

University of North Carolina, Pembroke
Teaching & Learning Center
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Directed Academic Leave

Introduction

The University of North Carolina, Pembroke, encourages all faculty to pursue scholarship. In order to support such endeavors, the University offers directed academic leave to all fulltime, tenured faculty. At UNCP, directed academic leave consists in the release of selected faculty from all teaching and service responsibilities for the purpose of their exclusive focus on an approved plan of scholarship. Scholarship, according to the UNCP Faculty Handbook, encompasses all creative, critical, scholarly, and/or empirical activity that expands, clarifies, reorganizes, or develops knowledge or artistic perception and includes the demonstration, implementation, application and dissemination of research results. Such expansion, clarification, reorganization, and/or development of knowledge or artistic perception may take the form of one or more of the four domains of scholarship as defined by Ernest L. Boyer in *Scholarship Reconsidered: Priorities of the Professorate*: (a) the scholarship of discovery, (b) the scholarship of integration, (c) the scholarship of application, and/or (d) the scholarship of teaching.¹

Purpose

The granting of directed academic leave gives full-time, tenured faculty the opportunity to pursue an intensive program of scholarship.

Eligibility

All fulltime, tenured faculty at the rank of associate professor or professor who have been employed as a fulltime faculty member for a minimum of ten years and who have

¹ Boyer describes the scholarship of discovery as “the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead”; the scholarship of integration as the act of “making connections across the disciplines, placing the specialties in a larger context, illuminating data in a revealing way, often educating nonspecialists too”; the scholarship of application as the act of creating “new intellectual understandings” as the result of “the very act of application,” wherein “theory and practice vitally interact, and one renews the other”; and the scholarship of teaching as “educat[ing] and entic[ing] future scholars” (17-24).

completed at least three years of service after earning tenure are eligible for directed academic leave. Faculty members granted directed academic leave become eligible for subsequent directed academic leave after five years of continued appointment in good standing at UNCP.

Submission Procedures

In order to be considered for directed academic leave, eligible faculty must submit an application, consisting of an application form, a narrative explaining the applicant's scholarly proposal, a work plan, a *c.v.*, supporting documentation as appropriate, and statements of support from the applicant's department chair and dean.

Applications are available via https://uncp.co1.qualtrics.com/jfe/form/SV_eLJ5AdLcWcHzast and are due by 12 noon Jan. 15 of the academic year prior to that in which directed academic leave is being sought. Incomplete applications shall not be considered.

Preparation of Proposals

Proposals shall take the following format and consist of the following parts:

1. Applicant information
2. A narrative that, using clear and concise language understandable to reviewers outside the applicant's discipline, describes the following:
 - a. The alignment of the proposed scholarly work to the definition of scholarship as set forth in the UNCP Faculty Handbook
 - b. Modes by which the proposed scholarly work will be disseminated publicly, in alignment with those set forth in the UNCP Faculty Handbook
 - c. The methodology by which the proposed scholarly work will be undertaken
 - d. The expected outcomes of the scholarly work, with scholarly goals and objectives clearly defined
 - e. The contributions of the proposed scholarly work to the applicant's scholarly and professional growth
3. A schedule detailing how and where leave time shall be utilized
4. Supplemental documentation as appropriate, such as travel arrangements; letters of invitation from agencies, organizations, companies, colleges, laboratories, libraries or other organizations; sources of funding; and other records as appropriate
5. *A curriculum vitae*
6. A statement of support from applicant's department chair that evaluates the merits of the project and includes information about schedule adjustments, additional staff, or other expenditures that will be necessary.
7. A statement of support from the applicant's dean that includes any appropriate remarks concerning budgeting or scheduling.

Review, Evaluation, and Selection of Proposals

According to UNCP Pol. 02.05.04, "Faculty Workload Policy," "Faculty who are seeking to build their research/scholarship portfolio to achieve promotion and those seeking to refresh their portfolios or renew their commitment to scholarship (possibly, but not necessarily, for the purpose of preparing for Post-Tenure Review) are given priority consideration for a Directed Academic Leave of Absence."

The Task Force on Teaching Excellence, DBA the Directed Academic Leave Committee, will review and evaluate all eligible proposals according to the following criteria:

1. The clarity of the proposal;
2. The contribution to the growth, integration, application or teaching of knowledge;
3. The degree to which the research results will be disseminated and evaluated by others in the field; and
4. The extent to which it contributes to the scholarly and professional growth of the applicant.

The committee makes recommendations to the provost who has final approval authority.

Reporting Requirement

Individuals granted directed academic leave shall (1) submit a written report to the TLC director and (2) develop and make a public presentation related to the scholarly work.

The report is due no later than July 15 of the academic year immediately following the academic year in which direct academic leave was granted and should include the following:

1. The scholarly work's specific contribution to the recipient's discipline,
2. The ways in which the scholarly work advances or enhances the recipient's scholarly agenda,
3. The ways in which the recipient will incorporate into her or his teaching the findings or approaches derived from the scholarly work, and
4. Future scholarly activity related to or resulting from the scholarly work.

Recipients, in consultation with the TLC director regarding scope, format, approach, and venue, shall develop their public presentations such that they advance faculty professional development. Presentations shall be scheduled to take place in the academic year immediately following the academic year in which direct academic leave was granted.