

Theater and Performance Studies PhD Program
Pedagogical Training Plan
July 2024

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 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.