

## School of Music Faculty Workload Policy

### NASM Maximum Teaching Loads

According to our accrediting agency, the National Association of Schools of Music, “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.” (NASM Handbook, p. 63, 2014-15 Edition).

#### Maximum Classroom Teaching:

For a faculty member teaching only lecture courses meeting 3 hours/week, the NASM guideline yields a maximum teaching workload of 4 courses per week plus 4 hours of service workload per week:

In the case of classroom instruction in a lecture/seminar format, for every student contact hour (class meeting), two additional hours of class preparation, grading, etc., are to be expected. So a standard lecture course, meeting 3 hours/week, should take up 9 hours of workload per week. Thus 4 of these courses will take up 36 hours of workload per week. The 4 remaining hours that complete a 40 hour/week full-time workload are to be dedicated to university service activities, such as attending meetings, serving on committees, etc., which are not required of part-time adjunct faculty, but which are required of full-time career-line faculty.

#### Maximum Studio Teaching:

For a studio faculty member teaching only one-hour “private applied” lessons, the NASM guideline also yields a maximum teaching workload of 18 one-hour lessons per week, plus 4 hours of service workload per week:

For studio (“private applied”) instruction only one additional hour of preparation, rather than two, is expected for every student contact hour (which, in the case of studio instruction, is the weekly lesson with the individual student). The 1 hour of preparation associated with each 1-hour lesson would likely be in the form of lesson preparations, auditions, juries, masterclasses, and student recitals (likely distributed unevenly throughout the semester). Eighteen clock hours of lessons per week with 1 additional hour of class preparation per hour of instruction yields 36 hours/week of workload. The 4 remaining hours that complete a 40 hour/week full-time workload are to be dedicated to university service activities, such as attending meetings, serving on committees, etc., which are not required of part-time adjunct faculty, but which are required of full-time career-line faculty.

### Full Time Equivalency (FTE)

The University of Utah quantifies faculty workload in terms of FTE (Full Time Equivalency). A full-time workload of 40 hours per week equals 1.0 FTE. Thus each work hour in a week receives 0.025 FTE, since  $1.0 \text{ FTE} \div 40 = 0.025 \text{ FTE}$ . The FTE for a semester is calculated by taking the *average FTE of all weeks* in the semester (excluding holidays and vacation days). Thus, a full-time *semester* workload also equals 1.0 FTE. Annual FTE is calculated by adding the FTEs of the Fall and Spring semesters and dividing by 2 to arrive again at the *average* FTE for the year. Thus, a full-time *annual* workload equals 1.0 FTE, as well.

### **Full-time Classroom Teaching calculated in terms of FTE:**

In the case of classroom instruction in a lecture/seminar format, for every student contact hour (class meeting), two additional hours of class preparation, grading, etc., are to be expected. So a standard lecture course, meeting 3 hours/week, should take up 9 hours of workload per week, or 0.225 FTE, since  $0.025 \text{ FTE} \times 9 = 0.225 \text{ FTE}$ . Adding to these 9 hours one hour per week (0.025 FTE) dedicated to university service activities, such as attending meetings and serving on committees, yields 10 hours per week and therefore a workload of 0.25 FTE per week, since  $0.025 \text{ FTE} \times 10 = 0.25 \text{ FTE}$ . Thus a full 1.0 FTE workload equals 4 standard lecture courses meeting 3 hours/week, or 0.90 FTE ( $= 0.225 \text{ FTE} \times 4$ ), plus 1 hour of service per course, or 0.10 FTE ( $= 0.025 \text{ FTE} \times 4$ ). This coincides with the NASM Maximum Teaching Load for classroom instruction described above.

### **Full-time Studio Teaching calculated in terms of FTE:**

For studio ("private applied") instruction only one additional hour of preparation, rather than two, is expected for every student contact hour (which, in the case of studio instruction, is the weekly lesson with the individual student). The 1 hour/week of preparation for each lesson would likely be in the form of lesson preparations, auditions, juries, masterclasses, and student recitals (likely distributed unevenly throughout the semester). Each weekly one-hour lesson and its hour of preparation receive a workload of 0.05 FTE ( $0.025 \text{ FTE} \times 2 = 0.05 \text{ FTE}$ ). If no service were expected, a full-time faculty member teaching only lessons would then need to teach 20 lessons per week to reach a 1.0 FTE ( $0.05 \text{ FTE} \times 20 = 1.0 \text{ FTE}$ ). However, a full-time load requires that part of the workload include a service load comparable to that required of a faculty member teaching only lecture/seminar format classes. Including this service component in the workload yields a maximum of 18 one-hour lessons per week, or 0.90 FTE ( $= 0.05 \text{ FTE} \times 18$ ), plus 4 hours of service per week, or 0.10 FTE ( $= 0.025 \text{ FTE} \times 4$ ). This coincides with the NASM Maximum Teaching Load for studio teaching described above.

### **Tenure-line Faculty Loads**

Tenure-line faculty members in the School of Music are required to teach the equivalent of a "3+2 load," or five traditional 3-hour/week lecture courses per year. Each 3-hour/week course receives 0.25 FTE workload credit. For tenure-line faculty members teaching only these traditional lecture courses, the teaching load would typically be divided into 3 courses one semester and 2 courses the other semester. All tenure-line faculty members receive a 0.25 FTE workload credit for research/creative activity and service each semester. An additional 0.25 FTE credit is awarded for research/creative activity for the semester in which a tenure-line faculty member teaches two traditional lecture courses. Tenure-line faculty members who do not produce research/creative activity at levels appropriate for their appointment will not receive the release for research/creative activity and will be required to carry additional teaching responsibilities. A typical breakdown of workload components for a research-productive faculty member teaching only traditional lecture courses is as follows.

Table 1: Typical workload for tenure-line faculty members teaching only 3-hrs./wk. lecture courses.

<b>FTE Credit (1.0 total)</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
0.25	3-hrs./wk. lecture course	3-hrs./wk. lecture course
0.25	3-hrs./wk. lecture course	3-hrs./wk. lecture course
0.25	3-hrs./wk. lecture course	Research Release
0.25	Research/Service Release	Research/Service Release
<b>Total teaching load</b>	<b>3 lecture courses</b>	<b>2 lecture courses</b>

A unique kind of course taught in the School of Music is “private applied” lessons (studio teaching). For tenure-line faculty members who only teach private applied lessons, the additional release for research/creative activity is typically spread equally over both semesters so as to provide consistency in teaching assignments for students. A typical breakdown of workload components for a research-productive tenure-line faculty member teaching only private applied lessons is as follows:

Table 2: Typical workload for tenure-line faculty members teaching only private applied lessons

<b>FTE Credit (1.0 total)</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
0.25	5 one-hr./wk. private lessons	5 one-hr./wk. private lessons
0.25	5 one-hr./wk. private lessons	5 one-hr./wk. private lessons
0.125	2.5 one-hr./wk. private lessons	2.5 one-hr./wk. private lessons
0.125	Research Release	Research Release
0.25	Research/Service Release	Research/Service Release
<b>Total teaching load</b>	<b>12.5 private lessons</b>	<b>12.5 private lessons</b>

As do all comprehensive music schools, the School of Music offers a wide variety of different types of courses necessary for supporting the diverse experiences involved in preparing students in a broad array of degree programs. Because of this, most School of Music faculty members do not have workloads that strictly fall into the proportions outlined in Tables 1 and 2. Quantifying workload credit for teaching can be challenging for courses with varying credit and/or contact hours and differing preparation/grading requirements. In consideration of this divergence, the School of Music calculates workload for teaching in consideration of: 1) the diverse kinds of music courses offered, 2) the diverse instructional modes necessary for effective instruction, and 3) the broad range of time commitments inherent in teaching music courses. To this end, FTE credit for courses is determined according to formulae prescribed in the Course Load Guidelines.<sup>1</sup>

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<sup>1</sup> A complete listing of FTE for specific music courses is contained in the SoM Course Load Factor List.

## COURSE LOAD GUIDELINES<sup>2</sup>

### Lecture Courses

Two hours of preparation, grading, etc., for every hour in class (contact hour). This category typically includes courses in theory; history; vocal, string, and piano pedagogy, general education, etc.

3 student contact hours 0.25 FTE ( $9 \times 0.025 = 0.225$ ;  $0.225 + 0.025$  (service) = 0.25)

2 student contact hours 0.17 FTE ( $6 \times 0.025 = 0.15$ ;  $0.15 + 0.025$  (service) = 0.175)

### Technique, Methods, Performance Literature Courses

One hour of preparation, grading, etc., for every hour in class (contact hour).

3 student contact hours 0.17 FTE ( $6 \times 0.025 = 0.15$ ;  $0.15 + 0.025$  (service) = 0.175)

2 student contact hours 0.13 FTE ( $4 \times 0.025 = 0.10$ ;  $0.10 + 0.025$  (service) = 0.125)

### Laboratory Courses

One hour of preparation, grading, etc., for every hour in class (contact hour). Includes group piano, musicianship, etc.

3 student contact hours 0.17 FTE ( $6 \times 0.025 = 0.15$ ;  $0.15 + 0.025$  (service) = 0.175)

2 student contact hours 0.13 FTE ( $4 \times 0.025 = 0.10$ ;  $0.10 + 0.025$  (service) = 0.125)

### Private Instruction and Ph.D. Dissertation Supervision

One hour of preparation, etc., for every one-hour lesson.

1 student contact hour 0.05 FTE ( $2 \times 0.025$ )

0.5 student contact hour .025 FTE ( $2 \times 0.0125$ )

### Student Teaching

One hour per student.

0.05 FTE per student.

### Ensembles

Marching Band	10 contact hours per week	0.75 FTE
Utah Philharmonia	6 contact hours per week	0.45 FTE
Wind Ensemble	6 contact hours per week	0.45 FTE
University Chamber Singers	6 contact hours per week	0.45 FTE
Opera Workshop	6 contact hours per week	0.45 FTE
A Cappella Choir	4 contact hours per week	0.30 FTE
Jazz Ensemble	3 contact hours per week	0.25 FTE
Campus Symphony	3 contact hours per week	0.25 FTE
Women's Chorus	3 contact hours per week	0.25 FTE
Symphonic Band	3 contact hours per week	0.25 FTE
Pep Band	3 contact hours per week	0.25 FTE
Percussion Ensemble	2.5 contact hours per week	0.20 FTE
New Music Ensemble	2.5 contact hours per week	0.13 FTE
Early Music Ensemble	2 contact hours per week	0.13 FTE
Flute Choir	2 contact hours per week	0.13 FTE
Harp Ensemble	2 contact hours per week	0.13 FTE
Chamber Ensembles	1 contact hour per week	0.05 FTE per contact hour
Jazz Combos	0.5 contact hours per week	0.05 FTE per combo.

<sup>2</sup> Adjustments above or below these typical figures may be made according to class size, multiple sections of the same course, team teaching, TA grading assistance, writing intensive courses, etc.