are reams on the script library shelves and in the lecturer office. This space also houses student workstations that are configured to print to the copier. **If you need to log in to one of those machines, you may do so with your CNetID.** You are welcome to work or to lounge in the lounge!

The main entry doors to the TAPS Suite are unlocked from 8:30am – 7pm Monday through Friday. You will need your UCID to access the suite outside of those hours. If you are having issues with access, please email Vicki Walden.

**Logan Center** – tours for incoming students occur in fall quarter  
TAPS Performance Labs – 501 and 701  
Theater East  
Theater West  
Scene Shop  
Prop Shop  
Costume Shop  
Lighting and Sound Shops

## **Around Campus**

Bartlett Rehearsal Space (BARS)  
FXK Theater  
Ida Noyes Dance Rehearsal Space

## **Logan Media Center** (aka The Cage)

Located on the basement level of the Logan Center, LMC has all manner of tech equipment available—cables, adapters, cameras, laptops, etc. You will need your UCID for them to scan for checkout. Depending on the nature of the equipment you are hoping to use, you may need to complete a training/orientation session before getting access.

## **Faculty/Staff Mail**

TAPS mailboxes are located by the elevators on the second floor of the Logan Center, and house mail for the Chair, DGS, DUS, TAPS Visiting Faculty, and staff. Most other TAPS faculty mailboxes are located in the departments in which they have their primary appointments.

## **Administration, Division of the Humanities**

Dean – **Deborah Nelson**  
Walker 773.702.8512  
dnelson@uchicago.edu

Dean of Students / Associate Dean - **Shea Wolfe**  
Walker 213A 773.834.4241  
swolfe1@uchicago.edu

Associate Dean of Students, Student Affairs - **Joyce Kuechler**  
Walker 111A 773-702-8498  
jkuechler@uchicago.edu

## **University Offices and General Resources**

Registrar <http://registrar.uchicago.edu/>  
Bursar <http://bursar.uchicago.edu/>  
Graduate Financial Aid <https://financialaid.uchicago.edu/graduate>  
Office of International Affairs <https://internationalaffairs.uchicago.edu/>  
Humanities Division <https://humanities.uchicago.edu/>  
UChicagoGRAD & PATHS <http://grad.uchicago.edu/>  
Chicago Center for Teaching <https://teaching.uchicago.edu/>  
Ratner Athletics Center <http://athletics.uchicago.edu/facilities/ratner/index>  
University Bookstore <http://uchicago.bncollege.com/>  
Logan Center for the Arts <https://arts.uchicago.edu/explore/reva-and-david-logan-center-arts>  
The Seminary Co-Op <https://www.semcoop.com/>  
57th Street Books <https://57th.semcoop.com/>

Library Services <https://www.lib.uchicago.edu/>  
Special Collections <https://www.lib.uchicago.edu/scrc/>  
IT Services <http://its.uchicago.edu/support/>  
UChicago Transit Information <https://uchicago.transloc.com/>  
Information about schedules and tickets for bus service in Hyde Park and South Shore is posted on bulletin boards throughout campus and available on the web at <http://safety-security.uchicago.edu/transportation/>. Your UCID gives you free access to UChicago shuttles and certain CTA buses.

UChicago Marketplace <https://marketplace.chicagomaroon.com>  
Dissertation Office <https://www.lib.uchicago.edu/research/scholar/phd/>

## **Student Wellness**

### **Medical Care**

Student Wellness Center  
840 East 59th Street  
773-834-WELL  
M-F: 8 a.m.-5 p.m. If possible, please call before walking in.

### **Mental Health**

Student Wellness Center  
840 East 59th Street  
773-834-WELL  
M-F: 8:30 a.m.-5 p.m.  
Meet with a therapist by dropping into one of our informal and confidential [Let's Talk](#) sessions.

### **Student Insurance** - Student Wellness Center

840 East 59th Street  
773-834-4543  
M-F: 8 a.m.-4:30 p.m.

## **After Hours & Emergency** - [Get Help Now](#)

### **Urgent Medical Care**

Nurse Line: 773-834-WELL  
Emergency: 911

For those on campus, University of Chicago Medicine's Emergency Department is located at 5656 South Maryland Avenue - 773.702.6250

Students who go to the Emergency Department should bring their insurance card and their student ID.

## **Urgent Mental Health Care - 24/7 Mental Health Support**

Students may call 773.702.3625 to reach the Therapist-on-Call, who is available 24/7 to discuss students' concerns and determine next steps for support.

Students also have access to [TimelyCare's](#) 24/7 on-demand service, TalkNow. TalkNow and the Therapist-on-Call provide similar services, although TalkNow offers both video and phone capability. If you are in a crisis and haven't downloaded the TalkNow app, we encourage you to call the Therapist-on-Call at 773.702.3625.

## **During UChicago Student Wellness Office Hours**

If you feel the need to meet with someone urgently during counseling and psychiatry office hours (Monday-Friday, 8:30 a.m.-5 p.m.), call 773.834.WELL and ask to speak with the urgent care counselor.

## **Contact Information for on campus resources**

### **Confidential Support**

Sexual Assault Dean-on-Call 773.834.HELP  
Student Counseling Services 773.702.9800  
Student Health Services 773.702.4156  
Members of the Clergy

### **Equal Opportunity Programs including Title IX**

773.834.6367  
[Equalopportunity@uchicago.edu](mailto:Equalopportunity@uchicago.edu)

### **Other Resources**

[Student Disability Services](#) 773.702.6000  
[Health Promotion and Wellness](#) 773.834.9355  
[Equal Opportunity Programs](#) 773.834.6367  
[Campus and Student Life](#) 773.702.5243  
[Center for Identity and Inclusion](#) 773.702.5710  
[Spiritual Life](#) 773.834.1885  
Safety Escorts 773.702.8181

For reporting a bias incident, contact the Bias Education and Support Team (BEST) at <https://csl.uchicago.edu/get-help/bias-education-support-team-best>

Access the form to report harassment, discrimination or sexual misconduct [here](#).

## **University Policy on Harassment, Discrimination, and Sexual Misconduct**

## **Section 2. MA Program Overview and Requirements**

### **TAPS Option in the MA Program in the Humanities (MAPH)**

The Committee on Theater and Performance Studies offers both a Masters program and a separate PhD program. The MA degree is available as a program option through the MA Program in the Humanities, and is described in the following two pages. Information follows about the PhD program, offered jointly with a range of partner departments at the University.

The TAPS program option in the Master of Arts Program in the Humanities (MAPH) is ideally suited to students who seek an intensive immersion in the field of theater and performance studies and/or who seek to extend their training in the theory and practice of theater and performance studies at the graduate level. It takes advantage of the vitality and rigor of the **MAPH program**, while capitalizing on the university's faculty strengths in theater and performance studies and the culture of collaboration between the TAPS program and Chicago's professional theater and performance communities.

The TAPS option seeks to animate the intersection of theory and practice in the arts. The program asks its students to develop facility in at least one component of theater or performance practice (e.g., directing, writing, devising, acting, choreography, production design, dramaturgy, etc.) while gaining fluency in the critical analysis of that practice and in the field generally.

### **MAPH TAPS Course Requirements**

MAPH students choosing the TAPS program option must complete the following courses:

- The MAPH core course
- One course designated to fulfill either the theory or history core requirement in TAPS (see the TAPS DGS for a list of these courses). In years when Performance Theory is offered in Autumn or Winter quarter, it is the recommended core course for most MA students.
- Three elective courses in theater and performance studies, of which one or two—depending on the student's professional ambitions—will have a significant practice-based component (e.g., TAPS courses such as advanced acting, directing, dramaturgy, choreography or design; courses in Visual Arts such as video, experimental animation, writing for performance; or similar courses in Music and Creative Writing)

Students in the TAPS option are expected to participate in the TAPS graduate workshop and in SLIPAR exhibitions. See Section 3B for more information.

### **MA Thesis Option**

Students choosing the TAPS option may complete an MA thesis in theater and performance studies under the supervision of a TAPS faculty member. Depending on a student's focus, the thesis may combine performance work with critical analysis.



The final topic and form of the thesis project is determined in consultation with the thesis advisor and the Director of Graduate Studies in TAPS.

### **Section 3. PhD Program Overview and Requirements**

The PhD program in TAPS at the University of Chicago is dialogical, experimental, and highly individualized. Students develop a program of study that reflects their particular training and interests (including coursework, teaching, and performance-based research) and complement their training in TAPS with a joint doctorate in a cooperating field: Art History, Cinema and Media Studies, Classics, Comparative Literature, East Asian Languages and Civilizations, English Language and Literature, Germanic Studies, Music, or Romance Languages and Literatures. Students graduate with a joint PhD in TAPS and an aligned discipline, attesting to multiple capacities and preparing them for professional possibilities within and beyond the academy.

The program consists of five main components: coursework, oral examinations, practice-based research, a joint PhD dissertation, and teaching. Compared to single degree programs, we expect the joint degree to involve up to an additional year of study.

Students in the joint degree program adhere to the Language Requirement(s) of their partner department. There is no separate language requirement for TAPS.

PhD students at UChicago interested in petitioning to join the joint PhD program in TAPS should begin by discussing this option with their Director of Graduate Studies and with the TAPS Director of Graduate Studies. They should subsequently meet with the Assistant Dean of Students for Admissions to discuss their interest and the process to petition for the joint degree. Permission to pursue a joint degree is a privilege extended only to those students who have demonstrated in their work a record of uncommon excellence and who can convincingly demonstrate that they will be able to complete the requirements for each of the two degrees within the maximum time period a student is accorded enrollment status.

#### **Advising**

You must have at least one [TAPS faculty member](#) on your oral exam committee and your dissertation committee.

#### **DGS Meetings**

Students typically meet with the Director of Graduate Studies in the autumn quarter and again in the spring for the yearly review. You may always request additional meetings as needed.

#### **Spring review**

In April, the academic administrator will send requests for you to update your Student Progress Checklist in preparation for your spring review. The Graduate

Program Committee will also solicit comments from your advisor(s) and other faculty with whom you have worked during the academic year, for use in determining your progress through the program. After the committee meets in May, you will meet with the DGS to go over the committee's findings and you will receive a memo detailing your progress and goals for the upcoming year.

## PhD Degree Requirements

### Section Summary

- A. Coursework
- B. Workshop Participation
- C. Oral Examination
- D. Teaching (See section 4)
- E. Qualifying Portfolio
- F. Professionalization
- G. Dissertation

### A. Coursework

Students take a total of 12 courses toward the TAPS degree, typically by the end of the third year. Students must earn a grade of B or higher in order to count a course toward the TAPS degree. Those who have completed relevant graduate coursework prior to matriculation with a grade of B or higher can petition the DGS to count up to three of those courses as electives (or in rare cases, as core classes) toward the TAPS degree. The coursework in TAPS will include:

- Two core classes designed to provide a rigorous introduction to advanced study in the discipline: One graduate course in **performance theory (typically TAPS 46900)** and one in **performance practice as research (typically TAPS 49700)**.
- At least **three seminars within the partner department**, to be determined in consultation with the TAPS DGS. These may be but need not be cross-listed in TAPS. Please consult with the DGS if the partnering department is unlikely to offer three relevant graduate courses during your coursework years.
- The **September Lab in Performance as Research (SLIPAR)**: This required practicum, offered every other year, is typically taken after Performance Practice as Research and before the beginning of year 3, but the timing may vary for students in some degree pairings. If this 3-week course is taken for credit, it may count as one of the 12 courses toward the TAPS degree. It may also be taken as a non-degree course. Students may be allowed to participate in SLIPAR more than once, but will only be allowed to take it for credit toward the TAPS degree once.
- **Six elective courses**, of which up to 3 can be courses in neither TAPS nor the partner department.

### B. Participation in TAPS Graduate Workshop and SLIPAR exhibition

#### Workshop

All TAPS graduate students are expected to consistently engage with the workshop,

either as attendees, presenters/respondents, or coordinators. Access the current schedule on the [workshop website](#).

The TAPS Graduate Workshop brings together faculty and graduate students from across the university whose research involves performance. We seek to provide a forum for work that spans a variety of disciplines across the humanities and social sciences, including anthropology, cinema and media studies, East Asian languages and cultures, English, comparative literature, Germanic studies, history, music, romance languages and literatures, and more. In addition, the workshop seeks to put pressure on the long-standing divide between the theories and practices of performance. In any given quarter, the workshop serves as a forum for research across institutions and borders, for graduate student theses/dissertation chapters in progress, and for inquiry into pedagogical form.

The workshop typically meets on alternating Wednesdays throughout the academic year. For more information about the workshop and its current schedule of events, please visit the [TAPS Graduate Workshop website](#) or contact workshop coordinators Asya Sagnak (asyas@uchicago.edu) and Aydan Shahdadpuri (aydan@uchicago.edu).

### **SLIPAR exhibition**

All TAPS graduate students are expected to attend the exhibitions of graduate student work at the conclusion of the September Lab in Performance as Research (SLIPAR), an event held every other September. This year the event exhibitions will take place for most of the day on Friday, October 4.

### **Internship in TAPS (optional)**

The program recommends, depending on one's career's trajectory, that students complete one internship in theater or performance practice with a professional theater, dance, or performance company, either in Chicago or with national or international partners. We invite students to check in with the Director of Creative Research and the TAPS Academic Administration for information on possible internship opportunities and funding.

[Internship Proposal Form](#)

[Internship Report Form](#)

### **C. Qualifying Oral Examination**

The qualifying oral exam provides an opportunity for the student to look back and lend coherence to their coursework and to look forward to the dissertation proposal and to the longer-term project of developing a profile as a scholar, artist, or scholar-artist.

The makeup and timing of the qualifying exam will vary by partner department; please cross-reference the expectations for your degree pairing. In any case, the TAPS exam should be prepared and administered in consultation with at least one faculty member in TAPS and a second faculty advisor from the partner department.

Ideally preparation should begin in the spring of the third year or earlier, and the exam should be completed no later than the beginning of Spring quarter in year 4. Oral exams are typically not held during summer quarter. Note that some of our partner departments, including Music, may expect students to complete the proposal on an earlier schedule. Typically, a student must have completed all required coursework (with no outstanding grades or incompletes) and any foreign language requirements before taking the TAPS oral examination.

Where there is disciplinary overlap between the two programs, relevant examinations may be counted jointly toward both programs' requirements, with approval of the Directors of Graduate Studies in both programs. In general, we expect TAPS students, including those whose partner departments have exams only in a written format, to complete an oral exam based on a list of at least 20-30 items relevant to their TAPS research before a joint exam committee.

The exam has two chief aims:

1. To give students knowledge of material that will prepare them for teaching.
2. To focus their knowledge and the questions they ask moving toward the Dissertation Proposal.

With these objectives in mind, examiners will look for:

- A capacity for careful analysis
- The ability to make connections and distinctions between items and across the disciplinary field(s) in which the student is working
- The ability to present critical ideas orally
- Historical knowledge in the chosen area(s)
- An awareness of basic critical problems in the area and of different critical modes by which such problems are pursued
- An ability to account for the interplay between their performance practice and concepts covered in the exam

### **Guidelines for a separate TAPS exam**

If (and only if) the TAPS oral exam is conducted separately from the partner department exams, the format and procedures will be as follows. If the oral exam is conducted as a hybrid with the partner department exam, please refer to the

guidelines for that degree pairing.

### **The TAPS orals committee**

The examining committee comprises two faculty members (at least one appointed in TAPS and one appointed in the partner department) plus an additional faculty member assigned by the department who will serve as Moderator of the examining committee. One or both primary examiners may be cross appointed in both TAPS and the partner program. Orals examiners may be different from the dissertation directors the student expects to work with, though there is often overlap. Students may invite other advisors or mentors from their partner department to the exam if they wish, but they will not typically ask questions.

### **The TAPS list**

The TAPS list will serve different purposes for different students, but typically the list will do both of the following: establish competency in a field or area in TAPS the student is likely to research and teach in (black performance studies, early modern drama, performance theory, etc.), and/or explore a topic central to the student's work in TAPS. **NOTE: Each student's TAPS list must specify at the outset which subdiscipline, field, or subfield is its focus.** This should be a recognized or emerging field in the profession.

If the student is preparing a TAPS oral exam separate from their partner department qualifying and/or oral exams, the TAPS list should have 20-30 items, most of which will not appear on exam lists in the home department. The question of what constitutes "an item" should be worked out in consultation with the student's faculty examiners. As a general guideline, an item might be one or more plays, one or more performances, a book of criticism or theory, a cluster of theoretical or critical articles on one topic, a novel, a cluster or book of lyric poems, or a similar amount of material from a different artistic or literary genre.

In choosing the works that will constitute the orals lists, students should:

- Consult sample lists available from the program
- Discuss with prospective faculty examiners and a range of faculty
- Consider developing lists that will meet their interests and professional needs
- Bear in mind that the configuration of a list should reflect a thoughtful engagement with both the way the profession organizes fields of knowledge and with other ways of constituting lines of inquiry

### **Scheduling a TAPS-only exam**

1. All third-year students should meet with the DGS for approval of the general topics of their lists and to discuss potential examiners. (Students in some programs may begin these discussions at the end of their second year.)

2. **The quarter before the one in which a student wishes to take the exam:** Students should coordinate an examination date with their orals committee members and notify the TAPS program administrator of that date. Students taking separate exams in the partner department should discuss with the DGS how best to time the exams in relation to each other.
3. **Four weeks before the proposed exam date:** a final version of the list must be approved by the committee members on the orals fields exam approval form. The student should then submit the form, electronic copies of the TAPS list and, for reference, any partner department list(s) already prepared and/or completed to the Program Administrator, who will forward them to the DGS for final approval. The DGS will confirm that the student has completed all coursework and requirements (with no incompletes remaining) before signing the form.
4. **At least two weeks before the examination:** The program will assign to the examining committee an additional faculty member, who will serve as Moderator of the examination. Students are welcome to contact that faculty member and, if possible, to arrange a meeting in advance of the exam.
5. **Note:** Examiners do not send students questions in advance, but students are welcome, if they wish, to share with examiners one week before the exam a list of questions they could imagine being asked in the area(s) their list covers.

### **Format of a TAPS-only exam**

The faculty committee administers and evaluates the student's exam. Examiners can join the conversation between the candidate and any other examiner if it is appropriate. This exam is open only to the student and their examination committee.

The exam itself is 1 hour long, often divided as follows: 15 minutes of questions from one examiner, 15 minutes of questions by the second examiner, 10 minutes of questions by the moderator, and 20 minutes of open conversation. Should the examiners agree unanimously to have the entire exam period be an unstructured conversation, they are welcome to do so.

After the 1-hour exam and a brief recess for the examiners to confer, the student will return for a concluding discussion with the examiners for up to 20 minutes. The total time for the exam and discussion will thus be around an hour and 30 minutes. The committee will inform the student that they have earned one of the following grades for the exam: high pass, pass, or fail. For exams with a written as well as an oral portion (taken in cooperation with some partnering departments), students receive separate grades for the two sections.

### **After the exam**

The Chair of the exam fills out the Oral Field Examination Report and forwards it to the Academic Administrator in Logan Center 216 or by email to [vwalden@uchicago.edu](mailto:vwalden@uchicago.edu)

If a student's performance on the exam is judged unsatisfactory, they must retake the exam for the full committee within six weeks from the original exam date (the

same committee, with appropriate substitutions for any examiners who may be unavailable). If the original exam had a written section and the student fails that section, they must retake the written portion by responding to new prompts similar in kind to those asked on the original exam. A student who fails all or part of the exam a first time will be on academic probation until passing the retake by the aforementioned deadline. Failing a second time, or failing to pass the exam before Winter quarter of the 4th year, will result in withdrawal from the program.

#### **D. Teaching in TAPS**

Students will be expected to complete two quarters of TAPS-related teaching, one of which is typically a Graduate Student Teaching Assistantship or Graduate Student Lectureship in the partner department, and one of which is assigned by the TAPS program. For more information, please refer to the TAPS Pedagogical Training Plan, reproduced below as Section 4: Teaching in the TAPS PhD Program.

#### **E. Dissertation Proposal and Qualifying Portfolio**

The qualifying portfolio offers a snapshot of the student's independent work in the TAPS program in the first 3-4 years. In most cases, we expect that assembling it will involve collecting material already completed rather than undertaking a substantial new project. The portfolio will typically be completed and the proposal submitted **one quarter after** the PhD exam (not counting the summer). Students should aim to complete the portfolio by the end of year 4, and in any case no later than the end of the fifth year.

The portfolio will include, as separate PDF files in a shared folder:

- **A joint dissertation proposal** prepared in consultation with a committee comprising faculty from both programs, typically following the proposal writing conventions of the partner department. The exact structure and length of a student's proposal will be determined in consultation with both Directors of Graduate Studies. In any case, the proposal should include three components: (1) the scholarly and artistic stakes of the project; (2) the methodologies to be employed; and (3) a detailed outline of the planned chapters and, if appropriate, the planned creative work.
- **An annotated portfolio of creative work to date**, including written work and documentation from projects in the Performance Practice as Research class and SLIPAR
- **A TAPS-relevant article-length paper**, of 6000-10,000 words, that can be submitted for publication. This could be a paper prepared in a partner department's article-writing or advanced writing workshop. If the partner department has no such proseminar, students will work with a TAPS faculty advisor to revise a piece of writing, typically from their coursework, for publication.
- **Copies of the qualifying and oral exam lists** for the partner field & for TAPS
- **Evidence of completion** of the partner department's language requirement(s)
- **Evidence of regular participation** in the TAPS workshop

Students will need to submit their portfolio for approval before advancing to candidacy.

### **F. Professionalization**

TAPS aims to equip students to pursue a range of careers within and beyond the academy. To that end, as a supplement to the formal and informal mentorship offered by faculty, we ask that all students submit to the Academic Administrator, typically one quarter after advancing to candidacy, a draft of a TAPS-oriented teaching portfolio together with an articulation of their professional aspirations. We encourage students to contact the program for samples of these materials.

### **G. Dissertation**

Students complete a single dissertation which has committee members from both programs and meets all requirements of each program. The dissertation will be defended in accordance with standard processes, typically at a joint dissertation defense before members from both programs. The timeline for finishing can vary and should be discussed with one's committee, but in general TAPS encourages students to complete the dissertation by the end of the sixth year.

## **Section 4. Teaching in the TAPS PhD Program**

What follows is the current Theater & Performance Studies Pedagogical Training Plan (PTP).

The pedagogical needs and expectations of students in the TAPS joint program vary considerably depending on their career trajectories and on the teaching required in their partner department. In some cases, the expectations for a given joint degree pairing may differ from the overview below. We encourage students to consult with their partner department DGS and handbook to clarify Pedagogical Training Plan (PTP) expectations for joint students in that program.

Students in the joint PhD program fulfill the teaching requirements of their partner department. In conjunction with those requirements and in consultation with the directors of graduate studies in the partner department and TAPS, students are expected to teach two quarters of courses related to TAPS.

### **General expectations for joint TAPS students and their programs:**

- In order to develop teaching expertise in two fields, TAPS students should expect to teach one additional course over their graduate career compared to their peers in their partner department. In some cases, assuming disciplinary and methodological overlap and with approval of the TAPS DGS, students may be able to satisfy the TAPS Pedagogical Training Plan (PTP) completely using their teaching assignments for the partner department's PTP. In any case, the minimum number of teaching assignments required for TAPS is the minimum required by the partner department. The maximum teaching allowed by TAPS, in exceptional circumstances and assuming the student agrees to take on



additional teaching, is two courses in addition to that required by the partner department's PTP.

- One of the two courses counted toward the TAPS PTP will be a relevant Graduate Student Teaching Assistantship or Graduate Student Lectureship for a TAPS-related course in the partner department.
- The other course will typically be a course assigned by the TAPS program. Depending on the student's career trajectory and prior teaching experience, the TAPS-hosted teaching experience could be as a Graduate Student Teaching Assistantship, as a Preceptor, or as a Graduate Student Lecturer either in the TAPS core (during the academic year or the summer term), or for a free-standing course.
- NOTE: See the section below about coordination between programs. Partner programs should expect that TAPS will assign one of the student's courses. In practice, this means that once during each joint student's time at the university, TAPS will notify the partner department by Feb 15 of a teaching assignment scheduled for the following year that the partner department will need to schedule around. The partner department may choose—before finalizing their teaching assignments—to offer the student the opportunity to teach during the same year, and in exceptional cases even the same quarter. The student can, in this case, turn down a partner-department course scheduled during the same quarter(s) as the TAPS teaching assignment.
- TAPS students should have the opportunity before they graduate to teach a free- standing course of their own design as Graduate Student Lecturer, often but not necessarily cross-listed with the partner department. If a student's free-standing course is cross-listed in the partner department and TAPS, students can petition the TAPS DGS to count the course toward both PTPs. If such a petition is approved, the student will be required to have a TAPS-assigned mentor to consult with before and during the course.

### **Coordinating Joint Teaching plans - 2nd year planning meeting**

TAPS and partner departments should expect to coordinate to meet the pedagogical needs of joint students. To that end, TAPS hosts a pedagogical goals meeting, typically during the Autumn quarter of each joint student's second year. At that meeting, both DGSs and the student will discuss the student's professional and intellectual goals and will make note of aspirations and constraints to keep in mind. DGSs will pass along the student's hopes and any constraints to the person or people responsible for assigning their program's teaching. These meetings will provide a starting point for the student's pedagogical goals, with the understanding that student interest and needs will often shift over time.

## **Additional Training**

TAPS aims to equip students to pursue a range of careers within and beyond the academy. The required Performance Practice as Research core course includes discussion about performance pedagogy, and both the Director of Creative Research and the Director of Graduate Studies are available to counsel students about pedagogy. The program also often curates for its graduate students and faculty conversations, workshops, and practical training in theater- & performance-oriented pedagogy. We also encourage joint students to take advantage of the pedagogical training available via the Center for Teaching. We encourage students to complete their Center's College Teaching Certificate (CTC), and to consider the CTC with an emphasis on Writing Pedagogy if they are interested in positions at teaching-intensive institutions.

Beyond these resources, students are encouraged to pursue—and should expect reasonable logistical support of TAPS faculty and staff in pursuing—pedagogical training experiences oriented toward teaching within a performance department. Students should aim to complete at least two such experiences during their graduate career. The experiences they complete will depend on the student's needs and professional goals, but may include observing one or more course meetings, meeting with or collaborating with TAPS faculty (including potentially having a TAPS teaching mentor while serving as Graduate Student TA for a relevant partner department course), meeting with professional staff or visiting artists, assisting with running the September Lab in Performance as Research (SLIPAR), attending technical training sessions, and/or volunteering on production teams.

To aid students in articulating their teaching approaches and goals, we ask that all students submit, typically one quarter after advancing to candidacy, a draft of a TAPS-oriented teaching portfolio and a draft of a professional futures plan.

Students who have successfully completed their coursework and teaching requirements are invited to apply for [Humanities Division Teaching Fellowships](#).

## **Section 5. Administrative Guidelines, Requirements, And Other Information**

### **The Graduate Program Committee**

The Graduate Program Committee supplements the guidance our students receive from individual instructors, advisors, field examiners, and dissertation directors. The committee meets at least once annually to review students' overall progress in the program. The committee's assessment of a student's academic progress may, in some cases, lead to concrete recommendations, specific deadlines, or other appropriate action.

### **Satisfactory Progress toward the TAPS Degree**

Students in a joint program must maintain good academic standing in both programs. What follows describes what it means to be in good standing in TAPS but

may not be the same rules for being in good standing in your home program (and vice versa).

In general, to be in good academic standing in TAPS, students must maintain a minimum of a B in all courses counted toward the TAPS degree and complete all departmental requirements on schedule.

### **Satisfactory progress in years 1 & 2 (Coursework)**

Students who have completed all their coursework in a satisfactory manner (B or better) or who have only one incomplete outstanding by the end of the Spring Quarter of either Year 1 or 2 are making satisfactory progress.

### **Satisfactory progress in years 3 & 4 (Oral exam, dissertation proposal, often admission to candidacy)**

The schedule in years 3-4 will vary by program; consult with the partner department handbook. In any case, TAPS students must pass the TAPS oral exam by the end of year four at the latest.

Satisfactory progress toward the dissertation is agreed upon mutually by the student, dissertation director, and Director of Graduate Studies, but this is usually defined as the approval of a Dissertation Proposal by the Spring Quarter of the fourth year.

### **Satisfactory progress in years 5 & beyond**

The schedule for year 5 varies by department. At the latest, students should submit the TAPS Qualifying portfolio to advance to candidacy by the end of year 5.

After advancing to candidacy: Satisfactory progress toward completing the dissertation is defined as completing a **minimum** of one approved chapter each academic year. In most cases, the program expects more rapid progress. Students who are beyond their fifth year in the program must get confirmation of their satisfactory progress from their dissertation committee at their annual advisory meeting.

Students in candidacy who do not make any progress after one academic year are not in good academic standing and will be placed on academic probation and given a deadline to produce proof of progress to the dissertation committee. The deadline will be set by the dissertation committee in consultation with the DGS.

### **Unsatisfactory Progress in the Program and Academic Probation**

When a student does not make satisfactory progress as defined above, or when the student's overall record raises serious doubts about their academic progress, the Director of Graduate Studies and/or the Graduate Program Committee will, in consultation with the Dean of Students, place the student on academic probation.

Academic probation is a warning given to students who are not adequately meeting the deadlines for their program, whether adequate progress in coursework or deadlines set for their oral exams, proposal submission, or dissertation writing. The designation of academic probation will be made after communication with the

student, mentor, TAPS DGS, partner DGS, and Dean of Students. Students placed on academic probation must meet with the DGS within two weeks of being placed on probation.

The DGS will confer with the student and relevant faculty members (i.e., those for whom incomplete work is due, or the members of a student's orals or dissertation committee) to arrive at a plan for completion of the relevant work, including a set of firm deadlines by which the work must be completed. This will be provided to the student in writing. Barring extraordinary circumstances, students who fail to meet the completion plan's deadlines as part of their probation requirements will be subject to administrative withdrawal from the TAPS program. The program may judge that extenuating circumstances warrant an updated timeline for the completion of requirements. If in such a case a student receives a revised timeline for lifting probation, that will be the final allowance provided. Failure to meet a second deadline is grounds for automatic removal from the TAPS program. (Due to the nature of the joint degree, students withdrawn from TAPS may be eligible to remain in the partner program, but students removed from the partner program cannot remain in the TAPS program.)

## **Section 6. Fellowships and Funding**

### **TAPS PhD Supplemental Project Funds (SPF)**

TAPS joint degree students who are in good academic standing can expect at least \$2,500 in supplemental funding as needed during their time in the doctoral program. You may apply for financial support toward **artistic or scholarly** activities clearly related to your graduate studies and/or professional aspirations. Applications will be accepted on a rolling basis until April 20th in any given year. Students can expect to know the outcome of their proposal within two weeks of submission.

Students may apply to defray artistic project expenses, conference fees, teaching expenses (including paying visitors to join your classes), extracurricular training, or other research expenses. Priority will be given to projects or activities not eligible for other funding streams from your partner department or other entities. Students who have received TAPS supplemental or artistic funding in the past are encouraged to apply, though the committee may take into account in their deliberations past award history and resources available from the partner department. Our ability to make awards in a given year may be limited by budget constraints.

To apply for funding, please submit the following information via [this form](#):

PROJECT SUMMARY (approximately 500 words)

- Content and form of project
- Connections to graduate studies and/or professional aspirations
- Collaborators and advisors (if applicable)
- Practical considerations (timeline, space, resources, etc.)

PROJECT BUDGET (include categories below as applicable)

- Material expenses
- Travel
- Personnel fees
- Other funding confirmed or pending (list sources and amounts requested/confirmed)
- Requested amount from the TAPS supplemental project fund up to \$2500.
- A summary of discretionary research funds provided for you by your partner department, if any.
- A summary of TAPS artistic project or supplemental funding received to date.

If you have any issues, reach out to Vicki Walden at [vwalden@uchicago.edu](mailto:vwalden@uchicago.edu).

### **Conference Travel Grants**

[Humanities Division](#) - up to \$400 of reimbursement

### **Additional Funding Sources**

Fellowships from public or private agencies can supplement a student's overall financial support, and applicants are encouraged to explore all funding opportunities available to them. The [Division of the Humanities](#) has additional information on the types of financial support available to doctoral students.

Students pursuing fieldwork or source studies abroad are encouraged to apply for [Fulbright Fellowships](#) through [UChicagoGRAD](#); many countries also offer their own research fellowships to international students (such as the DAAD Fellowships for Germany). Students are encouraged to explore all fellowship opportunities through the Fellowship Kiosk maintained by [UChicagoGRAD](#).