

GUIDANCE FOR HIGHER EDUCATION FACULTY.

Faculty Handbook

**SHAKESPEARE'S
GLOBE**



About the Handbook

This handbook provides you with practical information about how Higher Education courses run and what is expected of you as a Higher Education Faculty Member, as well as what resources are available to you and how to request them.

We recognise that there is a lot of information in this booklet. Most, if not all, will also be communicated to you when relevant for courses. Please let us know if there is any support you need in fully accessing this information.

Key Contacts

The easiest way to contact the Higher Education team is via email. You can reach us at higher.education@shakespearesglobe.com.

Additionally, please ensure you always have these phone numbers with you when teaching onsite:

Higher Education	020 7902 1464
Globe Studios Reception	020 7902 1488
Stage Door	020 7902 1400

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1. Welcome and Introduction

1.1 About Shakespeare's Globe

Our Vision

To be the world's most exciting centre for Shakespeare and theatre experiences.

Our Purpose

We use Shakespeare's enduring relevance to ignite the power of theatre to spread empathy and launch cultural experiences that inspire hope at every stage of people's lives.



1.2 About Education at Shakespeare's Globe

1.2.1 Background

Education is at the heart of Shakespeare's Globe. We run a year-round programme of activities comprised of three main areas: Learning, Higher Education, and Research. These areas are supported by our Producing team who oversee the operations of the department and lead on Education partnerships and our public Family Events. The department is one of the largest Education departments in an arts organisation in the UK, currently employing over 30 full-time staff and a team of nearly 100 freelance practitioners.

Students take part in Education activities on site, online, or through outreach programmes. These include half-day workshops for primary, secondary and university groups, semester and year-long courses for undergraduate and graduate students, summer schools, training programmes for teachers, and devised one term and one-year projects for schools in Southwark. The annual *Playing Shakespeare with Deutsche Bank* production is created especially for young people with 21,000 free tickets given to London schools.

1.3 About Higher Education at Shakespeare's Globe

1.3.1 Higher Education

The Higher Education team engages with students from a wide variety of disciplines through a portfolio of programmes ranging in duration from one-off workshops to a full academic year. We also deliver courses for professional theatre makers as part of our Studio programming.

We work from undergraduate to postdoctoral level, engaging with student groups from across the globe. Students work with us throughout the academic year – courses are programmed termly for visiting conservatories and universities.

Our conservatory and university strands both seek to demonstrate the historical and current value of Shakespeare's plays through an examination of the playhouses' architectural conditions, language, space, the materials of theatre practice, and the unique relationship between the actors and audiences at the Globe.

1.3.1.1 Conservatory Training

Higher Education offers specialist training for students of the performing arts. Each of our conservatory programmes is bespoke, designed to suit the learning needs and objectives of students and their institution whilst working closely with the Globe's practice and stages.

Students are provided with specialist core-training – including Acting, Voice, and Movement – whilst refining their knowledge of Shakespeare’s texts. Students also engage in other practical classes such as Stage Combat, Western European Historical Dance, and Singing. These practical sessions, alongside seminar-led sessions, aim to contextualise the actor, audience, and architectural relationships within our theatres, as well as the historical context of Early Modern culture.

Conservatories may visit for day workshops or stay with us for longer bespoke training programmes. The latter vary in length from intensives to a dual semester programme.

The programme at the centre work of this work is our flagship partnership with Rutgers. The Rutgers Conservatory at Shakespeare’s Globe was established in 2003 with the aim to develop an unprecedented residency for a higher education institution at a theatre, where students study an intensive course in Shakespeare and performance.

1.3.1.2 University Courses

Students on our university courses should come to an understanding of the importance of:

- The Globe Theatre
- Shakespearean theatre history
- Contemporary Shakespearean performance

Students will develop their understanding of the texts of Shakespeare by:

- Watching Globe productions and gaining an understanding of the creative processes behind them.
- Connecting directly with the processes of theatre practice by participating in workshops and performing in scenes.

Most students engage in practical work to explore innovative ways of performing within the theatre space. It is our aim that each student undertakes a journey of discovery through theoretical and practical work in the two playhouses.

Our flagship course in this strand is our [Shakespeare Studies MA](#) in collaboration with King’s College London.

1.3.1.3 One Day Courses

We have three sessions we offer for our One Day Courses. These can be booked solo or in combination with one another. The Course Information Sheet will inform you if your workshop/lecture has been booked in conjunction with another session.

Full descriptions of each session can be found on the next page.

Understanding the Theatre Spaces

This lecture should provide the social and historical context for Early Modern theatres. It should introduce students to the unique and historically evocative architecture of the 1599 Globe Theatre, its twentieth-century reconstruction, and the Sam Wanamaker Playhouse. The session should also discuss theatre architecture as a shaping influence in the creation of Renaissance drama.

This lecture also almost always features as the first session for university and conservatory training programmes.

Globe Performance Practice

This workshop should focus on approaches to performing in the Globe Theatre. Students should have the chance to explore the unique actor-audience relationship found in the amphitheatre, and how this impacts upon our understanding of Shakespeare's texts. They should have the opportunity to work collaboratively with their peers, and our faculty, to practically explore the unique playing conditions this space offers.

Text and Language

This workshop should focus on Shakespeare's text and language and how it relates to our unique playhouses. The session should introduce students to the basics of verse and prose, while also exploring practically Shakespeare's use of rhetorical devices such as imagery, metaphor, and sound. Students should have the opportunity to analyse and question Shakespeare's works, as well as developing helpful tools to unbridle meaning and understanding from complex text.

1.3.2 Research

The Research team at Shakespeare's Globe produce and facilitate world-leading research into Shakespeare's works in his own time and our own. We share our discoveries with theatre professionals and educators to inform the Globe's performance practice. Equally, the discoveries of performers and spectators feed into the work of the academic team to further our understanding of the unique performance conditions of our two playhouses.

The specialities of the Research team currently include theatre history and Shakespearean stagecraft; Shakespeare and antiracism; premodern critical race studies; Shakespeare and sexuality; Shakespeare and disability studies; and Early Modern cultural history.

The Research team have a broad publication profile, including books for the general reader as well as academic articles and monographs. Our scholars appear on radio, television and online, and write for newspapers and blogs. The team runs seminars, conferences and practical experiments that advance our knowledge of Shakespearean drama.

The Research team supports Globe and Sam Wanamaker Playhouse productions; the Exhibition and Tour; and Education activities. It oversees major research projects with partners in the UK and around the world. Globe Research has largely been responsible for the research in the UK over the past 25 years into theatre architecture of the 16th and 17th centuries.

2. Guidance for Faculty

2.1 Course Logistics

2.1.1 Company Manager

Each programme you teach on will be assigned a Company Manager from the Higher Education team. They will be your main point of contact for the duration of the course. Please take your queries regarding the course to them first and foremost.

The role of Company Manager is to provide a constant point of contact for Faculty and students throughout the course and to ensure the smooth daily running of all sessions. However, please do not feel that you cannot speak to other members of the team when teaching with us.

Please note: the Company Manager is not expected to answer queries about the allocation of freelance work, decisions behind the schedule or content of the course, personnel matters, or requested alterations to sessions. Please direct these enquiries to Higher Education Leadership.

2.1.2 Security Pass

Your photo security badge **must be worn in a visible place** whenever you are onsite. Please be prepared to be challenged by our security if you are not wearing it.

This pass also acts as a key which (when touched on the black security pads of relevant doorways) permits access to the First Floor Office, Globe Studios, and any workshop/seminar rooms.

SGT requires all Faculty to comply with Health and Safety regulations by using your security pass to beep in and out of the main site (via Stage Door) and Globe Studios (via Reception). These digital records are used to monitor who is on site in the event of an emergency evacuation.

Please bear in mind:

- If you forget your staff pass, you can sign out a day pass at Stage Door.
- If you lose your staff pass, please report this to the Higher Education team immediately, as a lost pass may present a security risk.

Finally, your staff pass will secure you a 25% discount in all Swan catering outlets on site including The Swan, Foyer Café, and Crosby & Hope, as well as 10% in the shop.

2.2 Delivering Your Sessions

2.2.1 Using Our Spaces

'Spaces' refers to lecture and workshop rooms on the Globe's main site at New Globe Walk and at the Globe's Education and Rehearsal Studios on Bear Gardens. Please see the Guide to Our Spaces on the Faculty Hub for full details on these spaces and their facilities.

2.2.1.1 Access to Spaces

Higher Education have priority access to these spaces at set times. Much of our contact time is therefore in the early morning or late afternoon and evening.

It is vital that every session takes place in the space scheduled, runs to time, and ends promptly. Workshops which overrun without prior authorisation may jeopardise the quality of the experience for other Education groups and the welfare of participating students.

Faculty should never enter a space before they have been met by a member of the HE team. They should instead be at the meeting point for their class 10 minutes prior to the start of each class.

For classes on main site, this is the main foyer. For classes at Globe Studios, this is the reception.

2.2.1.2 Allocation of Spaces

The Higher Education team allocates rooms according to the nature and requirements of each session, taking into consideration any specific access, technical, or other requirements of Faculty and/or students.

Room allocations may need to change at short notice due to operational requirements. Where possible, the Higher Education Team will provide as much notice as possible.

2.2.1.3 Stage Time

Stage time is allocated specifically to each group and is paid for by the institution. Therefore, you must always use stage time which has been booked for your group(s).

Please ensure that you have read the relevant User Guide for the stage you are using in advance of any stage time. These are available on the Faculty Hub.

A full Health & Safety briefing will be delivered to the students by a member of the Higher Education team before their first stage session on the course. Faculty should allow time for this briefing when planning their session.

2.2.1.4 Working Out of Hours

Globe Studios automatically locks down at 10pm. This means that it is not possible to enter or exit the building after this time, even with a security pass.

Any sessions scheduled to run after this time will have been approved by the Building Operations Team and the lockdown time extended to allow your exit from the Globe Studios. For these sessions especially, please ensure a prompt finish.

The Globe Studios Reception is manned by Security when we have activity in the building. Stage Door is staffed 24 hours a day, 7 days a week.

Please familiarise yourself with the out of hours emergency procedures on the Faculty Hub. You can also find these on any Course Information Sheet.

2.2.2 Resources

2.2.2.1 Session Resources

Requests for resources must be sent to the Higher Education team (higher.education@shakespearesglobe.com) **at least one working day** before they are required, otherwise they cannot be guaranteed. Resources will be brought to the working space ahead of your session.

Examples of session resources include:

- Handouts
- Whiteboard
- Yoga mats
- Technical equipment (Speaker, projector etc)

We also have limited access to props and musical instruments for bespoke courses. Please see the **Scenes Resources** section of Final Scenes Questionnaire for guidance.

There will be enough chairs in a space should you require these for your group. Please ask the students to stack their chairs away at the end of a session (on the black chair stackers if available).

It is the responsibility of students and faculty to leave the room clear and tidy at the end of a session. Please ensure students take away any handouts used in your sessions.

Any additional resources should be returned to the Higher Education team (within regular hours) or stored safely in the space you're using (working out of hours).

2.2.2.2 Computing Resources

There is free Wi-Fi throughout both Globe sites. Please connect to SGT, using the password **shakespeare** (all lower case).

If you wish to use a photocopier, please ask a member of the Education team to assist you, as this requires a computer login.

2.2.3 Final Scenes Sharing

2.2.3.1 Managing Expectations

We remind all groups studying with us that the rehearsal process building towards their Final Scenes Sharing is more important than the sharing itself.

The sharings are an opportunity to celebrate the discoveries, learning, and progress the students have made throughout the course. They should be viewed as an informal sharing of the students' work and development, rather than a production or finished product.

2.2.3.2 Performance Style

It is important that sharings place a strong emphasis on the ensemble, with all students given equitable opportunities to engage with the text and the creative process. Course/Scene Directors are responsible for the script for their course and should aim to allocate a broadly equal amount of material to each student.

The Higher Education Team will review the submitted scripts and castings, including line counts, to ensure an appropriate balance of material and participation. Where it is felt that a student does not have sufficient material or opportunity to contribute, the team may request amendments to the script or casting.

It is not essential that students present an edited version of the full play. Directors may edit the text however they see fit; this may take the form of a selection of individual scenes, follow just one character's story or one subplot, etc.

2.2.3.3 Scenes Resources

The focus of sharings is on students' physical and textual exploration of Shakespeare's work. All sharings should therefore aim to avoid using props or costume. If you feel these are essential, please consult your Company Manager and bear in mind the following:

- a. Props should be minimal and must be referred to directly in the text.
- b. Weapons are permitted as props but must not be used in stage combat. Please refer to our Stage Combat and Intimacy Guidelines on the Faculty Hub for further guidance.
- c. Clothing should be in neutral colours and consist only of simple, indicative items from students' own wardrobes.
- d. Students must not purchase anything for use in their sharing.
- e. The use of recorded sound or lighting is strictly prohibited.

2.2.3.4 Logistics

The course's Company Manager will liaise with you directly regarding the logistics of your Final Scenes Sharing. You will be asked to complete a questionnaire in advance of the sharing. This will enable the Higher Education Team to plan for the sharing itself and to brief our colleagues in Front of House, where necessary. Please complete this as soon as possible and return it with your casting.

Please note that we do not permit Final Scenes Sharings to be filmed or photographed without the express written permission of SGT.

We will manage all ticketing enquiries from students so please direct any queries to higher.education@shakespearesglobe.com.

3. Legal & Policies

3.1 Allocation of Freelance Work

Faculty are selected for each individual course or workshop by Higher Education Leadership, allocating a suitable practitioner for each discipline who meets the group's needs.

This is usually allocated ahead of each term for our longer courses, with offers going out a minimum of a month before course start dates. Shorter courses and one-off workshops may be offered on a more ad-hoc basis, though we aim to work to the same timescales when offering.

We are committed to providing equal opportunities for all Faculty and as such do not offer the same courses to the same Faculty year-on-year. We try to balance the available work between all Faculty, however due to the cyclical nature of courses there may be periods of time where work is sporadic and far between.

3.1.1 The Offer and Acceptance of Freelance Bookings

Offers of work will be sent to you in writing by a member of the Higher Education team. This will include:

- a. A 'Course Information Sheet' which gives a thorough overview of the course.
- b. Dates, times, and locations of sessions.
- c. Fees for each session.
- d. Any other applicable fees – e.g. for script edits, faculty meetings, assessments, or other related commitments.

We ask for confirmation or rejection of an offer within 2 working days. Where this is not possible, please acknowledge the offer with an indication of when you would be able to confirm.

We aim to offer work on a termly basis (Autumn, Spring, and Summer), although some offers are at shorter notice.

SGT regards a verbal or emailed acceptance of a booking as a contract between Higher Education and the Faculty Member.

In accepting an offer of work, practitioners are confirming that it is possible to deliver what has been asked in the time that has been allocated and that they are accepting the fee sent in their offer.

It will most likely not be possible to allocate extra time to courses except in the case of medical interruptions, staffing disruption, or other changes in circumstances which are beyond our control.

3.1.2 Cancellation and Rescheduling

SGT reserves the right to cancel any Faculty booking, giving a minimum of one working day as notice.

Once a Faculty Member has accepted an offer to teach on a course, they are expected to fulfill that commitment. If, however, a Faculty Member needs to withdraw from a booking at short notice due to sickness or an emergency, they should notify the Higher Education Team at the earliest opportunity.

Faculty must not arrange to exchange or transfer their allocated sessions with other freelancers. Any changes to bookings must be agreed with Higher Education Leadership in advance.

Full details of how cancellation & rescheduling works can be found on the Faculty Hub.

3.2 Faculty Development

3.2.1 Evaluation

An evaluation and observation system is in place to provide Faculty with constructive feedback on their teaching practice, recognise effective practice, and identify opportunities for development.

Annual Observation

The Annual Observation is the principal formal observation of the academic year. All active Faculty will receive at least one Annual Observation each year. The purpose of the Annual Observation is to provide Faculty with constructive feedback on their teaching practice and to support their ongoing professional development.

Annual Observations are conducted by selected Globe Staff or Higher Education Faculty who have been deemed suitably qualified and experienced to undertake observations. Faculty will be informed in advance of all observations, including its nature and purpose.

Following an observation, Faculty will receive a written report summarising the observation and highlighting areas of effective practice and, where appropriate, development points. A follow-up meeting might be scheduled with the observer or with the Head of Conservatoire Training.

Additional Observations

Higher Education Faculty may, at the discretion of Higher Education Leadership, be observed by other practitioners or visitors to demonstrate Globe practice. Where possible, Faculty will be informed of such observations in advance. These observations are for the purpose of demonstrating or sharing Globe practice and are not formal assessments of the individual Faculty member.

Student Feedback

All students enrolled on long courses provide written feedback on their experience at the Globe, including specific comments on Faculty-led sessions. Student feedback will be reviewed at the end of each course and shared with Faculty as appropriate. This feedback is intended to recognise effective practice, identify areas for development, and support the continued improvement of teaching and the student experience.

Where feedback indicates that further support or discussion may be beneficial or required, a meeting will be arranged with the Head of Conservatoire Training to review the feedback and agree any appropriate guidance, support, or professional development actions.

Peer Observation

Faculty are encouraged to attend sessions led by other Faculty when teaching on a long course, subject to the agreement of Higher Education Leadership and the Faculty member delivering the session. These opportunities are intended solely for peer learning and professional development and do not form part of the formal observation or evaluation process.

3.2.2 Training

We will provide specific training and enrichment opportunities where possible. Attendance will be paid. Many helpful resources can also be found in the Faculty Hub.

3.3 Code of Conduct

All Higher Education Faculty Members are asked to abide by our code of conduct policy.

1. Faculty are asked to avoid:
 - a. Dishonest or unethical behavior in their own teaching, practice, or research.
 - b. Sexual harassment of other colleagues and students.
 - c. Speaking offensively or maliciously to colleagues, staff, and the students. This includes use of racist, ableist, sexist, or homophobic language.
 - d. The neglect of Higher Education-related duties, and responsibilities.
2. This policy will be applied with due respect for the SGT's commitment to the equality of opportunity, human dignity, diversity, and academic and artistic freedom.
3. Any offers of freelance work made to Higher Education Faculty by another institution as a result of works delivered for Higher Education must be directed to the Higher Education Leadership.

4. All Faculty Members are representatives of SGT and should always conduct themselves in a professional manner. Each practitioner should familiarise themselves with Higher Education's current programmes and projects, as well as ensuring they understand the overall philosophy and ethos of the Education department and work to support this.
5. Our Higher Education business is sustained by the unique practices developed through working in the Sam Wanamaker Playhouse and the Globe Theatre. The site specificity of our work is our unique selling point. Faculty acquire a set of knowledge at the Globe specific to these conditions and we ask for your help in ensuring that this Globe product is not replicated elsewhere. Please be mindful as to how to separate your Globe-specific teaching to other teaching when working elsewhere.
6. If Faculty wish to bring groups that they teach elsewhere to study at Shakespeare's Globe, they must book through Higher Education Leadership. Accommodation cannot be made available for groups who are not participating in a Higher Education workshop/lecture.

3.4 Health and Safety Responsibility

Faculty should adhere to instructions from the Buildings Operations team regarding Health and Safety policies and procedures. In accordance with the Health and Safety at Work Act 1974, all Faculty have a duty to:

- a. Take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions at work.
- b. Co-operate with their employer so far as is necessary to enable any duty or requirement imposed on their employer or any other person by or under any of the relevant statutory provisions to be performed or complied with.
- c. Not intentionally or recklessly interfere with or misuse any equipment, tools or machinery provided in the interests of health, safety and welfare.

3.5 Safeguarding

Faculty should adhere to all aspects of our Safeguarding policy, which can be found on our website: <https://www.shakespearesglobe.com/policies/safeguarding-policy/>

We also have Faculty-specific guidance below and available on the Faculty Hub.

3.5.1 Onsite Communication with Students

Faculty should avoid touching students at all times. If this is necessary, ensure you have explained the reason and gained explicit consent from the student before proceeding.

Faculty should ensure they are never alone in a space with a student unless it is 1:1 time scheduled by the Higher Education team. If you need to have a private conversation with a student, please move the conversation into a public space (e.g. into the reception or foyer).

In accordance with our Code of Conduct, Faculty are not to speak offensively or maliciously to students.

3.5.2 Online and Outside of Courses

It is forbidden for any Faculty to exchange personal email addresses or telephone numbers, or to connect on social media with our students. Faculty should ensure that their own account settings on social networking sites are set to private/friends only/protected.

Faculty should ensure they are never alone in an online space with a student unless it is 1:1 time scheduled by the Higher Education team. All communication must be channelled through the Higher Education team. Any course-specific communication should go via your Company Manager.

If you need to contact a student outside the framework provided by these guidelines, please speak to Higher Education Leadership.

3.5.3 Bullying & Harassment

It is the Globe's policy to make every effort to provide a working and learning environment free from harassment and intimidation. The Globe considers such behaviour to be unacceptable and will not permit, condone, or tolerate harassment or bullying of any kind. Bullying or harassment whether intentional or unintentional, is unacceptable.

Harassment related to any of the [protected characteristics](#) is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment. This can be of a verbal, non-verbal, or physical nature which is unwanted, unsolicited, and personally offensive to the recipient, irrespective of the intentions of the offender.

Victimisation is when an individual is given less favourable treatment than others in the same circumstances. This may be because they have made allegations or complaints of discrimination/harassment or supported someone else's complaint.

Bullying means offensive, intimidating, malicious or insulting behaviour, or abuse of power or authority, which attempts to undermine an individual or group of people and which may cause them stress or distress.

3.6 Termination of Employment

We expect all Faculty to adhere to the expectations and procedures set out in this Handbook, and our Teaching Principles document. If we believe that Faculty are not acting in line with these requirements, or we receive feedback from students that raises concerns with a Faculty Member's teaching, we will in the first instance arrange a meeting with the Faculty Member to discuss any concerns.

If there are repeated breaches of these obligations after the initial discussion, or an initial serious violation, we reserve the right to terminate your engagement as a Higher Education Faculty Member.

Faculty may also notify the Higher Education Leadership team at any time if they no longer wish to work at the Globe.

3.6.1 Post-Termination Obligations

Upon termination of your engagement with Higher Education, you will immediately return any equipment in your possession or under your control which belongs to SGT. You will also irretrievably delete any information relating to the business of SGT stored on any computer disk or memory outside the premises of SGT which is in your possession or under your control.

After the termination of the engagement, you will not either personally or by any agent directly or indirectly represent yourself as being in any way connected to SGT.