Course Release Guidelines

When granting course releases, the department head (often in consultation with faculty mentors and/or other members of the administrative team and the Dean) will consider the following guidelines and circumstances:

(1) As professionals in a department that grants graduate degrees and who teach graduate courses, and in line with the university’s research-extensive status, scholarship is a priority. Productive scholars will likely remain productive scholars if given lighter course loads. Therefore, one's current or prior year research productivity will be strongly considered when determining faculty teaching loads.

(2) Individuals who serve in the role of department heads, associate department heads, directors of graduate or other programs, advisors, and other significant administrative appointments may be considered for reduced teaching loads.

(3) Retaining and promoting tenure-line faculty often hinges on their ability to publish in a timely manner. Due to the time sensitive nature of the tenure process, course reductions may be granted on a semester or yearly basis. These may come at the beginning or the end of an assistant professor's 5-year appointment or immediately before a reappointment, pending negotiations with the Head. Similarly, achieving promotion to full professor often requires significant scholarly work. Course reductions may be provided to individuals who are showing great promise and progress towards this goal.

(4) As professionals in a doctoral degree granting department, faculty will find the task of directing graduate student masters theses/dissertations to be increasingly important. Productive scholars will likely remain productive scholars if their teaching loads are considered in relation to the number of Masters theses/Doctoral dissertations they oversee. Therefore, one's current or prior year Masters thesis/Doctoral dissertation activity will be considered when determining faculty teaching loads.

(5) Faculty who teach large classes, with large numbers of seats, may have those classes count for multiple (typically 2) sections, pending negotiations with the department head. This will apply especially to large core and/or general education courses.

(6) Other major undertakings relative to scholarship and pedagogy, such as a grant project, completion of a book or series of articles, or major redesign of courses/curricular offerings are often supported by other resources (e.g., IDEA grants, course buyouts, college/university professional development leaves, or college/university stipends/grants). The department may consider course reductions for a person who is not receiving college or university support on a case-by-case basis.

(7) Individuals should have the opportunity to discuss their course loads with the Head. The Head may decide to reduce faculty member's course load after considering the argument and evidence presented.
Course loads and course reductions cannot be considered permanent, as the Head must respond to the policies, requests, and (economic or other) needs of the students, university, and UNC system.

Research Assistant Guidelines

When determining whether a faculty member should receive a Research Assistant, the department head (often in consultation with faculty mentors and/or other members of the administrative team and occasionally with the Dean) will consider the following guidelines and circumstances:

(1) As professionals in a department that grants graduate degrees and who teach graduate courses, and in line with the university’s research-extensive status, scholarship is a priority. Productive scholars will likely remain productive scholars if, when resources are available, they have the opportunity to work with graduate student Research Assistants. Therefore, one's current or prior year research productivity will be strongly considered when determining whether a faculty member receives a Research Assistant.

(2) Because they are heavily involved in the administration of the department or of substantial academic programs and therefore require additional assistance with their research, individuals who serve in the role of department heads, associate department heads, directors of graduate or other programs, advisors, and other administrative appointments may be eligible to receive a Research Assistant.

(3) Retaining and promoting tenure-line faculty often hinges on their ability to publish in a timely manner. Due to the time sensitive nature of the tenure process, assigned Research Assistants may be granted on a semester basis. These may come at the beginning or the end of an assistant professor’s RPT process or immediately before a reappointment, pending negotiations with the Head. Similarly, achieving promotion to full professor often requires significant scholarly work. Research Assistants may be provided to individuals who are showing great promise and progress towards this goal.

(4) As professionals in a doctoral degree granting institution, faculty will find the task of directing graduate student masters theses/dissertations to be increasingly important. Productive scholars will likely remain productive scholars if they are assigned Research Assistants who enable faculty to direct the Masters theses/Doctoral dissertations they oversee. Therefore, one's current or prior year Masters thesis/Doctoral dissertation activity will be considered when determining who is assigned a Research Assistant.

(5) As part of new faculty “startup” packages, new associate/full professors may negotiate with the head for a Research Assistant. Such appointments, if granted, are typically for a year term, renewable upon negotiation with the Head.

(6) Other major undertakings relative to scholarship and pedagogy, such as a grant project, completion of a book or series of articles, or major redesign of courses/curricular offerings are often supported by other resources (e.g., IDEA grants, course buyouts, college/university
professional development leaves, or college/university stipends/grants). The department may consider Research Assistants for a person who is not receiving college or university support on a case-by-case basis.

(7) Faculty should have the opportunity to discuss Research Assistant appointments with the Head. The Head may decide to assign a Research Assistant after considering the argument and evidence presented.