

**MONTCLAIR STATE**  
**U N I V E R S I T Y**

Office of the Provost  
and Vice President for Academic Affairs

(201) 655-4382

DATE: September 16, 1994

TO: Montclair State University Faculty

FROM: R. A. Lynde 

RE: FACULTY SCHOLARSHIP INCENTIVE PROGRAM - 9/16/94 VERSION

When I announced the Faculty Scholarship Incentive Program last February, I indicated that the guidelines and procedures would be included in a living document which would evolve as we gained experience with the program.

I am pleased to provide you with a copy of the second major redraft of the original FSIP document, evidence that both the Administration and Local 1904 are committed to making a good thing better. This document is the product of extensive discussions and negotiations over the course of the late spring and summer, and I am especially grateful to those members of the Administration and Union teams who devoted a great deal of time and effort to prepare this, the most thorough version yet prepared.

Certain items involve the terms and conditions of employment, hence they are negotiable and subject to ratification by the Union membership. It is my understanding that this version of the FSIP will be discussed extensively at the Union meeting on September 21st and that the negotiable items will be submitted for ratification at some point in October. I urge you to read the attached material carefully and to become involved in discussions of the document and the ratification process of those items which are negotiable.

As you might expect with a document which introduces such sweeping change, we are not yet finished with our deliberations. In particular, we need to consider how FSIP will affect personnel decisions. You may expect, therefore, that this document will continue to evolve and that you will be asked to consider extensions and emendations to it in the not too distant future.

RAL:PW  
Attachment

c: President Reid  
Academic Deans

MONTCLAIR STATE UNIVERSITY

FACULTY SCHOLARSHIP INCENTIVE PROGRAM

INTRODUCTION

Montclair State University believes that in order to remain committed to excellence, it is important that faculty be provided greater flexibility in the conceptualization and pursuit of their creative and scholarly goals. To enable this, we offer an optional program that faculty can choose to accept in shaping their careers within the parameters of the mission and goals of the University and the respective schools and departments. This program is based on the work of Ernest Boyer (Scholarship Reconsidered: Priorities of the Professoriate. Princeton: The Carnegie Foundation for the Advancement of Teaching, 1990). We believe that new opportunities for faculty scholarship can be afforded by enhancing productivity in the educational services we deliver students.

THE PROGRAM - SCHOLARSHIP INCENTIVE PROJECTS

Each academic year, an eligible faculty member (defined below) may opt either to teach a 24 teaching credit hour load (24 TCH) or submit a proposal for a scholarship project for up to six credits of on-load time, typically three TCH per semester. The proposal and project shall relate to one of the following three areas of scholarship (further defined below):

- a. Scholarship of Pedagogy
- b. Scholarship of Discovery, Integration or Aesthetic Creation
- c. Scholarship of Application

Suggestions regarding the kinds of projects that might be pursued in each area appear later in this document. Proposals will outline a rationale for the work connected with the scholarship project, including a brief description of the project specifying anticipated outcomes and the relationship between the project, the enhancement of teaching, and school and department goals. Proposals will be submitted and considered in accordance with Attachment I, which details application and peer review procedures. The time for completion of each project will normally be two years, with an interim report due at the end of the first year. Final reports, which will include evidence(s) of the scholarship produced by the project, will be due at the end of the second year. Projects may be renewed in two year increments. All requests for renewal must be accompanied by final reports from any previous scholarship project, and include evidence of the scholarship produced. Following peer review, projects may be canceled by the Dean in accordance with the procedures detailed in Attachment I after less than two years for insufficient progress, other good cause, or by mutual agreement of the faculty member and the Dean.

Criteria for reappointment, tenure, or promotion, which are set by the Administration, will vary depending on the option chosen to reflect the scholarly emphasis of the faculty member. When applying for reappointment,

## CATEGORIES OF PROJECTS

The following areas of responsibility are expectations for every faculty member including those who choose to teach 24 TCH. If eligible for this program, faculty may choose to concentrate on one of the forms of scholarship described below and develop a scholarship project in that category.

1. TEACHING-- the most important function of a teaching university. All faculty are expected to teach during each academic year. Teaching quality represents at least 30% of the evaluation for each faculty member. Teaching includes not only traditional classroom, laboratory and studio instruction, but also such activities as independent study, the supervision of interns/co-op students, the supervision of student teachers, the supervision of student research, and the various forms of advisement.
2. SCHOLARSHIP OF PEDAGOGY--All faculty are expected to engage to some extent in the scholarship of pedagogy so as to enhance their teaching. Engagement in the scholarship of pedagogy involves the examination of teaching. As Ernest Boyer explains in *Scholarship Revisited*, "Teaching is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught ...with this vision, great teachers create a common ground of intellectual commitment. They stimulate active, not passive learning and encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over" (p. 23-24). Examples of typical expectations include attending workshops both on disciplinary knowledge and pedagogical innovation, engaging in curricular revision, and the like.

Faculty who propose projects in the Scholarship of Pedagogy could engage in such projects as designing and leading faculty development workshops (such as those sponsored by the Institute for Critical Thinking), or ongoing workshops for adjuncts and graduate assistants. The coordination of mentoring activities, engaging in a major personal examination of teaching (including attending a series of professional conferences or workshops on the subject and undertaking a study documenting the effects of changes), carrying out a major programmatic curricular revision, development of novel teaching methods, laboratory experiments or other pedagogical innovations are also possible projects.

Faculty engaging in this form of scholarship are expected to share their experiences with the wider academic community. The projects in which they engage should reach a level of excellence sufficient to develop materials which, following peer review, are selected for dissemination through publications, reports, colloquia, conference presentations or other normally accepted venues for such presentations.

3. SCHOLARSHIP OF DISCOVERY, INTEGRATION OR AESTHETIC CREATION--All faculty are expected to some extent to engage in research that adds to the field of knowledge in the discipline, that makes connections among existing ideas within and across disciplines, or in the production of works of art in any medium.

CRITERIA FOR PERSONNEL ACTIONS

The following weights for criteria for personnel actions shall apply for candidates selecting one of the options. Candidates who chose to teach the 24 TCH load or who are not eligible for the program will be evaluated using the "Teaching" option. Department Chairs and other qualifying departmental administrators may select any one of the options as the basis for personnel evaluation. Faculty ineligible for FSIP as a result of receiving on-load time through a grant may select as the basis for personnel evaluation a category of Scholarship consistent with the nature of the grant activity.

SCHOLARSHIP OF PEDAGOGY

Teaching	30
Scholarship of Pedagogy	40
Scholarship of Discovery, Integration or Aesthetic Creation	10
Scholarship of Application	20

SCHOLARSHIP OF DISCOVERY, INTEGRATION OR AESTHETIC CREATION

Teaching	30
Scholarship of Pedagogy	10
Scholarship of Discovery, Integration or Aesthetic Creation	40
Scholarship of Application	20

SCHOLARSHIP OF APPLICATION

Teaching	30
Scholarship of Pedagogy	20
Scholarship of Discovery, Integration or Aesthetic Creation	10
Scholarship of Application	40

TEACHING

Teaching	40
Scholarship of Pedagogy	20
Scholarship of Discovery, Integration or Aesthetic Creation	20
Scholarship of Application	20

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**PROCESS - ATTACHMENT I**

Much of the process designed to implement the Faculty Scholarship Incentive Program is described in the MSU/Faculty Scholarship Incentive Program document and faculty should familiarize themselves with the information contained therein prior to participating in the program. Process details which are too specific for inclusion in the general document are noted in this attachment.

**TIMELINES**

The Faculty Scholarship Incentive Program calendar will appear in the Administrative Calendar, which is distributed each year to members of the faculty.

**FSIP PROPOSAL DEVELOPMENT AND PEER REVIEW PROCESS**

Recognizing the value of scholar-colleague exchange in this process, the University has established the following process designed to yield the strongest possible proposals.

**I. FSIP PROPOSAL**

**A. Peer and Department Review**

Each applicant shall identify one or two colleagues whose expertise is related to the area of scholarship to be proposed. The colleague(s), who may be in the same department as the applicant or in a different department, will serve as faculty reader(s) and advisor(s) to the applicant. Within five (5) working days of receipt of the applicant's proposal, the faculty reader(s) shall write a review of the proposal and forward it to the applicant.

The applicant shall submit a proposal and the review by the faculty reader(s) to the Department Chairperson or Deputy Chairperson no later than the date stipulated in the administrative calendar. Within five (5) working days, the Department Chairperson or Deputy Chairperson will read the proposal and inform the applicant in writing of the recommendation. The Department Chairperson or Deputy Chairperson may approve, disapprove or request modifications.

The applicant may respond to requested modifications within five (5) working days. The Department Chairperson or Deputy Chairperson will respond to the applicant's modifications within five (5) working days.

report, the faculty reader(s) shall comment on the report in writing and forward their comments to the participant and the Chairperson or Deputy Chairperson.

Within five (5) working days of receipt of the applicant's report and the review by faculty reader(s), the Chairperson or Deputy Chairperson shall comment on the report in writing and forward such comments to the applicant. The applicant may respond in writing to the Department Chairperson or Deputy Chairperson's comments within five (5) working days. The Chairperson or Deputy Chairperson shall respond in writing to the participant's comments within five (5) working days.

The interim report, the review by the faculty reader(s), Department Chairperson or Deputy Chairperson's comments and any response by the participant and response from the Department Chairperson or Deputy Chairperson shall be forwarded to the Dean by the date stipulated in the administrative calendar.

## 2. Dean's Review

Within ten (10) working days of receipt of the participant's packet, the Dean shall indicate in writing to the participant acceptance of the report or suggestions for alteration of the project, or intent to cancel the project. If the Dean opts for the second or third choices, the Dean will provide a written explanation of the reasons for the action. The participant may respond in writing within five (5) working days of receipt of the Dean's proposed decision. The Dean shall respond to the appeal within ten (10) working days.

If the Dean intends to reverse a positive report from the Department Chairperson or Deputy Chairperson, the Dean shall, prior to notifying the participant, inform and invite discussion with the Department Chairperson or Deputy Chairperson to attempt to resolve their differences. Upon request by either party, a meeting shall take place to attempt such resolution.

## 3. Appeal to President

As with all released time decisions, the applicant may appeal a negative recommendation to the President or a designee.

## B. Final Report

Each FSIP participant shall file a final report with the faculty reader(s), Department Chairperson or Deputy Chairperson, and the Dean on the dates specified in the administrative calendar.

per semester required to balance schedules as approved by the Dean.

2. An interim and a final report shall be submitted in accordance with the dates specified in the Provost's program description.
3. If insufficient progress is shown after one year, as determined from the review of the interim report, the project may be terminated.
4. If human subjects are involved in your work, you must meet all requirements for such work. You should contact the Director of the Office of Research and Sponsored Programs regarding college policy if you have questions about this.
5. It is expected that for three credits of load time, at least 7 1/2 hours per week will be devoted to this project. Additionally, faculty members may not be compensated from outside sources for activities which fall within the 7 1/2 hours. Participants are not required to keep or to submit documentation on time expended on their projects. Faculty cannot be compensated from other sources for the time during which they are engaged in the FSIP project. Advances for the preparation of a manuscript will be viewed not as direct payment for preparing the manuscript but as an advance on royalties. Specific contracts and grants will be interpreted in this way wherever leeway is present. Aesthetic/fine arts/music/scientific/research products may also yield royalties or other financial benefit. Compensation for the production of such products will be considered payment for the products rather than for the time spent producing them if FSIP time is used.
6. Participants for this program will be evaluated for relevant personnel actions using the weighting of criteria related to the area of scholarship selected. The revised criteria and weighting's will be phased-in, starting one full year after initial eligibility has been achieved.
7. Continuation in the program, for those who reapply, is contingent upon the timely submission of the final report and evidence in the report that the objectives of the project and program are being met.
8. At the completion of the project, you are expected to disseminate the results of your project in the manner described by the Provost in Faculty Scholarship Incentive Program.
9. Faculty following University procedures when applying for external peer-reviewed grants are eligible for FSIP participation in a Scholarship area consistent with the grant-funded activity. Grant recipients may apply for up to six TCH for such projects, with application made to the Department Chairperson and to the Dean at the time of the grant application. FSIP participation will coincide with the semester during which the funded project begins.

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**ATTACHMENT II - PROGRAM IMPLEMENTATION**

**INSTRUCTIONAL RESOURCES**

Given the existing fiscal climate, it is clear that there will be no significant new instructional resources to help us support the program. Departmental and school adjustments to variables such as class size, existing released time and the use of technology in teaching/learning must provide the primary support for the program. In order to provide more time for the adjustments to be made, we have designed a two-year phase-in.

**ELIGIBILITY PHASE-IN**

In the first year (AY 94/95) initial eligibility will be extended to full time tenured or tenure-track faculty who taught at least one 3 TCH 500 or 600 level course during the Fall, 1993 semester. In addition, a second route to initial eligibility will be established. A department may volunteer to participate by devising a plan acceptable to its dean which demonstrates the ability of the department to maintain its efficiency at approximately the current level.

All remaining full-time tenured or tenure-track faculty will gain initial eligibility for AY 95/96 assuming sufficient resources. Starting with AY 95/96, all departments must provide evidence that they can maintain satisfactory levels of productivity, while accommodating faculty participation in the FSIP, to the satisfaction of the dean. Productivity continues to be a major University goal, and its assessment will take into consideration the following indicators:

- 1) excellence of instruction expected of a teaching university;
- 2) academic departments' ability to meet student demand and need;
- 3) contributions to the scholarship of pedagogy and curricular innovation;
- 4) contributions to the scholarship of discovery, integration or aesthetic creation;
- 5) contributions to the application of knowledge to issues of contemporary social concern;
- 6) service to the University and to the community;
- 7) long- and short-term student outcomes.

Initial eligibility, either individually or via the department route, extends to each eligible individual the opportunity to apply for participation in the Faculty Scholarship Incentive Program. Beyond initial eligibility, the program contains additional eligibility requirements with which applicants should be familiar.

**SBR/CD ELIGIBILITY DURING FSIP PHASE-IN**

Persons who have attained initial eligibility for the FSIP are ineligible for released time support from the SBR program. All persons remain eligible to apply for summer stipends and cash awards to cover incidental expenses related to scholarly/creative activities throughout the year from the SBR program.



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APPLICATION COVER SHEET

Name \_\_\_\_\_ Dept. \_\_\_\_\_ Date \_\_\_\_\_

Check the area in which you are applying:

- \_\_\_\_\_ Scholarship of Pedagogy
- \_\_\_\_\_ Scholarship of Discovery, Integration or Aesthetic Creation
- \_\_\_\_\_ Scholarship of Application

Attach a two- to four-page single-sided, double-spaced proposal using only the format outlined below:

1. Title of project
2. Describe the relationship of your project to the goals of your Department and School
3. Description of project:
  - a. Describe your plans for the work
  - b. Describe the consistency of your project with the scholarship area in which you are applying
  - c. Describe the scholarly outcomes you expect to produce, as well as the impact of this project on your teaching
  - d. Indicate how you will share the scholarly product with the wider academic community

Applications will be evaluated using the following criteria:

- a. Consistency of the project with the mission of the University and the goals of the Department and School of the applicant.
- b. Consistency of the project with the scholarship area opted for by the applicant.
- c. Consistency of the project with the amount of on-load time being sought.
- d. The likelihood that the proposed project will yield products consistent with the category of scholarship.

List below any non-teaching administrative or other assignments for which you are scheduled to receive TCH credit as part of your load during the period covered by this application.

ASSIGNMENT	FALL TCH	SPRING TCH	TOTAL TCH
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Indicate the number of TCH per year you are applying for as part of this program \_\_\_\_\_.

NOTE: Generally the amount of time approved for any project will be divided between Fall and Spring. You must provide an explanation if you seek another arrangement.

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RECOMMENDATION TRANSMITTAL FORM FOR FSIP PARTICIPATION  
FROM 19\_\_ TO 19\_\_

Applicant's Name \_\_\_\_\_

Department \_\_\_\_\_

Faculty Reader(s) \_\_\_\_\_  
\_\_\_\_\_

RECOMMENDATIONS:

1. \_\_\_\_\_ Recommended \_\_\_\_\_ Not Recommended  
Department Chairperson \_\_\_\_\_ Date \_\_\_\_\_

2. \_\_\_\_\_ Recommended \_\_\_\_\_ Not Recommended  
Dean \_\_\_\_\_ Date \_\_\_\_\_

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FIRST YEAR PROJECT APPROVAL:

\_\_\_\_\_ Fall \_\_\_\_\_ Spring  
TCH TCH  
Dean \_\_\_\_\_ Date \_\_\_\_\_

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INTERIM REPORT

Participant's Name \_\_\_\_\_

Department \_\_\_\_\_

Check the area which applies to you:

\_\_\_\_\_ Scholarship of Pedagogy

\_\_\_\_\_ Scholarship of Discovery, Integration or Aesthetic Creation

\_\_\_\_\_ Scholarship of Application

Nature of Interim Report:

The Interim Report is a progress report. Your Interim Report must include the work done to date, proposed modifications based on experience, and, depending on the area of scholarship, and as appropriate, documentation that the product requirements are being fulfilled. The form and content of the Interim Report should reflect the nature of the project. The Interim Report is subject to the procedures detailed in the FSIP Peer Review Process.

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RECOMMENDATION TRANSMITTAL FORM FOR PSIP  
SECOND YEAR PARTICIPATION FROM 19\_\_ TO 19\_\_

Applicant's Name \_\_\_\_\_

Department \_\_\_\_\_

Faculty Reader(s) \_\_\_\_\_  
\_\_\_\_\_

RECOMMENDATIONS:

1. \_\_\_\_\_ Recommended \_\_\_\_\_ Not Recommended  
Department Chairperson \_\_\_\_\_ Date \_\_\_\_\_

2. \_\_\_\_\_ Recommended \_\_\_\_\_ Not Recommended  
Dean \_\_\_\_\_ Date \_\_\_\_\_

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SECOND YEAR PROJECT APPROVAL:

\_\_\_\_\_ Fall \_\_\_\_\_ Spring  
TCH TCH  
Dean \_\_\_\_\_ Date \_\_\_\_\_

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FINAL REPORT

Participant's Name \_\_\_\_\_

Department \_\_\_\_\_

Check the area which applies to you:

- Scholarship of Pedagogy  
 Scholarship of Discovery, Integration or Aesthetic Creation  
 Scholarship of Application

Nature of Final Report:

The Final Report must describe the work done, and depending on the area of scholarship, and as appropriate, include documentation that the product requirements were fulfilled. The form and content of the Final Report should reflect the nature of the project. The Final Report is subject to the procedures detailed in the FSIP Peer Review Process.

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RECOMMENDATION TRANSMITTAL FORM  
FINAL REPORT EVALUATION

Participant's Name \_\_\_\_\_

Department \_\_\_\_\_

Faculty Reader(s) \_\_\_\_\_  
\_\_\_\_\_

Evaluation:

1. \_\_\_\_\_ Project Requirements Met  
\_\_\_\_\_ Project Requirements Not Met

Department Chairperson \_\_\_\_\_ Date \_\_\_\_\_

2. \_\_\_\_\_ Project Requirements Met  
\_\_\_\_\_ Project Requirements Not Met

Dean \_\_\_\_\_ Date \_\_\_\_\_



# The University of Georgia

Office of the Vice President for Academic Affairs

THE CARNEGIE FOUNDATION FOR  
THE ADVANCEMENT OF TEACHING

September 9, 1992

Sept. 14, 1992

Dr. Ernest L. Boyer  
Study on Faculty Reward Systems  
The Carnegie Foundation for the Advancement of Teaching  
5 Ivy Lane  
Princeton, NJ 08540

Dear Dr. Boyer:

In response to your request concerning changes in policies and procedures with regard to faculty evaluation and rewards, I note that we are engaged in a variety of new activities all relevant to this. Whether or not these meet your criteria is for you to determine, but I do enclose several items of interest.

First, we did have a one-and-a-half-day faculty retreat (upwards of 100 faculty participated) concerned directly with the issue of alternative career paths and rewards. I have enclosed a copy of the report of that conference.

Second, we have revised our guidelines for promotion and tenure, and I have enclosed a copy. I draw your attention specifically to the fourth paragraph of page 3 which acknowledges that faculty may have been assigned responsibilities which depart from the research university "norm" of original service. Suffice it to say that we have promoted people strictly on the basis of the quality of their service activities (see standards, p. 10-12) and strictly on the basis of the instructional role (see standards, p. 4-6). The latter would involve creative--and transportable--developments in instruction and not just excellent classroom performance.

Third, we have created a special professorship, the University Professor, which explicitly rewards with a significant increase in salary and a discretionary fund those faculty who have made distinguished contributions to the institution other than in creative scholarship. This is described more fully in the enclosed document entitled "Keys to Professional and Personal Development for Faculty."

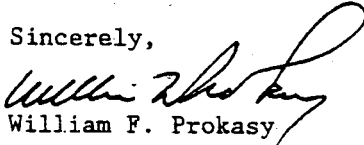
Fourth, we have created a number of opportunities for faculty to receive support for, and be rewarded for, their instructional efforts: teaching awards with significant increases in salaries, sizable instructional technology grants, both junior and senior faculty teaching fellows programs, and significant new instructional

awards for junior faculty. These and other options are described in the enclosed "Keys to..."

The principle behind all of these efforts is to create and maintain a support environment for those activities which we believe to be important. They reward and reinforce alternative career paths.

Should you desire any further information, please don't hesitate to ask.

Sincerely,



William F. Prokasy