Does your department need proven ways to reduce workload? Plan workload so that a few faculty do not carry a higher load? Develop strategies to retain a diverse faculty? The Faculty Workload and Rewards Project is aimed at solving these problems through a collaborative, faculty-led model.

Academic departments in public higher education institutions today are increasingly asked to do more with less. There are calls to increase the number of undergraduate majors, reduce gaps between first and second generation college students in retention and degree attainment, teach using more high impact practices, bring in more external funding, and participate in shared governance, all with fewer resources and faculty. It is therefore no surprise that academic departments find themselves facing work overload, with faculty who are stressed and overwhelmed.

Workload dissatisfaction has been found to be one of the biggest reasons faculty leave an institution. Workload is one of the most stressful parts of faculty careers, and time is the most valuable resource faculty manage in their careers. In some cases faculty do more than their fair share of the department's workload. In other cases, faculty just think they are engaged in more work because colleagues' workload is not transparent. Research shows that women and underrepresented minority faculty report disproportionate amounts of teaching and service work, relative to peers and controlling for discipline and rank.

The National Science Foundation (Advance Award:1463898) has funded a three-year experiment among natural science, math, engineering, and social science departments to design and implement department-based organizational practices that make faculty workloads more transparent and equitable. Eligible academic departments must have a minimum of 7 faculty and at least 15% women faculty.

Participating departments commit their department chair and a critical mass of their faculty (4-6, depending on department size) to attend (a) a 1.5 day meeting in June 2016, 2017, and 2018, and 1 full day meeting in January 2017, 2018, and 2019 of the project; (b) monthly 1 hour webinars on workload issues and strategies during the academic year (c) completion of the four interventions and (d) completion of admission and completion surveys.
Eligible academic departments will submit a letter of intent by March 1st, 2016 to participate in this three year national demonstration project, followed by completion of a survey by April 1st, 2016. Over three years (June 2016-June 2019), the department chair and a critical mass of their faculty will work with project PIs to:

- Develop a workload dashboard, a transparent system of counting and crediting faculty work commitments
- Analyze equity in workloads and the processes through which workload is organized
- Engage in individual career training and peer support for management of workload
- Consider and implement new organizational practices to reduce faculty workload, ensure greater fairness in how department workload is distributed, and work is rewarded

**Why would we want to do this? Isn’t it just adding more to our workload?**

- **To reduce workload:** This project provides tools for faculty to reduce workload and ensure equitable rewards for work. Faculty can assess their own workload data and reach their own conclusions about ways to organize workload that fits with departmental and disciplinary goals, but informed by best practice research. With the $5000 sub-award, and support through monthly meetings and in-person meetings twice a year, faculty will have the resources they need to assess workload and make effective, lasting changes.

- **To rebalance workload:** This project allows you to identify areas where workload allocation is unfair, and put in place ongoing systems to ensure equitable workloads.

- **To identify automatic rotations and reduce endless challenges in making teaching and service assignments.** Department chairs struggle with finding faculty to engage in key service and difficult teaching assignments; this project will provide strategies such as automatic rotations, credits, and default assignments that take some of the hand-wringing out of this role—and put more power in the hands of faculty to organize fair workloads themselves.

- **To solve issues of diversity & retention:** For over 30 years, national surveys have shown women and URM faculty are dissatisfied with workload; departments that increase transparency and accountability for equity are more likely to retain women and URM faculty.

- **To explain faculty workload clearly and effectively to larger constituencies.** Departments will collect the kind of data administrators need to explain faculty workload to state legislatures. Outside workload assessments often rest on teaching load, and do not take into account all of the work faculty are doing in advising, professional outreach, campus service, research, and entrepreneurial activities.

- **To contribute to larger conversations on faculty workload and equity.** NSF has invested in the Faculty Workload and Rewards Project as a national demonstration project, to contribute to conversations on equity in teaching and service workload; participating departments will be in on the ground floor of new innovative reforms in faculty workload organization within state higher education systems.

- **To interact with and learn from colleagues at other universities.** The Faculty Workload and Rewards Project is a knowledge-sharing network within three states and across three states. By taking advantage of established relationships between institutions regionally, as well as new, cross-state interactions among three accrediting regions, we gain the benefits of working from existing relationships and learning from new approaches and contexts.

**Key Questions**

Where will the Faculty Workload and Rewards project meetings be held? Participating departments will join colleagues from other public higher education institutions in a centrally located meeting space in each state (NC State in North Carolina, Collaborative Services Facility Conference Center in Worcester, MA, and the UMBC South Tech Center in MD).
How many faculty from my department need to agree to participate for us to apply? This is a department based reform project, so it is critical that there is a core group of faculty (4-6 depending on size of department) that can work on this project with us and that the department overall agrees they want to participate. Practically, we know not all members of all departments will be able to attend every meeting. We ask that a minimum of 4-6 members of participating departments agree to participate in all state meetings (with more encouraged and welcome), including the department chair. All department members will be invited to participate in an individual workload module. We ask that 75% of department members participate. We also ask that a liaison be identified from each department to participate in monthly interactive webinars with peers and project PIs.

Over the course of the project, a repository of dashboard templates, workload organizing strategies, and resources will be created. All of these materials will be made available to participating departments after submission of the spring, 2019 survey.

This action-research project is funded as an experiment. Thus half of the academic departments that submit full applications (letter of intent and surveys) will be enrolled as participating departments; half of the academic departments that submit full applications will be assigned as control departments. Departments will be randomly assigned to both groups. The PIs will notify academic departments by April 1, 2016 whether they have been assigned as a control or participating department. Participating departments will receive a sub-award of $5,000 to support project activities and will be responsible for supporting faculty travel to state-wide meetings over the three-year project. Control departments will receive $1,000 for completion of the admission survey and a final survey completed in spring, 2019.

TO APPLY: There is a two-part application process (March 1st and April 1st, 2016 deadline):

Part One: By March 1, 2016 please submit a letter of intent to participate in the project, along with the names and emails of the department chair, and all full-time department faculty (tenure track and non-tenure track) to the Faculty Workload and Rewards Research Assistant Courtney Lennartz at facultyworkloadandrewards@gmail.com

Phase Two: Once we have received letters of intent we will immediately send (a) a 20 minute survey via Qualtrics for ALL full-time department faculty to complete, and (b) a workload and rewards inventory for department chairs to complete by April 1, 2016. The workload and rewards inventory should be sent to Research Assistant Courtney Lennartz at facultyworkloadandrewards@gmail.com

KEY DEADLINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>March 1, 2016</td>
<td>Letter of intent to participate in the project due to RA Courtney Lennartz</td>
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<tr>
<td>April 1, 2016</td>
<td>Completed faculty surveys and workload and rewards inventory due</td>
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<tr>
<td>June 6-7, 2016</td>
<td>State meeting for experimental departments in North Carolina</td>
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<tr>
<td>June 9-10, 2016</td>
<td>State meeting for experimental departments in Massachusetts</td>
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<tr>
<td>June 16-17, 2016</td>
<td>State meeting for experimental departments in Maryland</td>
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Faculty Workload and Rewards Project

Eligible Departments:

- Aerospace Engineering
- Agribusiness
- Agricultural & Resource Economics
- Animal & Avian Sciences
- Anthropology
- Astronomy
- Atmospheric and Oceanic Science
- Biochemistry
- Bioengineering
- Biological Sciences
- Cell Biology and Genetics
- Chemical Engineering
- Chemistry
- Civil and Environmental Engineering
- Communication Sciences and Disorders
- Computer Engineering
- Computer Science
- Ecology and Evolution
- Economics
- Electrical Engineering
- Environmental Science & Technology
- Fire Protection Engineering
- General Biology
- Geography
- Geology
- Information Sciences
- Linguistics
- Materials Science and Engineering
- Mathematics
- Mechanical Engineering
- Microbiology
- Nutrition & Food Science
- Physical Sciences
- Physics
- Physiology and Neurobiology
- Plant Science & Landscape Architecture
- Political Science and Government
- Psychology
- Sociology
- Software and Information Systems
- Survey Methodology
- Veterinary and Animal Sciences

Eligible Institutions in MD:

- Bowie State University
- Coppin State University
- Frostburg State University
- Morgan State University
- Salisbury University
- St. Mary’s College of Maryland
- Towson University
- University of Baltimore
- University of Maryland Eastern Shore
- University of Maryland - Medical School
- University of Maryland-Baltimore County
- University of Maryland-College Park

Eligible Institutions in MA:

- Bridgewater State University
- Fitchburg State University
- Framingham State University
- Massachusetts College of Liberal Arts
- Salem State University
- University of Massachusetts-Amherst
- University of Massachusetts-Boston
- University of Massachusetts-Dartmouth
- University of Massachusetts-Lowell
- University of Massachusetts Medical School
- Westfield State University
- Worcester State University

Eligible Institutions in NC:

- Appalachian State University
- East Carolina University
- Elizabeth City State University
- Fayetteville State University
- North Carolina A & T State University
- North Carolina Central University
- North Carolina State University at Raleigh
- University of North Carolina at Asheville
- University of North Carolina at Charlotte
- University of North Carolina at Chapel Hill
- University of North Carolina at Greensboro
- University of North Carolina at Pembroke
- University of North Carolina at Wilmington
- Western Carolina University
- Winston-Salem State University