

DEPARTMENT OF THEATRE Workload Policy

This Workload Policy is consistent with Article XI of the Collective Bargaining Agreement (CBA), 2002-2005 and Section IV of the Faculty Handbook on Workload and Evaluation.

The Department of Theatre adheres to the policy of "administered" teaching loads as defined in Section IV of the Faculty Handbook on Workload and Evaluation (see Faculty Workload Policies, Administered Workloads) which is summarized below:

“...Under this arrangement department chairpersons and deans are encouraged to vary the teaching loads of individual faculty members so long as the total teaching obligations are met with the teaching personnel available. This flexible arrangement makes it possible for the chairpersons to make assignments of individual faculty members on a semester-to-semester basis to stimulate research and scholarship or to provide for unusually heavy committee assignments.”

The Department of Theatre addresses the areas of teaching, creative activity/research, and service within each faculty member's workload assignment as defined in the Department's Promotion and Tenure Guidelines and as those activities relate to and support the department's mission. (See IV. for relevant sections from the P&T Guidelines regarding teaching and creative activity; see V. for explanation of service.) All faculty are expected to be on campus as required by their workload (see Article 11.7 of the CBA) unless permission to be absent has been previously obtained from the Department Chair.

I. THE PROFESSIONAL THEATRE TRAINING PROGRAM

Workload for faculty in the Professional Theatre Training Program includes all scheduled teaching, coaching/tutorials, creative activity, production assignments, and service activities. As a graduate theatre conservatory, both instruction and production are extremely contact hour intensive even though most courses are valued at only one credit. Therefore, workload in the PTTP is measured in teaching contact hours per week per semester rather than in credit contact hours (see Article 11.2 of the CBA).

A. Typical Administered Workload

Over the nine month contract period (September 1 to May 31), the typical administered teaching load for PTTP faculty is 10 teaching contact hours per week, which is 55% of a 100% teaching load as defined by the Collective Bargaining Agreement (18 teaching contact hours equals 100%). The remaining 45% time is typically distributed between creative activity and service as follows: 40% creative activity, 5% service.

B. Determining Percentage of Teaching Effort

Percentage of effort for teaching will be determined by prorating the number of assigned teaching contact hours per week from the 18 teaching contact hour maximum stipulated in the CBA. For those faculty members in the PTTP who are also assigned to teach undergraduate courses in addition to their PTTP teaching, each hour spent in scheduled classroom undergraduate teaching counts as one teaching contact hour per week. Therefore, for faculty in the PTTP, the teaching component metric for both graduate and undergraduate instruction combined is based on teaching contact hours rather than credit contact hours.

The department also abides by Article 11.9, footnote 3 of the CBA regarding independent studies, special problems, theses, advisement, etc. when assigned.

C. Variations in Typical Administered Workload

Because the PTTP curriculum is based on a three-year cycle and places a heavier emphasis in year one on teaching and gradually progresses to a heavier emphasis on production in year three, this shift will be the primary trigger for the chair to assign variations to the typical administered load as needed on a semester-to-semester basis.

Additional triggers for assigning variations in the typical administered load may include administrative assignments (such as area head and associate chairperson), undergraduate advising, substantial service at any level as defined in this document (see V.), and external creative/professional activity (with prior approval by the Chair) both during the academic year and in the summer.

D. Calendar

The calendar of the Professional Theatre Training Program in the Department of Theatre generally spans 32 weeks in an academic year and includes all scheduled classes and performances. The fall semester is typically 15 weeks in duration (the same length as the University calendar which has 14 weeks of instruction plus one week of final exams), with the spring semester commencing approximately the second week of January and extending for 17 weeks.

II. UNDERGRADUATE AREA

Workload for faculty who teach solely in the undergraduate area (which includes PTTP faculty in year four of the PTTP cycle) will follow the prescribed definition of workload as outlined in the CBA, i.e., 12 credit contact hours equals 100% workload for the semester.

A. NON-PTTP FACULTY

1. Typical Administered Workload for non-PTTP faculty

The typical administered teaching load for non-PTTP faculty who consistently teach only in the undergraduate area is two 3-credit courses in one semester (50% teaching), and three 3-credit courses in the other semester (75% teaching). In the 50% teaching semester, the remaining 50% is typically distributed as 40% creative/research activity and 10% service. In the 75% teaching semester, the remaining 25% is typically distributed as 20% creative activity/research and 5% service.

Creative/research activity on a regular basis is expected, as well as service at the department, college, university, community, or professional level.

2. Determining Percentage of Teaching Effort for non-PTTP faculty

Percentage of effort for teaching will be determined by prorating the number of assigned credit contact hours from the 12 credit contact hour maximum stipulated in the CBA (i.e., three credits equals 25%, six credits equals 50%, nine credits equals 75%).

3. Variations in Typical Administered Workload for non-PTTP faculty

For non-PTTP faculty who consistently teach only in the undergraduate area, the Chair may assign, or approve requests for, variations from the typical workload provided these variations are consistent with the Collective Bargaining Agreement and with University policies and procedures. Examples of such non-typical workloads are summarized below.

a. Emphasis on Teaching

A tenured faculty member may ask to emphasize teaching and de-emphasize creative activity/research in his or her workload and thereby ask to teach one or more additional courses during the year beyond the typical assigned workload. If the Chair accepts this proposal, the faculty member will be assigned additional courses (up to the allowable maximum of 12 credits per semester as defined in the Collective Bargaining Agreement) and will have his or her teaching workload percentage increased accordingly.

b. Low Creative Activity/Research Productivity

The Chair may assign one or more additional courses (up to the allowable maximum of 12 credits per semester as defined in the Collective Bargaining Agreement) to faculty members whose creative activity/research productivity has been low and who are not actively engaged in some form of creative activity/research. The Chair has discretion in making this determination. The faculty member will have his or her teaching workload percentage increased accordingly (per CBA definition). In general, low productivity is defined as the failure to engage in some form of creative activity/research as defined in Section IV. of this document (and as further detailed in the department's Promotion and Tenure Guidelines) for a period of six semesters.

c. Extraordinary Service

With prior approval of the Chair, a faculty member who undertakes an extraordinary service role may request a teaching load or creative activity/research effort reduction. If granted, the faculty member's workload percentages will be adjusted accordingly.

B. PTTP FACULTY IN YEAR FOUR OF THE PTTP CYCLE

1. Typical Administered Workload for PTTP faculty in Year Four of the PTTP Cycle

The typical administered teaching load for PTTP faculty in year four of the PTTP cycle is two 3-credit courses in one semester (50% teaching), and one 3-credit course in the other semester (25% teaching). In the 50% teaching semester, the remaining 50% is typically distributed as 40% creative/research activity and 10% service. In the 25% teaching semester, the remaining 75% is typically distributed as 40% creative activity/research and 35% service. For PTTP faculty in year four of the PTTP cycle, service typically includes participation in recruitment.

2. Determining Percentage of Teaching Effort for PTTP faculty in Year Four of the PTTP Cycle

Percentage of effort for teaching will be determined by prorating the number of assigned credit contact hours from the 12 credit contact hour maximum stipulated in the CBA (i.e., three credits equals 25%, six credits equals 50%, nine credits equals 75%).

3. Variations in Typical Administered Workload for PTTP faculty in Year Four of the PTTP Cycle

For PTTP faculty who teach in the undergraduate area during year four of the PTTP cycle, the Chair may assign, or approve requests for, variations from the typical workload provided these variations are consistent with the Collective Bargaining Agreement and with University policies and procedures. Examples of such non-typical workloads are summarized below.

a. Emphasis on Teaching

A tenured faculty member may ask to emphasize teaching and de-emphasize creative activity/research (including internal production activity and/or external creative/professional activity) in his or her workload and thereby ask to teach one or more additional courses during the year beyond the typical assigned workload. If the Chair accepts this proposal, the faculty member will be assigned additional courses (up to the allowable maximum of 12 credits per semester as defined in the Collective Bargaining Agreement) and will have his or her teaching workload percentage increased accordingly.

b. Low Creative Activity/Research Productivity

The Chair may assign one or more additional courses (up to the allowable maximum of 12 credits per semester as defined in the Collective Bargaining Agreement) to faculty members whose creative activity/research productivity has been low and who are not actively engaged in some form of creative activity/research (including internal production activity and/or external creative/professional activity). The Chair has discretion in making this determination. The faculty member will have his or her teaching workload percentage increased accordingly (per CBA definition). In general, low productivity is defined as the failure to engage in some form of creative activity/research as defined in Section IV. of this document (and as further detailed in the department's Promotion and Tenure Guidelines) for a period of six semesters.

c. High Creative Activity/Research Productivity

The chair may assign a reduction of one or more courses below the typical administered load to faculty members whose internal production activities and/or external creative/professional activities are above the typical workload expectation during year four of the PTPP cycle. The Chair has discretion in making this determination. The faculty member will have his or her teaching workload percentage decreased accordingly (per CBA definition).

Given that the intensity of production activity for any one person is dependent upon a multitude of factors, including, but not limited to, play choice, directorial vision, budget, length of rehearsal period, number of actors, etc., it is impossible to list all the various scenarios for what constitutes activity above the typical workload expectation. For the purpose of example, however, in a typical alumni season, such activity which would generally be defined as “beyond the typical workload expectation” might include: a) directing two plays in a repertory instead of one, b) performing substantive roles in two productions in a repertory instead of one, and c) designing scenery, properties, or lights in two productions in a repertory instead of one, etc.

d. Extraordinary Service

With prior approval of the Chair, a faculty member who undertakes an extraordinary service role may request a teaching load or creative activity/research effort reduction. If granted, the faculty member’s workload percentages will be adjusted accordingly.

III. SUMMER PROGRAM OF SPONSORED AND UNSPONSORED SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY

All tenured and tenure-track faculty (PTTP and non-PTTP) on 9-month academic appointments may request that performance in a summer program of sponsored or unsponsored scholarship, research, or creative activity be included in the annual faculty evaluation. The faculty member must make the request for inclusion of such a program to the Chair on an annual basis during the workload planning process. If the request is granted, the agreement must be documented as part of the individual's workload plan for the subsequent year. Documentation must include a statement of the summer program of scholarship, research, or creative activity and the expected products of that program, and it must stipulate the duration of the summer program up to three months.

A chair may turn down a faculty member's proposal on substantive grounds related to the content of the proposal, the appropriateness of the proposed program as part of the workload for the faculty member, or the department's needs and priorities. No request from a faculty member for inclusion of a summer research program in evaluation and merit can proceed without the chairperson's approval and the inclusion of this program in the faculty member's workload plan.

When it has been an agreed part of the individual's annual workload plan, this summer program of scholarship, research, or creative activity must be considered in computing the overall percentage distribution of faculty effort in teaching, creative activity/research, and service for the year, with a weighting appropriate to the agreed duration of the summer program up to three months. For those with an approved summer program, the computed overall distribution of faculty effort must be accorded appropriate weight in the annual evaluation and in the application of the department's approved metric for merit allocation.

While the summer program of sponsored or unsponsored scholarship, research, or creative activity is an option available to all tenured and tenure-track faculty on 9-month academic appointments, this program is not required in order for a faculty member to be rewarded for research, scholarship, or creative activity that may in whole or in part be carried out during the summer. As stated in the Faculty Handbook:

“Many faculty on 9-month academic year appointments utilize the summer to concentrate on programs of scholarship and research, both externally sponsored and unsponsored. Indeed, the books, articles, papers, technical reports, professional presentations, and other creative contributions produced are the result of continuing effort throughout the year and often across many years. These achievements are important elements of the faculty's record of scholarly and research achievement, and they are reviewed and accorded weight in decisions on contract renewal, promotions and tenure, and merit allocations.”

IV. SECTIONS FROM PROMOTION AND TENURE GUIDELINES REGARDING TEACHING AND CREATIVE ACTIVITY

“The objectives of the Department of Theatre are to teach, practice, and study the arts of the theatre. Faculty are chosen, retained, and promoted on the basis of their contribution to the theatre as it relates to the department, the University, the community, and the field. The primary form of ‘publication’ for this discipline is performance. This includes acting, directing, designing, coaching, choreography, dancing, technical direction and production, production management and stage management, costume direction and production, and other related activities. ‘Publication’ in this form will be given consideration equal to that of scholarly publication in evaluating accomplishment. While scholarly publication is neither necessary nor required for promotion at any level, it is certainly an acceptable form of research for those faculty who choose to pursue it. Evaluation of such research will be according to the guidelines within this document.”

“In Theatre programs, while the evaluation methods for teaching and creative activity are distinct and separate, it is difficult to separate the activity of teaching from the activity of creative work, as they are often one and the same. A significant portion of our instruction is carried out in the studio, the scene or costume shop, and in the theatre itself. As our faculty members practice their art, they are teaching. Teaching in this form, along with traditional classroom teaching when applicable, is an important factor in evaluating faculty accomplishment in the area of teaching.”

“Teaching in a conservatory, such as the Professional Theatre Training Program, is a collaborative activity. Therefore, faculty members must demonstrate the ability to function in a mutually supportive professional relationship with both colleagues and students.”

“The faculty is supported in pursuing professional activity outside the department as it relates to the forwarding of the department's mission and as it constitutes substantial contribution to the field. The creative activity of the faculty within the department as it relates to the training of students...also can contribute to and directly impact the field. Therefore, creative activity within the department is considered equivalent to creative activity outside the department constituting a comparable measure of accomplishment. While creative activity off campus is encouraged, it is not a requirement for promotion to any level.”

“Theatrical productions are collaborative activities. Therefore, faculty members must demonstrate the ability to function in a mutually supportive professional relationship with both colleagues and students.”

V. SERVICE

All faculty members are expected to participate in and contribute to faculty governance and the effective conduct of the academic program as defined by departmental by-laws. All faculty members are expected to meet general University expectations as defined in the Faculty Handbook. Such general expectations do not constitute service for the purpose of assigned workload.

Service for the purpose of assigned workload may include substantive activities at any level (i.e., department, college, university, local, state, regional, national, international). Such activities may include administrative assignments (i.e., area head, associate chairperson, shop supervision and maintenance, recruitment coordination, etc.); departmental committees and special assignments; college senate, committees, and special assignments; University senate, committees, and special assignments; and community and professional service (local, state, regional, national, international).