

Oklahoma State University - Greenwood School of Music

Faculty Load Advisory Committee Report

Updated April 2018

The Faculty Load Advisory Committee, comprised of a cross-section of our applied and academic faculty, started its work in 2015-16 to develop a clear and consistent policy concerning the assignment of faculty loads within the OSU Greenwood School of Music. They began by studying the standards and guidelines set forth by the National Association of Schools of Music (NASM), our accrediting body (see below). They also examined faculty workload policies and procedures in other departments within the OSU College of Arts and Sciences, as well as those of other music programs in institutions of similar size and scope as our own.

From NASM Handbook 2015-16 (pp. 63-64)

Loads

a. Standards

(1) Faculty loads shall be such that faculty members are able to carry out their responsibilities effectively.

(2) Faculty members, according to their title and job description, shall have adequate time to provide effective instruction; advise and evaluate students; supervise projects, research, and dissertations; continue professional growth; and participate in service activities.

b. Guidelines, Recommendations, and Comment

(1) Institutions use a variety of methods for calculating teaching loads. The choice of method is the prerogative of the institution.

(2) Policies concerning loads should be clearly developed and published with regard to the variety of educational, artistic, and administrative duties undertaken by music faculty, and any conversions between clock hours and credit hours.

(3) Institutions vary significantly in the amount of time they expect faculty to devote to instructional and other responsibilities such as composition and performance, research, and community service. The following statements about two types of instructional responsibilities, therefore, provide indicators, not rules. Classroom instruction in lecture/seminar format is weighted differently from private studio lessons in calculating the teaching component of faculty loads. Normally, the upper limit for a full load for classroom instruction in a lecture/seminar format is approximately 12 clock hours per week; for private studio instruction, approximately 18 clock hours per week.

(4) Music faculty teaching only classroom/seminar courses should have their load determined in the same way as faculty in other departments of the institution.

(5) All faculty should have sufficient time for artistic, scholarly, and professional activity in order to maintain excellence and growth in their respective areas of expertise.

(6) Normally, the teaching loads of those having administrative and/or consultative duties are appropriately reduced.

Individual Faculty Load-Sheets

Load-sheets are distributed each spring and stipulate each faculty member's projected teaching/administrative duties for the subsequent academic year. They are updated throughout the school year for accuracy so as to account for any enrollment changes.

OSU's Greenwood School of Music faculty loads take into account several factors:

- The needs of the school / degree requirements
- The faculty member's specialty / strengths
- The number of contact hours of a particular teaching assignment plus any special contingencies
- Administrative duties taken on by the faculty member
- The university's mission of Teaching, Research and Service – and achieving balance between these activities.

When instances of ongoing under-load or over-load are identified, the School Head (SH) will work with the faculty member and the Dean to implement solutions. At this time there are many faculty who are over-loaded and we are in the midst of seeking ways to correct this problem. Faculty may consult with the SH at any time during the process to determining their loads, one and five-year goals for Teaching, Scholarly / Creative Activity and Service / Recruiting.

FTE Faculty Load Charts

Greenwood School of Music faculty loads are calculated using school wide load charts included in this document. Load charts will be included with each load-sheet for easy reference.

For many years, the Greenwood School of Music has used percentages for each assignment leading up to a 100% percent load and sometimes going over or falling below. Many other institutions use a system based on 12 FTE hours per semester (or 24 FTE hours over the course of the academic year). The NASM reference on the previous page uses a 12 FTE hours system.

Using best practice models from NASM (see above), OSU and peer institutions, the Greenwood School of Music has created conversion formulas to translate contact hours for all offerings into percentages of a full load (FTE or full time equivalent).

Applied Teaching

Applied teaching load weights	
.5 Contact hour	2.7%
1 contact hour	5.5%
1.5 contact hours	8.3%
2 contact hours	11%
2.5 contact hours	13.8%
3 contact hours	16.6%
3.5 contact hours	19.4%
4 contact hours	22.2%
4.5 contact hours	25%
5 contact hours	27.7%
5.5 contact hours	30.5%
6 contact hours	33.3%
6.5 contact hours	36.1%
7 contact hours	38.8%
7.5 contact hours	41.6%
8 contact hours	44.4%
8.5 contact hours	47.2%
9 contact hours	50%
9.5 contact hours	52.7%
10 contact hours	55.5%
10.5 contact hours	58.3%
11 contact hours	61.1%
11.5 contact hours	63.8%
12 contact hours	66.6%
12.5 contact hours	69.4%
13 contact hours	72.2%
13.5 contact hours	75%
14 contact hours	77.7%
14.5 contact hours	80.5%
15 contact hours	83.3%
15.5 contact hours	86.1%
16 contact hours	88.8%
16.5 contact hours	91.6%
17 contact hours	94.4%
17.5 contact hours	97.2%
18 contact hours	100%

Per NASM, it takes 18 contact hours to equal a full-time load for applied faculty (not including Research/creativity and service). For example, if a studio instructor teaches 9 contact hours of applied lessons, the FTE value would be 50% because $9 \div 18 = 50\%$.

Note that the important factor in calculating FTE hours for studio teaching consists of contact hours – not credit hours. One-credit lessons are half-hour lessons and all other lessons (2, 3 or 4 credit) are one-hour lessons. The difference being the amount of effort the student puts into preparing for those lessons not the teacher’s contact time with the student.

For example, it would take 9 one-credit lessons to equal 4.5 contact hours, which would translate to an FTE value of 25%.

If a studio instructor has 14 one-hour lessons and 2 half-hour lessons, they would have a total of 15 actual contact hours of studio teaching. This translates into 83.3% FTE.

All applied studio lessons, whether undergraduate, graduate or non-major, are calculated as shown above.

Studio teaching expectations include extra activities such as: weekly studio class, regular recital, concert and jury attendance, professional advisement, audition preparation, and reference and written support. These activities along with service and recruiting do not carry FTE weight, they are part of one’s studio assignment and considered vital expectations.

Academic Classroom Teaching and Ensemble Directing

The FTE value for ensemble direction and academic classroom teaching is based on the number of actual contact hours (12 contact hours being 100% of load), rather than the number of credit hours for the particular ensemble. (The credit hour value of ensemble classes is typically low; usually 1 hour.)

Academic Teaching and Ensemble Directing load weights	
.5 contact hours	4.1%
1 contact hour	8.3%
1.5 contact hours	12.5%
2 contact hours	16.6%
2.5 contact hours	20.8%
3 contact hours	25%
3.5 contact hours	29%
4 contact hours	33.3%
4.5 contact hours	37.5%
5 contact hours	41.6%
5.5 contact hours	45.8%
6 contact hours	50%

Conducting assignments include extra activities such as:

- Sectional rehearsals, dress rehearsals, arranging programs, ensemble library maintenance, score study, concerts on and off campus, student travel arrangements, recordings, auditions etc.
- Conductors are also expected to be active recruiters: OMEA, TMEA, guest conducting, school visits, competition judges, key faculty on OSU audition days etc.
- These activities along with service and recruiting do not carry FTE weight, they are part of one's conducting assignment and considered vital expectations.

Academic assignments include extra activities such as:

- Curriculum development, course development, grading papers/tests, office hours etc.
- Activities which help our students to complete their degrees such as: extra help/tutoring, office hours
- Recruitment: presenting at conferences, publishing, guest appearances at high schools, community centers, colleges etc.
- These activities along with service and recruiting do not carry FTE weight, they are part of one's academic assignment and considered vital expectations.

Contingency Factors

Contingencies take into account anomalies for any particular assignment and thus affect an adjustment up or down in the equivalent FTE hours for that particular assignment. Contingencies are typically added as text to Load-Sheets. Examples include:

1. Some Techniques classes meet 3 hours per week, with two instructors dividing the semester. Therefore, the FTE value is 1.5 hours (12.5%) for each of those instructors.
2. Courses listed in the catalog in the Music History/Literature/Theory area and carrying course numbers of 5000 or higher that have an enrollment of ten students or higher will have one hour added to the professor's contact hour total.
 - o Professors of any of these courses that have enrollments of thirty students or higher may negotiate an additional contact hour into their load calculation.
3. Teaching a second section of a course results in $\frac{2}{3}$ the load weight of the original class.
4. If a GA is assigned to help with a class/ensemble it is assumed the faculty member will oversee the class approximately $\frac{1}{3}$ of the time. Therefore the faculty member will be assigned $\frac{1}{3}$ the full FTE load.

Administrative Assignments

As stated in NASM above: *Normally, the teaching loads of those having administrative and/or consultative duties are appropriately reduced.*

Typical administrative assignments include: Area Coordinators, Associate Dept. Head, Director of the Community School, Director of Summer Camps etc.

Creativity/Research, Recruiting and Service

- Tenured and tenure track academic faculty maintain a 75% teaching and 25% Service/Creative-Research/ balance, sometimes called 3-3.
- Tenured and tenure track studio and conducting faculty maintain an 80% teaching and 20% Service / Creative-Research / Outreach balance.
- Clinical or Teaching (Assistant / Associate / Full) Professors maintain a 92% teaching and 8% service balance.

For specific examples of creativity/research, recruitment and service please see appendix of the Greenwood School of Music Faculty Handbook.