Graduate Student Handbook

The Tufts University Theatre and Performance Studies Graduate Handbook provides an overview of procedures, requirements, and best practices for completing both the Ph.D. and M.A./Ph.D. Students should consult the handbook when questions about department policies and practices arise, but in the event that the answer cannot be found or answered to your satisfaction, you should consult the Director of Graduate Studies. Additionally, students should familiarize themselves with the contents of the Graduate Student Handbook issued by the Graduate School. This document may be found at: http://asegrad.tufts.edu/sites/default/files/GraduateStudentHandbook.pdf.

This document spells out the policies of the University as a whole with regard to graduate students. In certain instances that will be noted throughout the document, department policy supersedes university policy. The Department of Theatre, Dance, and Performance Studies assumes that each student will take agency over their degree progress, but regular meetings with the DGS are necessary in order to ensure that requirements are met in a timely fashion.

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THEATRE & PERFORMANCE STUDIES GRADUATE PROGRAM
REQUIREMENTS

MASTER OF ARTS DEGREE:

Coursework
The M.A. requires nine courses plus TPS 295 and TPS 296 Thesis hours in the second year. Students must complete at least four graduate seminars in Theatre and Performance Studies including TPS 220: Research Methods and Materials and TPS 221: Theatre Pedagogy, Curriculum, and Professional Development.

With consent of the Director of Graduate Studies, advanced courses outside of the department may count towards the M.A. Courses in the English department, at the School for the Museum of Fine Arts and at Boston College, Boston University, Brandeis, The Graduate Consortium in Women’s Studies, and Northeastern, are among the options available to students for extra-departmental study. Students are encouraged to explore educational opportunities offered in these other academic programs, particularly those that are related to their specific areas of research interest.

At the end of each semester of coursework at Tufts, students will meet with the graduate faculty in order to assess progress. The graduate faculty will offer an evaluation of the student’s standing in the program and progress toward degree. If the work is judged inadequate or unsatisfactory, the student will not be allowed to continue in the program.

A student is no longer in good academic standing if they receive two or more course grades below B+. Please note that this provision supersedes the Graduate School’s requirements for remaining in good standing and carries the support of the Dean of the Graduate School.

Non-English Language Requirement
Conferral of the M.A. requires knowledge of one non-English language. This requirement may be satisfied through native-born fluency, passing an exam offered by a non-English language department at Tufts or another accredited school, or by passing (with a B- or better) a graduate-level non-English language reading course at Tufts. In certain cases, an outside tutor may be hired and may administer a test of their own design, pending departmental approval. The Director of Graduate Studies should be consulted regarding these individuals and the requirements of qualification. A student whose undergraduate record indicates successful performance in an advanced language course may also be exempted. This requirement must be satisfied before work on the thesis commences.

Thesis Advisers and Proposal
In the spring semester of the first year, M.A. students should seek out an appropriate member of the faculty to discuss their topic for the M.A. thesis. Additionally, students should envision potential members of the thesis committee. The Master’s candidate should review thesis proposal plans with a prospective departmental adviser, prior to submitting the proposal to three members of the Graduate Faculty, who will conduct a prospectus defense for project approval. Master’s thesis proposals shall be submitted in full to the prospectus defense committee by September 1 of
their second year. Sample copies of proposals are available in the office or you may ask your adviser and/or colleagues in a previous year’s cohort for copies of their proposals if they are willing to share. Guidelines for writing the thesis proposal are offered later in this booklet.

**Thesis Defense**
Following submission of the completed thesis, the student is required to defend the text before a three-person committee consisting of at least two members of the Graduate Faculty with the possibility of one scholar from an outside department. Students should work with the advising committee and department administrator to determine the time and location of the defense. Students may provide electronic copies of the thesis or paper copies depending on the committee’s preference, but producing photocopies of the thesis for distribution is at the cost of the student and is not to be carried out in the Departmental offices. A completed draft of the thesis must be approved by the adviser and in the hands of the committee two weeks prior to the intended defense date.

After the thesis defense, students should make any necessary revisions to the thesis according to the timeframe determined in consultation with the thesis advisor and submit the revised thesis draft to the adviser for approval. Upon completing revisions, students should submit an electronic copy of their thesis to the Graduate School. Please note timetables for graduation deadlines and submission of forms in the University Graduate Student Handbook.

**Time Limit**
Students intending to pursue the Ph.D. are strongly encouraged to complete the M.A. by May of their second year. For others, all credits to be counted towards a Master’s degree must be earned within five calendar years immediately prior to the granting of the degree. Petitions for extension of time require approval of the Executive Committee of the Graduate School.

**Moving to the Ph.D.**
An M.A. student may petition to be accepted into the Ph.D. program contingent upon successful defense of the thesis. Their acceptance into the Ph.D. program will begin in the semester following the thesis defense. Admission depends entirely on the quality of the work done while pursuing the M.A. and the student’s promise as a scholar. The two years of the M.A. program will be considered the equivalent of one Ph.D. year in terms of course structure.

**DOCTOR OF PHILOSOPHY DEGREE:**

**Coursework**
The PhD requires 18 courses including two courses of dissertation writing taken in the program’s final year (TPS 297 and 298). Ten courses beyond those taken completion of the M.A. at Tufts are required. Part-time study or less than full-time residence in the Ph.D. program is discouraged and will lead to a longer program of study than recommended by Theatre and Performance Studies faculty and the Graduate School.

All Ph.D. students must take at least eight seminars within the department, including required courses TPS 220: Research Methods and Materials, TPS 221: Theatre Pedagogy, Curriculum, and Professional Development, TPS 261: Classical Dramatic Theory and Criticism, and TPS 262: Modern and Postmodern Dramatic Theory.
With consent of the Director of Graduate Studies, advanced courses outside of the department may count towards the M.A. Courses in the English department, at the School for the Museum of Fine Arts and at Boston College, Boston University, Brandeis, The Graduate Consortium in Women’s Studies, and Northeastern, are among the options available to students for extra-departmental study. Students are encouraged to explore educational opportunities offered in these other academic programs, particularly those that are related to their specific areas of research interest.

At the end of each semester of coursework at Tufts, students will meet with the graduate faculty in order to assess progress. The graduate faculty will offer an evaluation of the student’s standing in the program and progress toward degree. If the work is judged inadequate or unsatisfactory, the student will not be allowed to continue in the program.

A student is no longer in good academic standing if they receive two or more course grades below B+. Please note that this provision supersedes the Graduate School’s requirements for remaining in good standing and carries the support of the Dean of the Graduate School.

Transfer of Credit
Up to six courses (the equivalent of a year’s worth of study at Tufts) of graduate work done at another institution may be accepted (such as courses from a completed M.A. or M.F.A. program), but only by petition to the Director of Graduate Studies.

Non-English Language Requirement
Reading knowledge of one non-English language is required for the degree. This requirement may be satisfied through native-born fluency, passing an exam offered by a non-English language department at Tufts or another accredited school, or by passing (with a B- or better) a graduate-level non-English language reading course at Tufts. In certain cases, an outside tutor may be hired and may administer a test of their own design, pending departmental approval. The Director of Graduate Studies should be consulted regarding these individuals and the requirements of qualification. A student whose undergraduate record indicates successful performance in an advanced language course may also be exempted. You must fulfil the requirement before taking comprehensive exams.

Selecting an Adviser
Initially, all Ph.D. students should consult with the Director of Graduate Studies concerning their progress and any other advising related to the program. By the end of their third semester, Ph.D. students should seek a member of the Graduate Faculty to discuss dissertation proposal plans with a prospective departmental adviser. Additionally, students should begin looking for faculty members to serve as members of their dissertation committee and as interlocutors on their oral exams.

Comprehensive Exams
In the spring semester of the second PhD year, students should begin to develop reading lists for their comprehensive exams with members of the graduate faculty. These lists should be themed around the following areas: (1) Theatre History and Historiography, (2) Performance Studies and
Critical Theory, and (3) the Dissertation. Each list should comprise 80-100 texts (plays, articles, monographs, works of visual art) and should include a three-to-five-page (1,000-1,500 word) rationale for the shaping of the list. The lists may not have overlapping texts and should be tailored to each student’s interests while still maintaining geographic and historical breadth and depth. The completed lists should be submitted to the graduate faculty by August 15.

The graduate faculty will then formulate two essay prompts for each list and distribute them on the first day of classes. Students should choose one question from each list and formulate a 15-page (approximately 4000-5000 words) typed response per prompt. This is an open book test, so you should consult from the texts on your list and cite them appropriately within the essay.

The essays should be submitted no later than two weeks after receiving the prompts. Upon completion, essays are to be e-mailed to the Director of Graduate Studies, who will distribute them to appropriate members of the Graduate Faculty.

The Graduate Handbook includes a copy of the rubric that the Graduate Faculty will use in order to evaluate every exam. In general, the best exams will demonstrate (1) an ability to synthesize historical facts and dates, cultural phenomena and theoretical concepts with personal analysis drawn from a close understanding of theatre and performance studies, (2) an aptitude for creating coherent arguments in which the faculty can see the logic that leads to the conclusions drawn, and (3) clarity of writing befitting an advanced graduate student. Additionally, faculty will assess whether or not the student has drawn from a sufficiently broad scope of theatre and performance studies materials, resources, topics, and themes.

Following completion of the exam, three members of the graduate faculty will read it and schedule a ninety-minute oral defense of it, which will be held in the fall semester. At the conclusion of this defense, the faculty will grade the exam with a score of high pass, pass, low pass, or fail. In the event of a failed exam, the student will be allowed to take the comprehensive exam one additional time in the following academic year. Successful completion of these exams is required in order to move into the dissertation-writing phase of the program.

Doctoral comprehensive exams rely on an honor system in which students pledge not to plagiarize and to submit only their own work. Failure to comply with this academic honor code in any way will result in swift disciplinary action that may include suspension or dismissal from the program.

**Dissertation Proposal**

Students should begin meeting with their potential dissertation adviser no later than their third semester in the PhD program. Preliminary research for the dissertation can occur before and during the comprehensive examination period. Students should begin to develop dissertation topics with their advisers in order to submit a dissertation prospectus, including the names of departmental committee members, to the Graduate Faculty by the end of the semester in which they’ve completed the comprehensive exams. The student will collaborate with departmental members of the dissertation committee in order to schedule a prospectus defense in the fall semester of the third PhD year. *(Sample proposals are on file in the Department office, and via the DGS. Guidelines for completing the proposal are offered within this booklet.)*
Please note that a defense of the dissertation prospectus must be completed by the end of the third PhD year in order to remain in good standing.

Writing the Dissertation
The dissertation may be written off campus, so long as the student stays in regular touch with their adviser. It is recommended that a schedule, provided in the proposal, be adhered to, and that chapters be submitted on a regular basis. After the student has revised chapter drafts in compliance with advice received, the finished dissertation should be submitted to the adviser for review, and only then sent to the members of the defense committee. However, with the approval of the adviser, students may submit early drafts of chapters to a specific expert who will ultimately serve on the committee. Students are encouraged to finish the dissertation a year to eighteen months after prospectus approval. Students should register for TPS 502: Doctoral Degree continuation each semester in which they are working on the dissertation. Additionally, students should register for TPS 297/298: Graduate Research in the final fall and spring semesters of enrollment at Tufts.

Please note that students are required to complete at least one dissertation chapter every semester from the fourth-year onward in order to remain in good standing.

Dissertation Defense
Following submission of the completed dissertation, the student is required to defend their work before a committee consisting of three members of the Theatre and Performance Studies Graduate Faculty (one member of another Tufts department is permissible) and one scholar from an institution outside of Tufts University. The external evaluator will participate in the dissertation defense via Skype. A completed draft of the dissertation must be approved by the adviser and in the hands of the committee one month prior to the intended defense date. These drafts may be provided in hard copy or electronically, depending on committee members’ preference. Students should be advised that organizing a defense committee requires time and careful planning. Students should consult the Director of Graduate Studies and Department Chair in order to determine the honorarium for the external evaluator.

It is the student’s responsibility to recruit committee members and schedule the meeting. Following the dissertation defense, revisions of the dissertation should be finished and submitted to the adviser in a timely fashion, keeping in mind the academic job market, financial aid, and other extenuating factors.

The student and committee members must be physically present at the defense. In exceptional circumstances, one committee member (not the chair) may be allowed to attend by way of videoconferencing. At the conclusion of a successful defense, all committee members will sign the “Certificate of Fitness,” which the student must provide.”

The defense process must also include a public presentation of the student’s research for the dissertation. It is recommended that this precede the formal, private defense and last no more than fifteen minutes. However, various formats are possible with the consent of the dissertation adviser and Director of Graduate Studies. In the event of a failed defense, a student may revise
Ph.D. Internship in Art Making, Arts Administration, or Arts Activism
In order to prepare people to demonstrate visible skills for multiple career sectors and in order to demonstrate the ability to take on artistic and/or administrative projects for academic institutions, the program requires the completion of a 120-150 hour internship in art making, arts administration, and arts activism, to be completed during the PhD program. Students should consult with the faculty member who will be appointed as the internship facilitator and work to find an organization of interest and a suitable mentor. Students should also register for TPS 275 in the semester that they wish to perform their internship.

Time Limit
There is a time limit for the completion of the dissertation of seven years from the date of registration in the doctoral program. Typically, the completion of courses takes two to three academic years, followed immediately by preparation and successful completion of comprehensive and oral exams, and the writing of a dissertation. However, following the Department’s suggested timeframe should enable students to finish in four to five years.

THESIS AND DISSERTATION WRITING GUIDELINES:

Requirements for Written Work
For the format and style in term papers, theses, dissertations, and proposals, the authority for such matters as punctuation, quotations, and documentation (references, notes, and bibliographies) is the latest edition of *The Chicago Manual of Style* (University of Chicago Press) or the *MLA Style Manual* (Modern Language Association). Please be consistent in your use of style guides. The style of citation to be used is the Endnotes and Footnotes Systems standard in the humanities.

*Suggestion:* If students have specific questions about the use of primary source materials or concerning an individual paper or presentation, they are encouraged to consult either their graduate mentor or their instructor. In the past, some students have met with faculty members to discuss preliminary bibliographies for projects, and those faculty members have provided valuable additions and suggestions to guide the students’ research. While this is not a feasible strategy for every project or paper, entering students may wish to approach faculty members if they are having difficulty locating materials. It is assumed that students will only do so after they have conducted a thorough search on their own. It is not the task of the faculty to assemble student research materials, but rather to assist in locating particularly obscure sources.

Guidelines for Thesis or Dissertation Proposals
The following outline may be useful for students preparing thesis or dissertation proposals. A proposal need not be submitted in this form, but it must give evidence that the student has addressed themselves to the main categories below. Students are also encouraged to view sample copies of thesis and dissertation proposals on file in the Department Office or via the DGS and to discuss the proposal well in advance of submission with their intended advisor.
A thorough proposal should include the following:

1. A section that isolates and defines the research problem or project.
2. An explanation of the student’s working hypothesis or theoretical solution. The research, of course, will challenge, validate, negate, or modify this hypothesis.
3. An explanation of the possible significance or application of the projected findings; or otherwise indication why the project should be carried out.
4. A description of the intended methodologies, research procedures and the possible sources or locations of information.
5. A tentative outline of thesis or dissertation chapters.
6. A calendar for research and writing.
7. A critical bibliography, which evaluates the previous research and scholarship related to the problem. While the bibliography should be as comprehensive as possible, it is understood that the student will append additional material during the actual research and writing process.
8. A choice of adviser and departmental members of the committee (consult with all potential members in advance).

**Regulations for Research Involving Interviews and/or Surveys**

All research plans that propose the use of data from living human subjects must be reviewed and approved or granted an exemption by the Tufts Institutional Review Board before the research is begun. The IRB is a panel that reviews all human subject research proposals to determine if they assure adequate protection of human participants, as mandated by the Code of Federal Regulations.

Any interviews and/or surveys for dissertations, theses, and even course papers must be approved or exempted by the IRB in advance of the research. The regulation applies not only to data gathered directly by the student, but also to “identified or identifiable secondary data” (that is, someone else’s unpublished interviews and/or surveys). In the broadest sense, human subject research includes all data obtained “through intervention or interaction” with living individuals or “personally identifiable information” about live humans, according to the Code of Federal Regulations.

Most cases of human subject research on theatre or performance would qualify for an exemption from IRB review. However, failure to file a protocol and seek approval, even if it turns out the research is entitled to exemption, will be considered non-compliance. In some cases, full review may be necessary, such as when there are concerns about the “informed consent” of subjects or when the subjects are from a “vulnerable population” (e.g., “children, prisoners, decisionally [sic] impaired persons and economically or educationally disadvantaged persons”). In cases that are deemed to involve minimal risk, expedited review may be possible.

Failure to obtain IRB approval or exemption prior to beginning human subject research can result in suspension of research, inability to publish, destruction of data, and other sanctions. Serious or continuing non-compliance must be reported to the federal Office of Human Research Protection, and can damage the reputation of the University and jeopardize all research at Tufts involving human subjects. With serious consequences for the individual, department, and
possibly the entire community, it is extremely important that graduate students thoroughly follow the procedures and avoid non-compliance.

For complete procedures and more information, students should carefully read the document “Research Involving Human Subjects and the Institutional Review Board (IRB) at Tufts University” (available in the Department Office) and thoroughly peruse the IRB website, http://www.tufts.edu/central/research/IRB/main.htm (which includes the protocol forms and a link to the required NIH Tutorial that must be completed on-line). Afterward for queries or further information, the student should confer first with the appropriate member of the Graduate Faculty and then, if needed, with the IRB Administrator in the Office of the Associate Provost for Research.

**GRADUATE SCHOOL REGULATIONS:**

All graduate students are expected to be familiar with the contents of the Graduate Handbook issued by the Graduate School, and the guidelines listed in the Tufts Bulletin.

**Continuation Status and Leaves of Absence**

1. Graduate students in residence are expected to be taking courses or conducting research or writing on a thesis or dissertation. Graduate students *in absentia* are expected to be making progress towards a degree by actively conducting research or writing in a thesis or dissertation.

2. Graduate students, whether in residence or *in absentia*, are expected to register with the Director of Graduate Studies and the Graduate School by the beginning of each semester of the academic years, unless they have applied for and have been granted a leave of absence. It is the responsibility of each graduate student to carry out the registration procedure, whether in residence or *in absentia*, even though registration is for thesis or dissertation work only, that is, continuation status.

3. If a student does not register or request a leave of absence for a given semester of the academic year, the Theatre and Performance Studies faculty will assume that the student has withdrawn from the degree program.

4. Graduate students sometimes find it necessary to interrupt progress towards their degrees, either before or after finishing the residency requirements. To apply for a leave of absence, a graduate student must complete the Request for a Leave of Absence form by contacting the Graduate School. Notification of the request should also be submitted to the Director of Graduate Studies. As the form indicates, the request should specify the inclusive dates of the requested leave and the reason. All requests for leaves of absence are reviewed by the Theatre and Performance Studies Graduate Faculty, which recommends action to the Graduate School Executive Committee, but it is important to note that information may be redacted in order to protect the student’s privacy and in compliance with HIPAA and/or FERPA regulations. The Executive Committee of the Graduate School makes the final determination, and the Dean informs the student. If a student is allowed a leave for medical or family reasons, the clock is stopped, and the time on leave is not counted towards the degree.
5. When the student is ready to resume study or research subsequent to an approved leave of absence, they should write a letter to the Director of Graduate Studies and the Dean indicating that intention.

6. The Executive Committee will not grant a leave of absence for more than one year. See the Graduate School’s Handbook for details.

It should be realized that these guidelines place a special responsibility on the student in absentia to register and to keep the Director of Graduate Studies and a thesis/dissertation advisor up-to-date on the research and writing process. In the past, the Director of Graduate Studies has completed the registration paperwork for students in absentia who are still in continuation status. The DGS will continue to do so, but only after receiving a progress report and a request from the student in absentia by the beginning of each semester. It should also be noted that a graduate degree cannot be awarded to an unregistered student.

These guidelines are not intended to be punitive. They are offered in hopes of providing each student with an understanding of the leave of absence policy. At the same time, the aforementioned policies should provide an opportunity for students and faculty to keep in touch and should, we hope, provide some stimulus to the student’s continuing progress toward the completion of the degree.

Faculty Regulations Concerning Incomplete Grades
Any graduate student with more than one incomplete grade at the end of a term's study will receive warning that their status in the program is in jeopardy. Any student on financial aid, assistantships, etc., who has more than one incomplete grade at the end of a term's study will have their appointment withdrawn.

All incomplete grades must be completed by the sixth week of the academic term following the semester in which the incomplete is taken, or the student may be required to withdraw from the program. The above stipulations may only be waived by petition of the student to the Graduate School, duly supported and with the voting consent of the Graduate Faculty.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES:

Professional Development Programming
The Department of Theatre, Dance, and Performance Studies augments education in the classroom by organizing professional development programming in collaboration with graduate students. Each semester the department will hold events related to various strategies for shaping one’s career with topics including, but not limited to, book and article preparation, academic job market skills, book clubs, research presentations, and discussions about alt-academic career trajectories. Graduate students, under the guidance of the Director of Graduate Studies are invited to assist in the coordinating, planning and staging of these programs.

Production Opportunities
Faculty directors of departmental productions (there are two per academic year) will often seek graduate students to serve as assistant directors and dramaturgs. Directors will often send out a call for these positions via email and make the selection based upon a brief interview and/or past
knowledge of the individual(s). The recruitment and selection of dramaturgs will begin in the spring semester, just after the upcoming season of plays is announced. Although the specific types of labor required for each position vary from production to production, responsibilities often begin in the semester or summer before rehearsals. Dramaturgs and Assistant Directors may also assist the director in creating post-show talks or other supplemental programming connected to the performance.

Responsibilities of the graduate dramaturg(s) will be determined in consultation with the faculty director, but in most cases they will include:

1. Historical, biographical, literary and/or theoretical research related to the play that will assist the director and designers in preparing the production.
2. An article and/or graphics on the dramaturgical and historical backgrounds for audiences (at the discretion of the production’s director and the editor of Prologue). If a faculty member does not want to write their essay for Prologue, the dramaturg may be given that opportunity (again, at the discretion of the editor and the faculty director).
3. Assistance at some rehearsals, sharing research with actors and/or aiding actors with their character research.

Responsibilities of the assistant director will vary considerably from show to show, but usually include running warm-ups, coaching actors, and taking over rehearsals in the director’s absence.

Additionally, there will be several opportunities throughout the academic year to collaborate with Tufts undergraduate theatre ensembles or to stage workshop productions supported by the department. Undergraduate theatre troupes stage over a dozen plays and musicals throughout the academic year. Graduate students can serve as directors and designers for these productions. These production positions are determined via a proposal process that is idiosyncratic to each organization, so students are encouraged to learn the methods of these clubs. Prior to applying for these opportunities, students should consult the Director of Graduate Studies to determine if a student can reasonably engage in production work. If a graduate student production is selected, the student should meet with the Production Manager and Theatre Manager to determine best practices.

Finally, the department has several “workshop” production slots scheduled throughout the fall and spring semester, which are minimally designed. Typically, these spots are reserved for seniors working on thesis and capstone projects. However, there will be instances in which these slots will be open and available to graduate students. Students who wish to direct in the workshop slots should propose a project to the department’s season selection committee by announced deadlines. Prior to applying for these opportunities, students should consult the Director of Graduate Studies to determine if a student can reasonably engage in production work. If a graduate student production is selected, the student should meet with the Production Manager and Theatre Manager to determine best practices.

Each graduate dramaturg or assistant director for a major production may register for TPS185 Practicum in Directing, TPS184 Practicum in Design, or TPS193 Practicum in Dramaturgy. These projects will be supervised and graded by the faculty director of the play. If desired,
another credit can be obtained by expanding your labors into a full-length research paper under the guidance of the same faculty member.

Each graduate student may be a dramaturg, designer, or assistant director for credit only once during coursework.

Active involvement in production work is consistently proven to increase one’s viability on the academic job market. Graduate students are strongly encouraged to seek opportunities to participate actively in productions, although this work should not come at the expense of classroom study. Production work compliments the work that we do in the classroom and this has long been a philosophical tenet held by the graduate faculty, as indicated by our own involvement in university production.

**Teaching Assistantships**
In order to provide graduate students with pedagogical experience in front of a class and to encourage them to create organized classroom presentations under faculty supervision, each graduate student is required to lead at least two formal class sessions in each course for which they are serving as a Teaching Assistant. Students should consult with the instructors of those courses to arrange specific dates and topics for lectures. Additionally, advanced students may be invited to teach courses Acting I, Introduction to Theatre, Directing I, courses in Theatre History, Theory, and Literature, and courses of their own design. Teaching opportunities outside of the department are explored later in this section.

Students will be provided an opportunity to list preferences among the courses offered in a semester as Teaching Assistants and solo instructors. The graduate faculty will consider these student preferences along with departmental need in appointing students to particular courses.

Teaching Assistants should register for TPS405: Graduate Teaching Assistant in all semesters in which they are assigned Teaching Assistantships through the department. The faculty will generate progress reports on each teaching assistant at the end of each semester. These will review a student’s performance as a teaching assistant for a specific course, and in any other relevant pedagogical capacity.

**Research Leave**
In the final funded year of the PhD program, graduate students may apply for a semester of paid research leave in order to support their dissertation projects. These positions are formally listed as TA positions but have no teaching responsibility and carry an additional $1000 support for conference travel. In order to be eligible to apply for a research leave, a student must have defended their dissertation prospectus. The student must agree that they will not take on other paid teaching positions at Tufts or another institution in the leave semester.

The department reserves the right to choose which semester a student takes leave, although it will give strong weight to student preference.
Student Representation
A graduate student representative attends department meetings and serves as a liaison between Theatre and Performance Studies graduate students and the Director of Graduate Studies. Although graduate students are not able to vote on faculty decisions, the representative may serve on committees, and is encouraged to consult with the faculty about the wishes and needs of the graduate students in the Department. This student will also conduct weekly meetings with the Director of Graduate Studies in order to discuss student questions and concerns.

Theatre and Performance Studies students are also encouraged to participate in the Student Theatre Association for Graduate Education (S.T.A.G.E.), an organization dedicated to fostering a supportive environment for graduate students, organizing and funding social events, encouraging inter-and-intra-departmental collaboration, and serving as a forum for communication within the department and as a safe space for addressing student concerns.

Graduate student delegates should also serve in the Tufts University Graduate Student Council and sub-committees as well as in the Graduate Student Union. The Graduate Student Council addresses issues of funding and student life for graduate students across the College of Arts and Sciences. The graduate students in each department elect representatives at the beginning of the academic year. Information concerning elections and openings is forwarded to the Department from the GSC. The departmental representatives are important advocates for the graduate student body. Representation on various bodies should be distributed among the students.

Academic Conferences
Various professional organizations provide some of the best options for furthering professional contacts by sponsoring conferences and job seminars and offering guides to publication in the field. Students may wish to consider joining one or more of these organizations (many of which offer substantial benefits, such as complimentary subscriptions and discounted student membership rates). Information on organizations such as the American Society for Theatre Research (ASTR), the Association for Theatre in Higher Education (ATHE), the International Federation for Theatre Research (IFTR), the Mid-America Theatre Conference (MATC), Performance Studies International (PSI) and the American Theatre and Drama Society (ATDS) can be found at their websites. Participation at major conferences signals that you are a serious scholar and a contender for jobs.

Students should be mindful of an organization’s scope and reputation and strive to attend conferences where they can network with the leading scholars in the field. While smaller conferences may accept a higher yield of applicants, advanced students should set their sights higher. The Graduate Faculty is happy to advise students should they have questions about a particular conference or organization.

Best practices suggest the following conference trajectory for graduate students in theatre and performance studies:

All students are encouraged to actively participate in graduate student organizations at conferences, working groups at ASTR, or to attend Focus Group Meetings and become actively involved in a Focus Group at ATHE.
First-year students should make an effort to attend ASTR or ATHE in order to learn the working structures of each conference. Advanced students may wish to propose a paper for a Focus Group Debut Panel at ATHE.

Second-and-third-year students should present a paper at a major conference. Students are also encouraged to run for graduate student representative positions within the field.

ABD students should plan to organize a panel or working group within the conference, collaborating with peers and colleagues from other institutions in order to do so. Advanced students may wish to propose plenary papers to ASTR.

There are also two formal opportunities to present one’s research at Tufts:

1. A competitive nation-wide conference sponsored by the English and Theatre, Dance, and Performance Studies departments in the fall semester.

2. An all-university research competition sponsored by the Graduate School of Arts and Sciences, held in the spring. There are financial awards for the best presentations in several categories.

Students should be advised that the completion of their degree is their chief priority. The Department does not recommend participating in multiple conferences in an academic semester.

Publications
Performing arts organizations and academic journals regularly circulate requests for written articles or reviews. Students are encouraged to develop aspects of their research for publication, which helps build both professional contacts and one’s CV. ATHE publishes a guide to journals (which also includes submission requirements) and calls for papers are regularly circulated on the departmental listserv or via email. Students may wish to discuss submissions with faculty members in the department, who are always ready to advise and comment on material. Students should be aware that a peer-reviewed article holds far greater weight than book and performance reviews.

Academic Job Opportunities
Because of the large number of undergraduate institutions in the Boston area, Tufts students have enjoyed success at finding adjunct or lecturer positions at neighboring universities. In the past, students have worked for Boston College, Boston University, Dean College, Emerson College, Emmanuel College, Merrimack College, Northeastern University, Pine Manor College, Regis College, Suffolk University, UMass Boston, and Wheaton College among others. Students who have completed their comprehensive exams, and who are remaining in the area to pursue their dissertation research, are encouraged to contact these and other universities with a letter of interest and CV. The graduate program in Theatre and Performance Studies hopes to continue building upon strong and positive relationships with many of these departments, and in many cases Tufts faculty members can offer personal recommendations.
Students are encouraged to inform themselves of an institution’s needs and educational mission prior to application.

Students may also consider applying to the Tufts Experimental College, a center at Tufts that offers a selected range of courses intended to broaden and enrich the traditional curriculum of an undergraduate education. Graduate students who are interested in teaching in the Experimental College program may submit proposals for courses to the ExCollege staff. For more information, visit the Experimental College website at http://www.excollege.tufts.edu.

When students are in the final year of dissertation writing, they are encouraged to consult the Department’s copies of ARTSearch, the Chronicle of Higher Education, www.higheredjobs.com, and the ATHE/ASTR job banks, all of which offer listings of job opportunities across the country. Students should consult with their adviser and with the Director of Graduate Studies in order to discuss their application materials and determine what jobs are most viable. Print materials may be used in the Department Office only.

**Letters of Recommendation**
In the course of a student’s career at Tufts, the need for letters of recommendation for grants, awards, entry to archives, and employment will arise. The most efficient way to fulfill this need is to have a professor write a general letter and file it with Administrative Services of Students Services in Dowling Hall (http://uss.tufts.edu/registrar/SS_StudentForms.asp), or with a digital account through Interfolio or the Chronicle of Higher Education’s Vitae program. The student then need only ask that a letter be directed to the given institution when occasion arises.

Professors may be able to tailor individual letters, but students should provide significant advance notice. It is reasonable to request that a professor update a letter annually, or when new information emerges such as a new publication, completion of the dissertation, or other major career advancements occur.

**GRADUATE FUNDING SOURCES**

All Students admitted into the program will receive a tuition scholarship that covers tuition costs through the duration of the program, provided that one maintains full-time status. Additionally, Tufts University provides graduate students with five years of health insurance. Health insurance can be purchased through the university after five years has concluded.

**Prerequisites**
All types of assistance from the Department and/or Graduate School require the maintenance of at least a "B+" average in courses at Tufts, no more than one incomplete and no incomplete carried through a semester. Failure to meet these requirements will result in the loss of the assistantship or fellowship.

**First Year Fellowships**
All incoming students will receive a first-year fellowship, currently valued at $24,397. These fellowships are not renewable.
Teaching Assistantships
Students in good standing may be awarded teaching assistantships in the second through fifth years of their PhD program. These assistantships may involve grading for lecture classes, teaching solo courses, or serving as an assistant in discussion-based and/or writing-intensive courses. Students will also be assigned additional duties assisting members of the faculty or staff. The teaching and professional development opportunities entail up to 20 hours of work per week. All teaching assistantships currently carry a stipend of $24,397 per academic year, payable over the nine-month period from September through May. Per the union contract, TAs will receive a $1,000 bonus for every course that they solo teach, beginning with their second course.

At the beginning of each semester, a Teaching Assistant will consult with their supervisor to discuss their responsibilities. At the end of each semester, the instructor will complete an evaluation of the Teaching Assistant’s performance. TAs who commute or leave the area at the end of term must make sure that they have fulfilled all their commitments before their departure (as stipulated in the annual TA contract).

Additionally, advanced graduate students may be considered to teach Summer Session courses as adjuncts. These positions are subject to the Summer Session Adjunct Terms of Employment and are not considered part of a student’s graduate teaching assistantship.

Summer School Tuition
Students taking summer school courses may do so without additional tuition costs, provided that the course is counted toward the degree (exclusive of language instruction). The Graduate School will pay summer tuition for full-time students. All graduate students must pay the registration fee. Only courses numbered above 100 may be considered and approval must be obtained from the Director of Graduate Studies.

GSAS Dissertation Fellowship
The graduate school awards Ph.D. fellowships, currently valued at $8,000 in the summer following the fifth year of the program. In order to be eligible, students must have an approved dissertation prospectus and demonstrate progress towards completing the degree. The Director of Graduate Studies will ensure that students receive these funds but may require a CV and dissertation abstract. Application also requires an endorsement from the Theatre and Performance Studies Program.

Conference and Research Funding
There are five primary sources from which students may seek funding to cover the cost of research trips and conferences.

- **The Sherwood Collins Graduate Endowment Fund**: A Department fund established to assist graduate students in expenses for conferences, language study, and/or research. Students may request up to $750 per year in assistance from the Collins Fund. In past years, grants from this fund have been used for partial support to cover expenses incurred while researching dissertation, expenses incurred by students traveling to deliver a paper at a scholarly conference, or other extraordinary expenses. Students may apply for funding from the Collins Fund at any time during the year.
They are encouraged to do so well in advance of the event. Students traveling to make presentations at conferences or to complete research are reminded to retain all receipts to submit for reimbursement. There is no carry-over from year to year, so students are reminded to use their allotted funds within the fiscal year.

- **Graduate School of Arts and Sciences (GSAS):** Students may apply to the GSAS to cover the cost of travel for research or to attend a conference ($200 if not presenting; $400 if presenting). Awards are given on a first-come/first-served basis, and each student may receive only one award per academic year. Students must complete a travel reimbursement request form, which is available from the Dean of the Graduate School of Arts and Sciences. Students should note that all awards are made as reimbursements—no travel advances are available. Only one award is made per academic year.

- **Graduate Student Council (GSC):** Students should refer to the above guidelines for making application to the GSC travel fund. The GSC awards up to $100 to cover the costs of research or conference travel. Again, awards are given on a first-come/first-served basis so early application is encouraged.

- **Graduate Student Research Award.** Students may apply for research funding through the Graduate School. The maximum award funded is $500/one per year by submitting a proposal. Applications are available upon request from the Graduate School (617.627.3106 or http://ase.tufts.edu/gradstudy/research/).

- **The Laurence Senelick Graduate Fund:** This fund exists as discretionary money administered by the chair and the Director of Graduate Studies.

**Center for the Humanities (CHAT) Dean’s Dissertation Fellowship**
Each year the Center for the Humanities at Tufts offers two fellowships to graduate students in Theatre and Performance Studies, English, and History. These are competitive and available only to students who have embarked on writing the dissertation and who have fully utilized their five years of TA funding. Fellows are provided with a stipend and an office at the Center. Students interested in applying need to be nominated by a member of the Faculty, usually in the spring semester. If the student wishes a nomination, the Graduate Faculty should be informed in the first week of the spring semester. The department will nominate students based on a variety of qualifications including dissertation progress, quality and number of conference presentations, quality and number of publications, and competitive viability for the award.

**Dean’s Summer Humanities Fellowship**
Each year the Dean of the Graduate School of Arts and Sciences offers fellowships to graduate students designed to support dissertation-level research. These fellowships are competitive and available only to students who have embarked on writing the dissertation. Students interested in applying need to be nominated by a member of the Graduate Faculty, usually in the spring semester. If the student wishes a nomination, the Graduate Faculty should be informed in the first week of the spring semester. The department will nominate students based on a variety of qualifications including dissertation progress, quality and number of conference presentations, quality and number of publications, and competitive viability for the award.
qualifications including dissertation progress, quality and number of conference presentations, quality and number of publications, and competitive viability for the award.

**Tisch Library Summer Fellowships**
These are competitive fellowships, to enable graduate students working on their dissertations to carry on research during the summer. Students may ask to be nominated by members of the department. **If the student wishes a nomination, the Graduate Faculty should be informed in the first week of the spring semester.** The department will nominate students based on a variety of qualifications including dissertation progress, quality and number of conference presentations, quality and number of publications, and competitive viability for the award.

**Graduate Institute for Teaching (GIFT)**
The Graduate School of Arts and Science annually offers doctoral student the opportunity to take part in GIFT, which concentrates on teaching and curriculum development for undergraduate courses. GIFT has an interdisciplinary focus on issues concentrating leadership, cognition, communication, pedagogy and methods of learning assessment. The program is divided into two phases. During phase I, teaching fellows (TFs) attend a series of summer workshops on teaching pedagogy. These workshops focus on areas such as syllabus and course design, lesson planning, teacher-student relationships, and teaching with technology. Each student also delivers a practice lesson at the end of Phase I. The lesson—delivered before an audience of fellows and faculty members—is an opportunity to practice what was learned during the workshops and receive valuable feedback.

Phase II takes place during the fall or spring semesters when teaching fellows co-teach a course with a Tufts faculty member, who also serves as a mentor. In this role, the faculty mentor provides structured guidance when it comes to classroom teaching (fellows lead a minimum of two classroom sessions); developing exam and essay questions; and applying what was learned during the workshops to a classroom setting.

PhD candidates selected for a GIFT fellowship do not pay any tuition and receive a taxable stipend. In their academic records the student receives a one course transcript notation of "S" (Satisfactory) under the "Special Topics" course, Graduate Institute for Teaching (CSS 145). Students apply for GIFT Fellowships in collaboration with Tufts University Faculty. The faculty member need not be in Theatre, Dance, and Performance Studies. Additional information can be procured on the GIFT site: [http://asegrad.tufts.edu/academics/professional-development/graduate-institute-teaching-gift/apply-gift](http://asegrad.tufts.edu/academics/professional-development/graduate-institute-teaching-gift/apply-gift).

**Organizational Funding**
Students should also be aware of the many awards made by organizations such as ASTR, IFTR, ATHE, etc., which often subsidize travel to conferences, offer prizes for articles and essays, and otherwise recognize outstanding work and promise. Additionally, students may volunteer at conferences in order to have their registration fees offset.

**ADDITIONAL INFORMATION**

**Writing Resources.**
Students who are having difficulties with writing papers should seek assistance from the Academic Resource Center (http://uss.tufts.edu/arc) which provides tutoring by writing consultants and English-language support for international students. The ARC also offers support on the technical aspects of writing a thesis, dissertation, conference paper or grant application.

**Offices.**
There is a Theatre and Performance Studies graduate student lounge on the second floor of the Aidekman Arts Center, down a corridor near the Cohen Auditorium balcony. Additionally, Teaching Assistants share office space provided by the Department of Theatre, Dance, and Performance Studies.

There is also a Graduate Student Lounge located in rooms 001 and 002 in the basement of West Hall, where there is access to a conference room, a big-screen cable television, Mac and PC computer, a printer, a photo-copier, wireless internet and storage lockers. The lounge is adjacent to West Café with low-priced coffee and snacks. Another Graduate Lounge is located in Curtis Hall.

**Photocopying.**
Free photocopying is available in the mid-campus Graduate Student Center. The photocopier is the Theatre and Performance Studies Office is to be used only by teaching assistants carrying out duties for their course. Private photocopying (scripts, book chapters, theses, etc.) may not be done on that machine, because the cost of paper and ink to the Department is exorbitant.
Appendix 1: Learning Objectives for the PhD in Theatre and Performance Studies

The program will allow students to do the following:

1. Acquire and share a thorough body of knowledge of theatre, dance, and performance studies, inclusive of relevant contextual material.

2. Conceptualize, organize, and implement research to generate new knowledge and its applications.

3. Successfully adjust a research plan or a methodology in light of unforeseen problems or epiphanies.

4. Make informed judgments on complex issues in specialist fields, sometimes requiring new methods.

5. Generate original research or other advanced scholarship of a quality to satisfy peer review and to merit publication.

6. Produce cultural critics who are equipped to appraise, question, and challenge received opinion and cultural assumptions.

7. Undertake pure and applied research at an advanced level; contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and materials

8. Design, teach, and assess courses that are mindful of diverse pedagogies and learning approaches, as well as student identities and experiences.

9. Make salient oral presentations to groups of various sizes and backgrounds.

11. Obtain experience in performance practices and techniques.

12. Develop professional development skills and resources that are recognized and valued in job markets beyond the classroom
Appendix 2: M.A Checklist

Graduate Program in Theatre & Performance Studies    M.A. Protocol

I. Complete 11 courses, four of which must be graduate seminars.

___ TPS 220:  Introduction to Graduate Research
___ TPS 221:  Theatre Pedagogy, Curriculum, and Professional Development
___ TPS 2__:  _____________________________ (TPS Graduate Seminar)
___ TPS 2__:  _____________________________ (TPS Graduate Seminar)
___  ______:   _____________________________ (Approved Course*)
___  ______:  _____________________________  (Approved Course*)
___  ______:  _____________________________  (Approved Course*)
___  ______:  _____________________________  (Approved Course*)
___  ______:  _____________________________  (Approved Course*)
TPS 295___: Thesis
TPS 296___: Thesis

*An approved course may be within the Department of Theatre, Dance, and Performance Studies or members of the Theatre and Performance Studies faculty may approve a course in another department.

II. Demonstrate reading proficiency in one non-English language prior to comprehensive examinations.

___ Language ________________________ (completed by the end of year 1)

III. Completed Thesis

___ Completed prospectus defense
___ Completed thesis submitted to defense committee
___ Successful thesis defense
Appendix 3: Ph.D. Checklist

Graduate Program in Theatre & Performance Studies    Ph.D. Protocol

I. Complete 18 courses prior to sitting for the comprehensive examinations.

___ TPS 220: Introduction to Graduate Research
___ TPS 221: Theatre Pedagogy, Curriculum, and Professional Development
___ TPS 261: Classical Dramatic Theory and Criticism
___ TPS 262: Modern and Postmodern Dramatic Theory
___ TPS 2__: _____________________________ (TPS Graduate Seminar)
___ TPS 2__: _____________________________ (TPS Graduate Seminar)
___ TPS 2__: _____________________________ (TPS Graduate Seminar)
___ TPS 2__: _____________________________ (TPS Graduate Seminar)
___ TPS 2__: _____________________________ (TPS Graduate Seminar)
___ TPS 2__: _____________________________ (TPS Graduate Seminar)
___ TPS 2__: _____________________________ (Approved Course*)
___ TPS 2__: _____________________________ (Approved Course*)
___ TPS 2__: _____________________________ (Approved Course*)
___ TPS 2__: _____________________________ (Approved Course*)
___ TPS 2__: _____________________________ (Approved Course*)
___ TPS 2__: _____________________________ (Approved Course*)
TPS297__ : Graduate Research
TPS298____ : Graduate Research

*An approved course may be within the Department of Theatre, Dance, and Performance Studies, another course approved by members of the Theatre and Performance Studies faculty, or up to 6 courses taken for the Master’s degree.

II. Demonstrate reading proficiency in one non-English languages prior to comprehensive examinations.
   ___ Language ____________________________ (completed by the end of coursework)

IV. Complete written Comprehensive Examinations.

IV. Internship

V. Completed Dissertation
   ___ Completed prospectus defense
   ___ Completed dissertation submitted to defense committee
   ___ Successful dissertation defense
Appendix 4: Finalized Revisions to Course Structure — December 2016
Required Courses for PhD: Research Methods, Pedagogy and Curriculum, Theory I, and Theory II

*Students must develop an internship during their Ph.D. program in order to graduate.

<table>
<thead>
<tr>
<th>Program Year</th>
<th>1st Year MA 1st year PhD</th>
<th>2nd Year MA 2nd Year PhD</th>
<th>3rd Year PhD</th>
<th>4th Year PhD</th>
<th>5th Year PhD and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>3 Courses MA 1 Course MA Thesis TA Position</td>
<td>3 Courses (1 outside of department) TA Position</td>
<td>Dissertation Writing TA Position Apply for Internal Funding (Dean’s Summer or Tisch Library Fellowship)</td>
<td>Dissertation Writing TA Position</td>
<td>Dissertation Writing</td>
</tr>
<tr>
<td></td>
<td>First-Year Fellowship Complete Language Requirement (Summer)</td>
<td>Complete Language Requirement (Summer)</td>
<td>TA Position</td>
<td>(Potential Research Leave Semester)</td>
<td>TA Position</td>
</tr>
<tr>
<td></td>
<td>MA PhD 3 Courses</td>
<td></td>
<td></td>
<td>TA Position</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$8,000 T&amp;PS Dissertation Fellowship (Summer)</td>
</tr>
</tbody>
</table>
## Appendix 6: Comprehensive Examination Rubric
Evaluate each question using the following criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Argumentation</th>
<th>Organization, Grammar and Mechanics</th>
<th>Evidence/Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> High Pass</td>
<td>The essay knows what it wants to say and why it wants to say it. It goes beyond pointing out comparisons to using them to make a forceful argument.</td>
<td>Every paragraph supports the main argument in a coherent way, and clear transitions point out why each new paragraph follows the previous one.</td>
<td>Concrete examples support specific points about the essay’s subject. The essay provides the source and significance of each piece of evidence.</td>
</tr>
<tr>
<td><strong>A-/B+ Pass</strong></td>
<td>A) The essay has a solid, consistent focus, but it doesn’t have a strong point of view OR B) The essay includes some imaginative ideas that hint at a convincing and important argument, but they are not yet working consistently as an argument.</td>
<td>The essay as a whole works in a logical way, but the paragraphs within it do not always follow a consistent logic. Some paragraphs do not offer a reason why they appear where they do.</td>
<td>The essay offers a mix of solid evidence with occasional unsupported generalizations. It uses most evidence well, but the essay needs additional content or needs to clarify the significance of some of what is already there.</td>
</tr>
<tr>
<td><strong>B/B- Low Pass</strong></td>
<td>The paper replaces an argument with a topic, giving a series of related observations without suggesting a logic for their presentation or a reason for presenting them.</td>
<td>The observations of the essay are listed rather than organized. Often, this is a symptom of a problem in argument, as the framing of the paper has not provided a path for evidence to follow.</td>
<td>The essay offers very little concrete evidence, instead relying on plot summary or generalities to talk about a text. If concrete evidence is present, its origin or significance is not clear.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>The paper lacks even a consistent topic, providing a series of largely unrelated observations.</td>
<td>The observations are listed rather than organized, and some of them do not appear to belong in the paper at all.</td>
<td>The essay offers no concrete evidence from the texts or misuses a little evidence. It does still try to talk about texts, though.</td>
</tr>
</tbody>
</table>
**Comprehensive Examination Rubric**

Evaluate the entirety of the exam

<table>
<thead>
<tr>
<th>Grade</th>
<th>Breadth of Total Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The exam draws from a wide variety of historical periods, theatre/performance theories, and works of dramatic literature across different geographic and temporal boundaries. The exam demonstrates a knowledge of Western and Non-Western texts</td>
</tr>
<tr>
<td>A- / B+</td>
<td>The exam draws from a variety of historical periods, theatre/performance theories, and works of dramatic literature. The exam may be limited in its selection of plays and theories within the Western canon, but it is diverse in its selection of works from varied nations and time periods</td>
</tr>
<tr>
<td>B / B-</td>
<td>The exam is limited in its utilization of historical periods, theatre/performance theories and works of dramatic literature. The exam draws upon examples from a handful of geographic regions or time periods in order to answer selected questions.</td>
</tr>
<tr>
<td>F</td>
<td>The exam draws from a narrow range of plays and topics theatre studies, using repeated historical periods, plays, or theories to answer multiple questions.</td>
</tr>
</tbody>
</table>
Appendix 7: Calendar of Duties for the Director of Graduate Studies

Throughout year
- Weekly Meetings with Graduate Student Liaison
- Monthly Meetings with Department Chair
- Monthly Meetings with policy and Programs Committee
- Convene Monthly Graduate Faculty Meetings
- Bi-Monthly update of Academic Jobs postings
- Communicate with prospective graduate students
- Attend GSAS events
- Confer with Department Librarian to order new publications
- Update Graduate School on students’ progress towards degree
- Write letters of recommendation
- Meet with students to discuss job market materials
- Approve student leaves when necessary
- Conduct regular advising meetings with graduate students

Nota bene: As students pass qualifications (languages, examinations, credit for M.A. courses), the information must be transmitted to Gina Murray at the Graduate School.

June and July
- Work with students preparing for their oral qualifying exams to develop their rationales and bibliographies
- Complete Revisions to the Graduate Handbook
- Make website revisions to department webpage and GSAS webpage
- Schedule and organize in-house language examinations
- Meet with Graduate Admissions Staff
- Meet with Graduate Career Services Staff
- Meet with Graduate Dean to set annual goals
- Confirm language qualifications for students completing their first year

August
- Solicit information for the Graduate Newsletter
- Plan New Student Orientation/ Registration Meetings for incoming graduate students
- Determine incoming students’ non-English language status
- Ensure graduate mailboxes are labeled for incoming students
- Set date for graduate reception
- Write comprehensive exams
- Attend ATHE Conference

September
- Administer Comprehensive Exams and Schedule Defenses
- Compile data on previous years academic job market hiring
- Finalize spring semester seminars
- Send out recruitment letters
October
- Administer and Schedule Oral Qualifying Exams
- Solicit requests for TA positions from graduate students
- Submit Dissertations in Progress update to Theatre Journal

November
- Schedule Dissertation Prospectus Defenses
- Write contract letters for spring semester
- Attend ASTR Conference
- Release Students for Registration via SIS

December
- Disseminate recruitment materials via social media and varied organizational list-servs
- Manage applications to the graduate program (Due December 15)
- Organize end-of-term meetings with graduate faculty and students in coursework

January
- Submit incoming Ph.D. students M.A. credits to the Graduate School
- Compile online folder with graduate applications and create spreadsheet
- Make initial admissions offers following January graduate faculty meeting
- Request student materials for consideration of summer fellowship nominations

February
- Stage Admitted Students Recruitment Event
- Finalize Fall graduate seminars
- Solicit requests for TA positions from graduate students
- Determine nominated students for Burnim Prize, CHAT, GIFT, Tisch Library Fellow, Dean’s Summer Fellow, and Departmental Research Leave
- Ensure that Applications for Graduation are Submitted
- Send adjunct information letter to local institutions

March
- Release students for registration on SIS
- Write contract letters for following academic year
- Solicit graduate student interest in teaching summer courses
- Submit materials to GSAS for Burnim Award, summer fellowships, and CHAT
- Attend MATC Conference

April
- Graduate Application Deadline April 15
- Attend Graduate Awards Ceremony and Present Kalman Burnim Prize
- Set date for submission of questions for comprehensive exams
- Conduct exit interviews with outgoing graduates
May

- Schedule end-of-term meetings with graduate faculty and students in coursework
- Attend Graduate Hooding Ceremony