

Students deserve access to evaluation files

We support the ASUO and the Student University Affairs Board in attempting to make faculty evaluations available to the entire University community and urge the University Assembly to vote in favor of the three evaluation proposals its members will be presented with this afternoon.

Most faculty members have been hard-nosed in their opposition to the release of their evaluations for 14 years. It's high time they realized that University students should be given the chance to make positive use of the information

instructors. The implication here is not that the University teaching standards are sub-par, but that students may be failing to fill out evaluations sincerely when it's time for them to carry out their end of the bargain.

By extending to students the use of the present evaluation system, it is our hope that students will take more responsibility in filling out their evaluation forms, giving credit where it's due and criticism where it's needed. And if the students respond in this manner, the usefulness of the

information published in the Course Survey Bulletin.

Following an out-of-court settlement, the CSB was abandoned. Then, during the 1970s, the Oregon Student Lobby made several attempts but failed to get an evaluation proposal passed by the state legislature. The proposals would have given University students access to the evaluation information still being withheld.

The state legislature, which has closely followed the wishes of the University faculty on the evaluation issue up to this point, is fearful of an invasion of privacy which could adversely affect the careers of individual faculty members.

But fear of invasion of privacy on the part of faculty members is irrational. Poor instructors will be identified and avoided by students, even if the student body is denied access to the evaluation statistics. The faculty should welcome a chance to make their personal successes a matter of public record, by recognizing the validity of the student proposal now before the assembly.

The ASUO and SUAB, in presenting the case for open evaluation files, merely represent the student as a consumer. As a consumer, a student ought to be able to make informed choices according to his or her academic needs. Such choices, based on open evaluations, will give students more responsibility for their own academic successes and failures.

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contained in these evaluations — a process that would not threaten the careers of individual faculty members.

Certainly some faculty members have cause for fear — because their teaching may be half-hearted or sub-standard. But we get the feeling that the majority of the faculty is appreciated by its students and that this attitude is, and would continue to be, reflected in evaluation statistics.

Partly as a result of this appreciation and partly because of the end-of-term relief syndrome that pervades the attitudes of most students around evaluation time, it seems that evaluations have, if anything, been too soft on individual

entire evaluation system will be given a needed boost. Both faculty members and students alike would have access to increasingly accurate statistics.

Access to any of the evaluation statistics has so far been limited to individual faculty members and departments, though a few departments have chosen to make them available to students after faculty approval was secured. And student representatives have struggled with the administration and the faculty since 1966 to make some form of faculty evaluation accessible to all students.

Since then, the ASUO has had to deal with a professor's threat to sue (1967) because of false

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Reaching out

The facts are stark: In 1975, Cambodia had a population of six million; today it has a population of 3.5 million. While it is true that many thousands have fled the country, the shocking fact is that most of the 2.5 million are dead! The causes of their death are well known and in the past. However, the best guess is that, before the end of the coming harvest season, another one million will die, simply of starvation. Of the remainder, most will be malnourished. For a child, this means abnormal growth and

possibly brain damage.

Under these circumstances there are those of you who might give up hope and say that perhaps the remaining Cambodians are better off dead. We do not believe that! We feel that we are able to stop this from happening. If every town, every American, every citizen of the world were to reach out, then very few of these people would die.

We cannot act for the rest of the world. But we are, in our own limited way, able to reach out and help. Last week, we began the University's Fund to Feed Cambodia Drive. Today

we beg of you — reach out. Donate both your time and your money this Christmas. Help us to help them to help themselves. By so doing, you will help yourself to understand why every area of the world does not have the bounty of America.

There will be tables outside the bookstore, and in the lobbies of the library and the EMU from now till the end of the term. Please sign up to sit at them for no more than one hour. We have a target of \$16,917 between now and Dec. 15th. They need you. We need you. Please help.

Michael Lacey
chairman,

University Students for Cambodian Relief Drive

Law breakers

Recent articles in the Emerald have stated certain personal prejudices against those who so freely deface University property with orange paint. I agree with those statements but it is my intention to put forth further information herein on the subject.

ORS 164.354 prohibits a person or persons from damaging property in excess of \$100, (and I am sure it would amount to that much to refurbish the orange painted surfaces) and sets a

penalty of one year in the county jail and \$1000 fine, or both, as a maximum penalty for this class A misdemeanor.

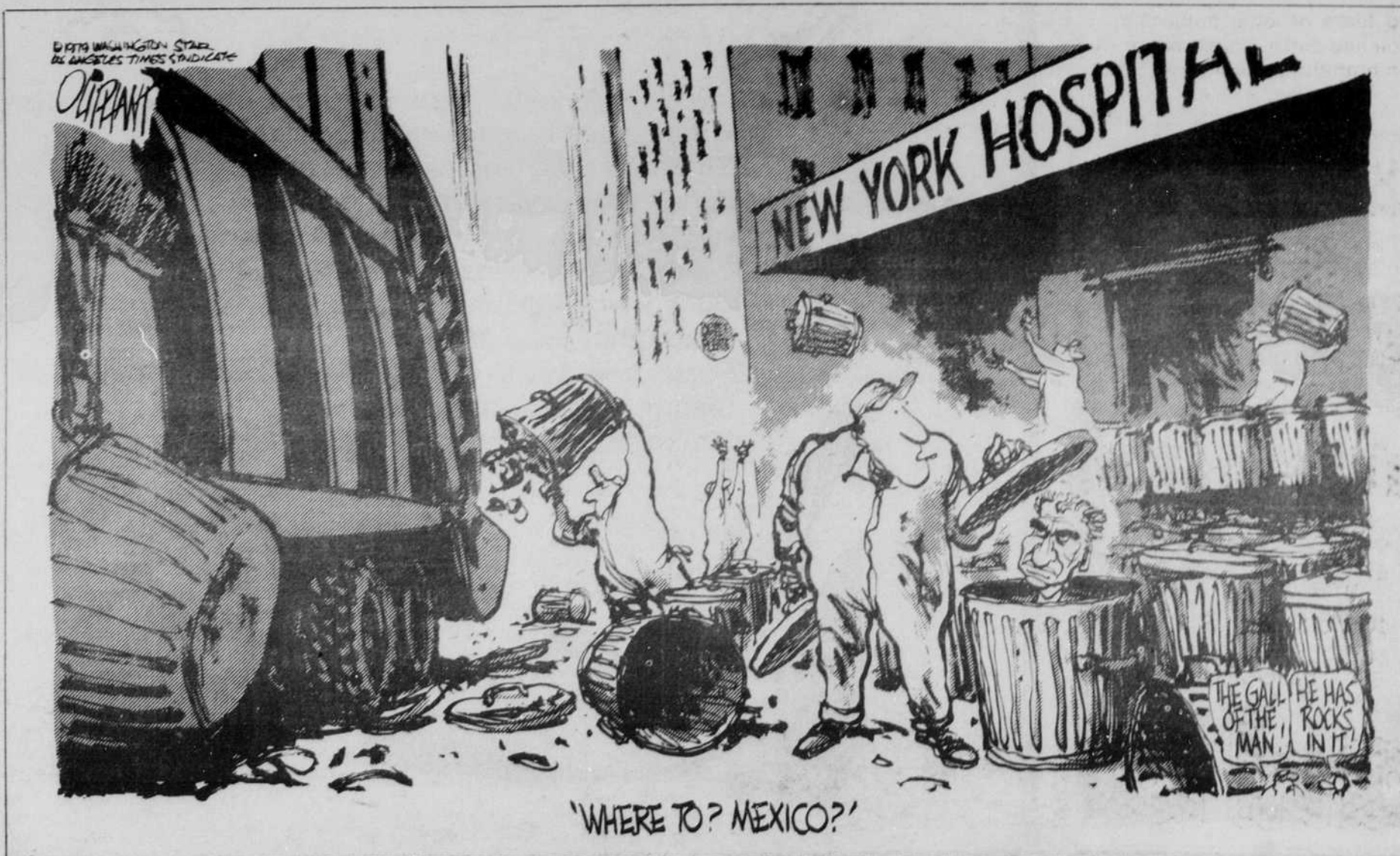
The constitutionality of this state statute is supported by both the Ninth and 10th Amendments to the United States Constitution and Article I, Section 33, of the Oregon State Constitution.

Simply stated, anyone who uses extra-legal means to advance their First Amendment rights in a manner which excludes others' constitutional rights forfeits those rights. Secondly, the use of extra-legal means to advance one's political or other views detracts from and negates the importance of the message sought to be disseminated to the alleged learners.

The public forum provides, especially at the University, all sorts of outlets for political or other expression. To paint a message on a wall when several other means are available is to show one's insecurity and ignorance. Those persons who used the orange paint have severely hurt a good cause in the minds of those conservative people such as myself who need facts to be persuaded by them.

Robert Barzee
graduate student, instructional technology

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letters policy

The Emerald will accept and try to print all letters containing fair comment on topics of concern or interest to the University community. Letters must be typewritten, using 65 character margins, and should be triple-spaced. Letters must be signed and the author's field of study or faculty status noted.