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# Standard form proposed

(Continued from page 1)  
to give up class time for the questionnaire, and others regard some of the questions as too simplistic. Humphrey concedes that a few of the questions such as "Was the professor hard?" are too simplistic. "The word 'hard' has many meanings," he says. Overall, though, Humphrey contends that the student government form is a good one.

Although student government and different academic colleges currently use different teacher evaluation forms, that policy may change before long. The Faculty Affairs Council and the Liberal Arts Teaching Excellence Committee are cooperating in an effort to produce a

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single form what would be used on a university-wide basis.

Their work is based on the evaluation form now used by the College of Liberal Arts. Dr. Ruth Schaffer, chairman of the Teaching Excellence Committee, says that is the form meets with a favorable enough response among all faculty members, it

will be recommended for approval, probably with a few modifications to John Prescott, vice president of academic affairs. Prescott says he will consult with deans before making a final decision on the matter.

The two faculty groups plan to have their work finished by the end of this semester, and if the form is approved, Schaffer says it might be available for 1979 Spring semester.

Not everyone, however, agrees that a standard form can be developed.

"In higher education, historically it's been very difficult matter to get students, professors and administrators to agree on a set of questions that really measure teaching effectively," says Dr. Glenn Johnson, an assistant professor of Educational Curriculum and Instruction.

Johnson, who teaches two graduate-level education courses that deal in part with the subject of teacher evaluations, adds, "I don't think you can develop a questionnaire that can measure every department at a university effectively."

He said it would be difficult to evaluate a physics professor with the same form used in a philosophy course.

"The objectives would be different in both of those courses," he says, "so it would be difficult to evaluate them with the same form."

Johnson advocates that forms be developed for every department in-

stead of having one for the entire University. "Divergence is what we need," he says, "because the objectives and missions of different courses are diverse."

Dr. William Bassichis, head of the Faculty Affairs Council, agrees that developing one form for the whole university will be a difficult task. "I'm not sure we can develop a questionnaire that can measure the right things," he says. "It's a very hard job to do."

Bassichis says the new form might have to include general questions followed by sets of questions that would

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apply to students taking different types of course.

However, Schaffer is confident one form could be developed for everybody. "Teaching is teaching," says Schaffer, "whether it's in philosophy, physics or sociology. We recognize differences in academic disciplines but regardless the thing we're doing is measuring a student's view of teachers."

Developing a questionnaire is no simple matter, and Johnson says there are two major problems in designing one. The first has to do with deciding exactly what questions should be asked, and the other involves making sure that questions really evaluate teaching. The latter is part of a concept labeled "validity"

by educators.

For example, Schaffer says questionnaires in the past have asked questions about classroom and some asked questions about a teacher dressed. Others have asked questions about the part, such as "The provided ample opportunities, disagree with or points raised in class. Some of the Cardinal rule is that should have only one part."

How valuable are teaching forms to professors? "The biggest problems with education that we (teachers) are not evaluated enough," says Schaffer. "I back you get from these horrendously important in teaching."

Dr. Richard Slack, professor of Wildlife and Sciences, says he uses questions from questionnaires that textbooks and lectures were changed in an effort he helps teach because of the form evaluation forms.

Both Bassichis and Slack they would like to see questionnaires that would ask students to write more comments. Schaffer, however, says it's impractical to use an open form at a university with enrollment.

Besides being evaluated, they would like to see their work should be evaluated by others. He says that could be done by teachers observe lectures and viewing each other's best results.

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