The DEC would like to thank all of you who participated in the survey we conducted earlier this semester to determine whether the weightings of teaching, professional growth and scholarship, and service ought to be changed for people teaching a seven-course (21-hour) teaching load.

In general, the results of the survey suggested a desire to retain the current evaluation weights. In each area, the modal response was the status quo (i.e., 23 of 46 respondents set the lower limit of the teaching weight at 60% and 26 set the upper limit at 80%, 26 set the lower limit for professional growth and scholarship at 10% and 22 set the upper limit at 30%, and 36 set the lower limit of service at 10% and 27 set the upper limit at 30%). Mean scores for suggested weight limits varied by only 1-6% from the current weights. In short, the will of the faculty appeared to be to maintain the status quo, and, in keeping with the will of the faculty, the DEC proposes we keep the evaluation system “as is” for faculty hired at or moving to a seven-course teaching load.

The DEC also recommends, however, that a similar survey be repeated a year or two after the faculty is moved to the reduced teaching load because the data suggested a slight trend toward a desire for weighting scholarship a little more heavily and teaching a little less so -- a trend that might become more pronounced once the faculty have had time to adjust to such a load. Furthermore, in addition to the 46 faculty members who provided the data on which the above analyses were based, three additional faculty members expressed serious reservations about the current system and suggested dropping it entirely. A future survey, like the one proposed above, might be broadened to allow for an opportunity to explore these dissatisfactions (and possible alternatives) more thoroughly.