

Workload Policy for the Department of Music

The mission of the Department of Music is to provide excellent educational opportunities for our music majors' professional development as performers, educators, and scholars. Additionally, we seek to provide optimal resources for significant musical growth through departmental ensembles, private study, and academic music courses available to music minors, the general student, and others of the University community. We provide opportunities for cultural enrichment to the University community and its constituencies, as well as leadership and support to music educators and other professional musicians in the region.

In order to fulfill this mission, faculty in the Department of Music engage in a wide variety of 1) Teaching, Advising, and Recruiting and Retention activities; 2) Scholarly/Creative work; and 3) Service activities. Some of these activities are unique to music units. While the majority of this work takes place during the 9-month academic year, it is often the case that this work carries over into the winter term and summer months.

Teaching: Along with traditional classroom teaching, instruction in the department follows a number of models:

1. Applied Instruction.

Faculty work with students to teach vital performing skills, repertoire, and pedagogy; either individually or in a class setting. These courses have two components:

Applied Instruction: Individual instruction for 30 or 60 minutes per week. Emphasis is placed on technical skills as well as artistic interpretation. In later stages of study, the instructor acts as a coach and mentor in the preparation of degree recitals.

Repertoire Class: Once a week, each private instructor meets with all the students in his/her studio in a Master Class format. Students perform prepared works for critique by the instructor and/or peers, or the instructor works with pedagogical concepts and other topics with the entire group.

2. Classroom Courses

Classroom courses include traditional lecture courses, skill-based laboratory courses and group classes, and clinical studies.

Lecture courses: A lecture format is used for more traditional academic subjects (e.g. Music History, Music Theory, etc.), which usually carry three credits.

Laboratory Courses: In laboratory courses faculty work with groups of students to build crucial skills through presentation and repetition (e.g. Class Piano and Ear Training courses). Contact hours for these courses usually are equivalent to the credit hours students earn, but those courses demanding more repetition of skills may involve additional scheduled classroom time.

Group Classes: In some cases (e.g. Class Voice, Class Guitar), group instruction is used to teach basic performance skills, either for non-majors or for majors learning a secondary performance medium. Classes typically meet one hour per week.

Clinical Studies: Within the Music Education curriculum, there are a number of clinically-based courses. Faculty teach an on-campus lecture/lab component and also observe and instruct university students in elementary and secondary school settings. In these courses, students are involved in direct observation of pedagogical activities in these school settings. They also engage in limited teaching activities under the direct supervision of the instructor and the cooperating teacher. These courses meet six to eight hours per week.

3. Ensembles:

Large Ensembles: Performance in large ensembles is a central part of the musician's education. Large ensembles are musical ambassadors to the campus and community. They are essential tools for department visibility and recruitment. Ensembles such as the Wind Ensemble, Orchestra, and Chorale are touring groups which require significant conducted rehearsal time (4 contact hours per week) and considerable time for score preparation and administration by the faculty. These groups usually perform two concerts on campus per semester in addition to off-campus performances.

Marching Band: The Marching Band is the largest student ensemble within the Department of Music. The band's regional and national visibility plays an enormous role in recruitment for the department. A normal fall semester will include 9 to 11 performances on and off-campus (6 to 7 home football games, 1 overnight trip to an away football game/performance, 2 to 3 exhibition performances at regional festivals). There may also be an additional 1 to 4 post-season performances. This totals a minimum of 300 contact hours over the course of a semester. The Marching Band places extraordinary demands on the instructor. While it is scheduled for the students during the fall semester, it entails significant yearlong duties including:

- Creation of shows (custom arranging and show design)
- Budget Maintenance
- Recruitment
- Staffing for S-contract positions
- Copyright licenses for music

- Travel planning (buses, lodging, meals for 300 people)
- Equipment/materials/supplies maintenance
- Instrument inventory/repair
- Administration of Basketball Pep Band and Indoor Colorguard.

Pep Band: Pep Band is a large ensemble which meets from November through mid-March. Although this is a spring semester course, planning starts in September. Auditions are held in October and rehearsals begin in early November. The band performs at all men's and women's home basketball games (a total of 22-25 performances a year). This is followed by 2 to 4 post-season tournaments. These are often road trips which last anywhere from 2 to 4 days depending on the success of the teams. This translates to a range of 150-325 contact hours depending on the post-season schedule. NCAA participation would add to this total.

Demands of this job include:

- Audition of players for ensemble
- Regular rehearsals in preparation for the season
- Custom music arrangements and mentoring of student arrangers
- Teaching and maintaining a repertoire of 45-50 pieces of music
- Travel planning
- Intense January schedule may include up to 4 performances a week.

Ensembles:

Opera Theatre: Opera Theatre ensemble incorporates vocal and instrumental elements of the entire Department of Music with students in the university at-large. Opera Theatre is the music theatre representative of the department to the University, the region and the country. Typically during the Fall semester, the group performs a variety of opera and musical theatre scenes, fully staged, with piano. The 2-3 performances usually involve both the five-hour weekly class rehearsals per semester as well as 11 hours of weekly rehearsals outside of class time. This totals 75 class hours and a minimum of 110 contact hours outside of class for the course of the semester. The Winter and Spring semesters typically involve performing complete operas or musical theatre works. Because of the increased rehearsal time required for full productions, these involve a minimum of 310 contact hours outside of regular class meetings. The wide variety of duties, distributed among multiple faculty members, comprise:

Scenes Production

*Artistic Production – 35
 Dramatic Direction – 25
 Musical Direction - 30
 Vocal Coaching - 20

110 Hours

Full Production

*Artistic Production - 50
 Dramatic Direction – 70
 Musical Direction - 40
 Vocal Coaching - 40
 Costume Assembly
 and Construction - 40
 Set Building/Design - 40
 Lighting Design - 10
 Choreography - 20

310 Hours

*Artistic Production = scheduling, budget, daily review of rehearsal progress, overseeing student organization in production process.

Small Ensembles: Participation in small ensembles is another important component of a musician’s education. These are pedagogical vehicles for the development of musicianship and an introduction to the vast chamber music literature. These ensembles also may serve as ambassadors to the campus and beyond by performing for local community groups. The normal rehearsal schedule for these groups is one to two contact hours per week. These groups typically perform one or two concerts on campus per semester in addition to possible off-campus performances.

4. Other Activities:

Independent Study, Thesis Supervision, Student Teaching Observation, and Internships: In addition to the teaching activities outlined above, faculty are involved in independent study, thesis supervision, and student teaching observation, and internships typical of other departments.

Add-on sections: In order to meet the needs of our students who are pursuing honors degrees and those seeking a second-writing experience within the Music Department, faculty may elect to create “add-on” sections for these students. In these cases, the Honors or Second Writing Section meets with the regular class section, and then with the instructor for an additional hour per week to cover materials that qualify the course for honors or second writing.

Faculty Ensembles: Some faculty perform in faculty ensembles. These ensembles are central to the mission of the department, providing external recognition and recruiting opportunities. They also serve as models for our

students by means of their on-campus performance. Each ensemble rehearses on a regular basis, usually four hours per week.

5. Advising, Recruiting, and Retention

The health of a music department depends on the cooperation of the entire faculty in identifying promising students, assisting in their admission, and giving them proper academic guidance and professional mentoring during their college careers. While advising is an expected component of teaching activities, recruiting and retention activities may be counted as teaching *or* service activities in planning a faculty member's workload.

All faculty are involved in:

- Curricular guidance for students within their sub-disciplines
- Professional mentoring of all students

In addition, all faculty may be called upon to:

- Attend and assist with auditions
- Maintain personal contact with prospective students
- Attend University-sponsored recruiting events, as well as local and regional college fairs and professional conferences where prospective students are in attendance

Performance and Music Education faculty on an administered load will be expected to:

- Participate in clinics and workshops at the local, regional, national, and international level
- Adjudicate at contests and festivals at the local, regional, national and international level
- Provide in-service training to area music educators and their students
- Conduct school and all-county/all-state ensembles
- Perform at local and regional schools

Scholarly/Creative Activities

A music department comprises a diverse body of faculty pursuing a wide range of Scholarly and Creative activities within the broad areas of music performance, composition, musicology, music theory, and music education research. The products of this work include, but are not limited to:

- Solo and ensemble performances
- Recordings and broadcast performances
- Compositions

- Articles in juried publications
- Monographs
- Scholarly editions
- Textbooks
- Electronic and web-based instructional and multimedia materials
- Guest lectures/master classes

Service

A music department cannot function without the intensive involvement in a wide range of activities both within the department and in the larger university and professional community. Along with the expected participation in the governance of the department, each faculty member on an administered load is expected to assist in one or more of the following areas:

- Curriculum planning: designing and maintaining curriculum that meets the requirements of professional and accrediting bodies in the field of music and music education
- Concert, recital, and seminar planning: organizing and producing a wide variety of musical events for the benefit of students and the cultural life of the university community
- Facilities and resources: assuring that our facilities meet the specific needs of our student body
- Student scholarships: making decisions on the distribution of music department scholarship funds in order to attract and maintain a critical balance of music majors to meet programmatic needs (e.g. a proper balance of instrumental and vocal majors) and attract the highest caliber of music students

Beyond the work within the department, faculty members on an administered load are expected to take part in the governance bodies within the college and the university. In addition, it is expected that they will actively participate in their various professional societies. The faculty also have a unique role in contributing to the cultural life of the university community and serving as advocates and representatives to the public at large to help build support for musical activities in a wide area of public life. These activities include, but are not limited to:

- Public performances on campus and at specific university events and ceremonies
- Service on the boards of local and regional, national, and international arts organizations
- Providing guidance and service to music educators of the state and region
- Educating the public and government officials on the important role of music in education and society

General Workload Policy

The Department of Music, consistent with university practice and the Collective Bargaining Agreement, maintains a policy of administered workloads to meet curricular needs, encourage and support the scholarly/creative activities of its faculty and to allow for the service contributions of the faculty within and without the Department as outlined above.

Composition of Workload for Tenured and Tenure-Track Faculty

Faculty calculate their workload based on credit contact hours and/or teaching contact hours (see Article XI section 11.8 of the Collective Bargaining Agreement for definitions). The typical administered workload for tenure-track faculty is a combination of credit-contact hours and teaching-contact hours comprising the equivalent of 9 credit-contact hours or 13.5 teaching-contact hours per week, per semester (see Article XI section 11.8, footnote 4). It is expected that this teaching load will comprise 75% of the faculty member's efforts over the course of the entire year, with 15-20% of effort focused on scholarly/creative activities and 5-10% spent on service to the department, college, university, and the wider community.

When enrollment in a scheduled course does not meet the University's six/ten rule, but the Department Chair determines that program considerations require the course to be offered, the Department Chair will request that the Dean approve a waiver of the six/ten rule. If approval is granted, the course will count toward the faculty member's teaching load. When a course is canceled by mutual agreement between the Department Chair and a faculty member, the Chair may assign the faculty member an equivalent non-teaching task, another course for that semester, or an extra course in a subsequent semester.

Calculation of Workload Credit

Classroom teaching, private instruction, ensemble direction, and other teaching activities in the Department of Music bear different credits and call for a wide variety of in-class contact time. Therefore, workload credit for each activity is calculated based on scheduled class time, following the requirements of the Collective Bargaining Agreement, Article XI, section 11.8 (including footnotes 3 and 4). As noted above, faculty may choose to calculate their overall load based on credit contact hours, or teaching contact hours, or a mix of both. In any case, load credit for each course will be consistent with the values spelled out in the Collective Bargaining Agreement. Faculty who include aspects of their work with large or small ensembles as part of their Scholarly/Creative activities will receive appropriate adjustments in their assignment in their course load planning with the Department Chair.

Variation of Workload for Tenure-Track Faculty

The Department recognizes that there will be variations in the typical administered load to account for greater or lesser emphasis on scholarly/creative and service activities at various stages in a faculty member's career and to reflect the talents and contributions of each faculty member.

Within the limits specified in the Collective Bargaining Agreement, a faculty member may, with approval of the Department Chair, voluntarily elect an increased teaching load with correspondingly decreased expectations regarding other portions of the workload.

Faculty members with administrative duties will receive a teaching load reduction commensurate with the level of these duties as developed with the chair.

Consistent with Article XI, section 11.9 of the Collective Bargaining Agreement, the department chairperson and the faculty member will develop in writing a workload plan for each semester at least two months prior to the beginning of the semester. Every effort will be made to develop the workload plan harmoniously. These workload plans will be guided by the curricular needs of the department as well as the program of scholarly/creative and service activities proposed by the individual faculty. This workload plan may be reviewed as needed to account for changing needs of the department or the faculty.

Because the faculty engage in such a wide variety of Scholarly-Creative and Service activities, it is impossible to create generalized quantitative guidelines for such activity. Instead, the department's Promotion and Tenure document classifies such activities on the basis of visibility levels. It is expected that each faculty member on an administered load will maintain a "sustained record" of scholarly/creative work and service appropriate to his or her rank (see Appendix I: Promotion and Tenure Document, pages 1-2 and 5-8). The performance of each faculty member in these areas will play a significant role in the determination of faculty load, and in the awarding of merit pay, consistent with the procedures set forth in the department's Procedure for Merit Pay (see appendix II). Faculty on an administered load who do not meet the expectations of their proposed program of Scholarly-Creative or service activity for four consecutive semesters may have their loads adjusted to include a larger percentage of teaching and/or service activities. Conversely, faculty who routinely exceed the expectations appropriate to their rank, in terms of either the quantity or the quality of their work, may have their loads adjusted to reflect this accomplishment and to encourage further development in these areas.

In the event that the teaching or service component of a faculty member's workload is increased, the faculty member may request a review of his/her research quality and productivity and the chair will appoint an ad hoc committee for that purpose. The composition of the review committee by the chair and its recommendation will be advisory. Alternatively, the chair may appoint such a committee, in the absence of any request from the faculty member. In all cases,

the faculty member will have the opportunity to submit any evidence deemed appropriate to the committee's tasks. The recommendation(s) of the ad hoc committee are advisory; the chair has final responsibility for any change in a faculty member's workload.

Composition, Calculation, and Variation of Workload for Non-Tenure-Track Faculty

There are two classifications of Permanent Full-Time Non-Tenure-Track faculty within the Department of Music:

Instructional Faculty have responsibilities for scheduled University course instruction and related student advisement as well as for instructional support activities. Workload credit for various types of instruction will be calculated using the guidelines outlined above for tenure-track and tenured faculty, with the total amounting to a 100% teaching load.

With the agreement of the Chair, these faculty may have their workload administered in order to pursue special scholarly/creative or service projects. In general, such an agreement will be for a single semester, and the administered teaching load will not be lower than the department norm of a 75% administered teaching load. This will be done in a manner consistent with University guidelines, approved program procedures, and collective bargaining requirements.

Clinical/Performance Faculty have responsibilities in the areas of applied instruction, skills-based laboratory courses, student ensembles, student teaching supervision, and internships, with the balance of their work involving regularly scheduled instructional and advisement responsibilities as well as related scholarly/creative and service activities. Their workload will be administered by the Department Chair. The typical administered workload for clinical/performance faculty is a combination of credit-contact hours and teaching-contact hours comprising the equivalent of 9 credit-contact hours or 13.5 teaching-contact hours per week, per semester (see Article XI section 11.8, footnote 4). It is expected that this teaching load will comprise 75% of the faculty member's efforts over the course of the entire year, with 15-20% of effort focused on scholarly/creative activities and 5-10% spent on service to the department, college, university, and the wider community.

Summer Research Option

Consistent with practices specified in the Faculty Handbook, Faculty may choose the summer research option. Faculty members on a 9-month academic year appointment have the opportunity to request that performance in a summer

program of sponsored or unsponsored scholarship and research will be included in the annual faculty evaluation. The request must be made from the faculty member to the department 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. If a faculty member's request for a summer research program is approved and included in the workload plan, the revised workload distribution will change, increasing the research/scholarship area (see Handbook for Faculty –III. Personnel Policies for Faculty and the Agreement of the Provost and the AAUP Executive Committee dated 05/24/02).

Course Reduction for Sponsored Programs and Instructional Buy-out.

Faculty may, with the permission of the chair and dean, “buy out” courses beyond the typical workload specified in this workload document. In doing so, faculty will follow the guidelines of the College for such arrangements.

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