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CAREGIVING THROUGH A CRISIS:

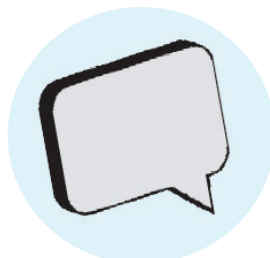
HOW THE UO COMMUNITY BALANCES
WORK AND FAMILY RESPONSIBILITIES



NEWS:
COVID-19
AND LAW
STUDENTS P.3



A&C:
BLACKTOP
WASTELAND
BOOK
REVIEW P.7

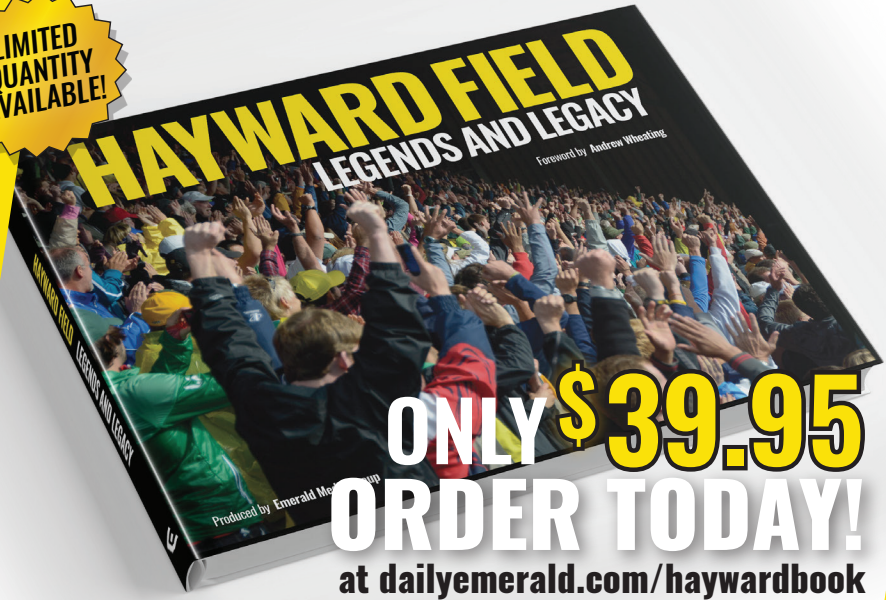


OPINION:
END OF
TERM
SURVEYS P.8



SPORTS:
PAC-12 GOT
IT RIGHT P.8

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THE DAILY EMERALD

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ON THE COVER

Gubae Beyene, graduate employee and doctoral student, (left) and his two sons, Samuel and Kidus, are one of many families who have to adjust their home due to COVID-19. University of Oregon students, employees and faculty members with family at home are learning to balance childcare, school, and work due to the circumstances of COVID-19.

(Kevin Wang/Emerald)

EVERYTHING UO

NEWS

UO SCHOOL OF LAW PREPARES FOR ONLINE LEARNING

BY MAKENZIE ELLIOTT · TWITTER @MAKENZIELLIOTT_

"I was 600 miles away from my home and I don't know anybody out here," Kathryn Loden said. "And because everything is on lockdown and social distancing, it's really hard to meet my classmates."

Like many students, Loden is facing the struggle of remote learning. Moving from Utah to Oregon, Loden is ready to start her first year at University of Oregon's School of Law. Her year, and the year of everyone else studying law at UO, is not exactly how she had originally planned.

The UO law school will hold about 85% of instruction remotely this semester, holding only a few upper-level classes and clinics in person, according to questions law school faculty answered via email. All first-year law instruction for fall semester will be remote, but UO said students can still use classrooms for participating in class sessions. Law students can access the building from 7 a.m. to 9 p.m.

UO decided to continue primarily remote learning since the law school starts earlier than the university's fall quarter, the FAQs page stated.

Even though it's not ideal, Loden agreed with the university's decision.

"I think if we had all been in person, that would have just been a colossal disaster like we've seen all over the country so far," she said. "So I think putting the first semester completely online is a very good choice."

Loden said students and faculty are trying to overcome the challenges of online learning and COVID-19. She said professors are reaching out and students are building a sense of community by planning hikes and outdoor get-togethers.

Loden also said learning through an online platform could be a benefit.

"I think that because this whole year of law students is starting online, we're all going to be better equipped for whatever challenges online learning is going to bring," Loden said. "And 10 years from now, there are going to be issues associated with all the Zoom that this year of lawyers are going to be pretty well prepared for."

Michelle Tapia-Hurtado is another student grappling with starting the school year online. A pre-law student entering her senior year, she will

learn completely remotely this term.

When UO moved spring term online, Tapia-Hurtado said she missed the opportunities of in-person learning, like networking with legal professors and interacting with professors.

"It's an opportunity for you to really see what it's like to be in a classroom structure as a legal student in the future if you do choose to go to law school," Tapia-Hurtado said.

Professor Gregory Dotson, an Environmental and Natural Resources Law Center faculty member, is currently preparing to teach remotely this fall.

"No one wants to be doing this, but as we're seeing around the country, all the schools are in similar situations," Dotson said. "I think no one's in the ideal situation for returning to school."

Like many professors, Dotson quickly adapted to online teaching last spring. There was a definite learning curve, he said, but now he's trying to learn and utilize new tools to make this fall better.

"I've been really, over the course of summer, trying to think through what are the online tools that could actually be good for students that they wouldn't otherwise have the benefit of," Dotson said.

Dotson will teach an environmental policy practicum course this fall. The class usually works with outside entities, sometimes meeting with them in Salem or Washington D.C., Dotson said. Now, no one is doing meetings.

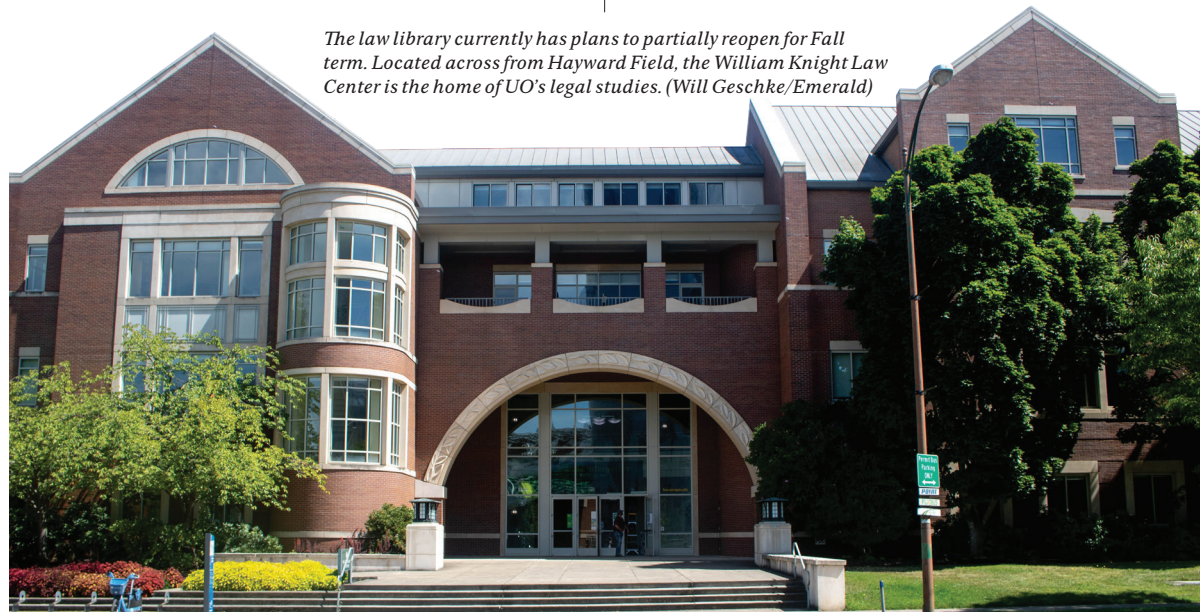
"The reality is that everybody in the working world is also on Zoom and not doing meetings," Dotson said. "So it's not a unique handicap. It's just really what the world is going through right now."

Dotson planned to take advantage of benefits associated with online classes.

An online platform allows guest speakers to join the class from across the country, he said. It also encourages students to meet other classmates they wouldn't normally talk to, Dotson said, since he randomly assigns groups to discuss.

"My main advice is to just have really good communication with instructors because it'll be harder without good communication," Dotson said. "It'll be harder for professors to know what's going on with students and react."

The law library currently has plans to partially reopen for Fall term. Located across from Hayward Field, the William Knight Law Center is the home of UO's legal studies. (Will Geschke/Emerald)



REGIONAL AND STATE NEWS

POSTMASTER GENERAL SUSPENDS POST OFFICE CHANGES:

Postmaster General Louis DeJoy announced on Aug. 20 he would suspend United States Postal Service operational changes until after the 2020 election. USPS removed at least 27 mailboxes in Eugene and four in Portland following a decline in mail volume, KEZI reported. USPS faces potential bankruptcy after U.S. President Donald Trump stated he will withhold funding to limit Americans' ability to vote by mail. - CLAIRE WARNER

BLACKS LIVES MATTER ART GRANTS:

Jordan Schnitzer, president of the Jordan Schnitzer Family Foundation, will grant \$150,000 to artists as part of a Black Lives Matter program. Jordan Schnitzer Museums of Art at the University of Oregon, Portland State University and Washington State University will award 20 \$2,500 grants. Artists in Oregon and Washington with recent work reflecting the Black Lives Matter movement are eligible to apply by Sept. 1. - SARAH-MAE MCCULLOUGH



(Kevin Wang/Emerald)

TRACKTOWN TO OFFER ONLINE EXPERIENCE:

Due to stay at home guidelines, TrackTown Tuesday will continue for its 14th year, but now it will be a virtual experience. On September 1st, via their YouTube page, TrackTown will continue to connect the Eugene-Springfield community with the sports most beloved and iconic athletes. The event is free to the public and set to start at 7 p.m. - GABRIEL ORNELAS

DOUBLE DUTY:

CAMPUS CARETAKERS GRAPPLE WITH BALANCING LIFE DURING COVID-19

BY SALLY SEGAR • TWITTER @SALLYSEGAR



Gubae Beyene, graduate employee and doctoral student, and his wife, Hewan Beyene, adjusted their home into a cohesive environment of school and work for their children. University of Oregon students, employees and faculty members with family at home are learning to balance childcare, school, and work due to the circumstances of COVID-19. (Kevin Wang / Daily Emerald)

Hannah Small wakes up in her grandparents' California home at 9 a.m. Right away, she gives her grandfather his morning pills, tube feeds him, lets out the dog and does any necessary chores around the house. Only then does she open Canvas to assess the daily workload of her two summer courses.

Just as Small starts working on an assignment, it's time for another feeding, or her grandfather needs other assistance or she needs to make a grocery run.

As governments, universities, schools and care centers began limiting their capacities or shutting down completely as a result of the pandemic, many students and teachers moved to remote learning, teaching and researching.

With these closures across the U.S., many students and instructors have undertaken full- or part-time care responsibilities alongside their full-time work. Some caregivers have felt both their work and home lives suffer as they feel the pressure of maintaining efficiency and keeping up with their peers.

In June, Small's living situation changed because of the COVID-19 pandemic, and she chose to help out her family by replacing the hired professional that usually cared for her grandparents.

"It's never just all focus on school or all focus on taking care of my grandparents," Small said. "It's kind of like, 'I have 30 minutes here; I'm gonna try and cram in some lecture notes.'"

Many students on a timeline toward graduation are worried about lasting set-backs from their time working in a distracting environment.

"With all the stress and reduced productivity, my academic career, for which I have sacrificed a lot over the years, will definitely be set back and affected long-term," media studies doctoral student, graduate employee and father of two, Gubae Beyene, said. "There is a lot at stake here."

For Beyene, his wife and their two children, COVID-19 forced work, school and home into one place. Beyene said he appreciates that his wife, Hewan, is the children's primary caretaker, but he still feels burdened by the convergence of childcare

and work. Finding a balance has been his toughest challenge.

“There are times I wish I could make myself invisible just to get work done,” he said.

The University of Oregon’s Center for the Study of Women in Society launched the Caregiver Campaign on June 8. The campaign is a call to action asking UO leadership to address

the labor inequities that were brought to light by the pandemic.

“The most strong sense of despair that I would say was really coming from moms – a few dads – but certainly from moms with young kids who are at home, who were having to do homeschooling, having to do daycare plus just the emotional labor that goes into caring

for children,” Michelle McKinley, CSWS director and UO law professor, said. “Then we saw that this was totally a national pattern.”

McKinley and others at the CSWS worried about the university’s expectations of faculty productivity during the pandemic and thought to create the Caregiver Campaign. Though the campaign focuses on faculty, McKinley said, the CSWS recognizes the impacts on GE, student and staff caregivers as well.

Labor inequities existed before the pandemic, McKinley said, especially in the academic system that is still modeled after hermetic monks spreading their information only to a select few.

“Higher education’s research expectations have favored men who have wives or domestic partners to perform childcare,” McKinley and anthropology professor Lynn Stephen wrote in the initial call to action. “Of course, there have been changes, but the structure and expectations of research productivity overwhelmingly privilege those who can defer child and elder care.”

The campaign suggested six steps for the university:

1. Repurpose allotted faculty research resources to support caregivers
2. Temporarily waive non-essential services
3. Suspend “on track” standards for research productivity
4. Develop a research accommodation opt-in policy, like the tenure clock extension
5. Instruct department heads and deans to evaluate teaching loads
6. Collectively identify essential strategies of caring

Along with the campaign, the CSWS organized a petition and survey and collected written testimonials from UO faculty who are caregivers.

Maile Hutterer is an associate professor, UO’s History of Art and Architecture Department’s director of graduate studies, a wife and a mother of two. With the university and its childcare centers closed, Hutterer’s entire family is now working and learning at home.

“Even with every creative solution that we can come up with, the challenges are multifaceted,” Hutterer said in her campaign testimonial. “One is simply that our house is small, with limited places to work. Our only desk shares a room with the Legos, meaning that the lucky person who gets the desk is

often working in a noisy environment. Indeed, the whole house is a noisy environment.”

Hutterer’s only uninterrupted work time is in the early hours or late at night when her children are sleeping – but even that is variable. Even this time is variable, as her children are just as stressed as everyone else, Hutterer said.

“Their sleeping routines are really disrupted and they’re requiring a lot more emotional support than I remember them needing before the pandemic,” she said.

Hutterer said her current pace of work feels relentless and overwhelming.

“There are no minutes of the day when I am not performing some kind of labor,” Hutterer said, “whether that’s labor for the institution or labor in support of my children.

There is no break.”

Provost Patrick Phillips announced on March 25, after working with UO’s faculty union, United Academics, that all tenure-track faculty could request a one-year extension to their tenure clocks. All requests would be honored.

Of course, UO cannot independently solve the caregiving crisis during the pandemic, Hutterer said, but she would like to see the university look for more solutions.

“That is a helpful but limited response,” Hutterer said, “because it doesn’t do anything for non-tenure-track faculty who are not on a tenure clock, and it also really doesn’t do anything for tenured faculty who will be held to the same research standards as faculty without caregiving obligations.”

Michelle Dreiling, a media studies doctoral student, and Beyene believe UO should apply this same guaranteed pause to GEs, as they are affected by the same problem as tenure-track faculty, Beyene said. At UO, GEs can apply for an extension if their graduation timeline has been delayed, but the application must be approved.

Guaranteed extensions for Ph.D. and Masters students, Dreiling said, “would bring such peace of a mind to a group of people – grad students – who are scared right now and who are in really precarious positions.”

As a fourth-year doctoral student in the School of Journalism and Communication, Dreiling is in their last year of guaranteed funding. With their current level of productivity, Dreiling anticipates needing an additional year. UO is under no contractual obligation to provide it.

“Honestly, that makes it really hard for me to focus on my work,” Dreiling said, “because I’m constantly anxious about my job prospects and my precarity and my ability to provide for my son.”

During the last couple weeks of spring term, UO launched the Survey on Faculty Research and Creative Practice. Out of 298 faculty responses, 46% said caregiving responsibilities had a “significant impact” on their research or creative practice during COVID-19 and only 23% said it had “no impact.”

“Faculty respondents also expressed concern about vulnerability of non-tenure-track faculty,” the Office of the Provost said

ON THEIR 2019-2020 FAFSA, 412 UNIVERSITY OF OREGON STUDENTS NOTED THAT THEY CARE FOR CHILDREN OR OTHER DEPENDENTS

SOURCE: MARIA KALNBACK, COORDINATOR OF NONTRADITIONAL & VETERAN STUDENT ENGAGEMENT AND SUCCESS

in an email to faculty on August 12, “as well as the additional time and energy spent caring for and mentoring students.”

On March 16, the Office of the Provost sent an email encouraging departments and administrative units to suspend non-essential service during spring term. On August 12, the Office of the Provost asked that this postponement continue over the next academic year.

McKinley is also worried that offering optional opportunities to relax pressures for faculty could cause more inequity when non-caregivers continue to progress while caregivers are left behind.

“It’s an unfortunate binary,” McKinley said. “If we stop or press pause on evaluation metrics for faculty because of caregiving, those who don’t have caregiving responsibilities are going to reap the rewards.”

Vivian Olum Child Development Center and Moss Street Children’s Center, two of UO’s childcare options, both plan to open this fall.

“We are glad we can provide care during these times,” Sharon Kelly, Vivian Olum Child Development Center director, said. “We recognize that families are facing extraordinary challenges right now as they try to balance work, school and childcare.”

Moss Street plans to open on September 21 for fall term and Vivian Olum Child Development Center on August 31. Both will operate at a limited capacity and limited hours. The UO administration and student body has been supportive in reopening these centers, Becky Lamoureux, Moss Street’s director, said.

According to the Office of the Provost’s August 12 email, a small group of university employees have been working on caregiver support initiatives for the UO community.

“These initiatives focus on near-term actions to assist the caregivers in our community,” the email said, “and the team is operating and pursuing their work with a sense of urgency, understanding that action is needed now versus in months.”

The initiatives include an electronic platform to facilitate communication between those seeking care and interested care providers in the UO community and another electronic platform for families to post and search information to assist each other with meeting care needs. UO is currently developing both platforms, according to the email.

UO is also creating a centralized website for all caregiving resources, looking into additional on-campus childcare and planning discussion sessions and forums for student parents and UO employees with children.

Still, many faculty, staff and GEs hope to see more creative and collaborative solutions from the university.

“We’re all kinds of people,” McKinley said. “We’re not just people who show up and teach. We have different kinds of needs, all of us.”



During the academic year, Moss Street Children’s Center will often take all-day field trips on “no school” days that are sanctioned by the Eugene School district 4J. University of Oregon students, employees and faculty members with family at home are learning to balance childcare, school, and work due to the circumstances of COVID-19. (Kevin Wang/ Emerald)

ASKING FOR A FRIEND

Going from casual to committed

"How do you have the conversation about making the jump to a committed relationship when the other person is only interested in casual dating?"

- Craving serious commitment

BY EM CHAN · TWITTER @CATCHUPTOEMILY

(Unsplash/Alex Iby)

Dear Craving,

I'm just going to cut to the chase – did you get into the casual relationship with the understanding it would only be casual, or was it never talked about?

From the sound of it, you may have discussed this with your casual dating partner to a degree. Perhaps they said it in passing, or you might have posed the question nonchalantly, but either way you're in a pickle. My question is, if you knew they weren't looking for something serious, why did you keep dating them?

This question is not an attack I simply ask because many people get into these situations not realizing they'll have to approach them seriously. They assume they'll be able to convince the other party to change their mind, or time will inevitably do so. If you do convince them to commit to you, that doesn't mean they will immediately share your other relationship trajectory goals – this is just the first hurdle.

Relationship trajectory is an important aspect of deciding the kinds of relationships you want. I touched on it in my last piece, on whether to start a relationship with someone who doesn't seem like marriageable material. I'm not saying you have to decide right now that you're going to marry the next

person you date, but it helps to know if you want to marry so you can look for people who want that too.

As a person who previously went through this "I-convincing-my-partner-to-commit-to-me" route, it made me constantly second guess if I was doing enough to make it worthwhile for them to stay in an exclusive relationship with me, and in the end it still wasn't enough.

Sure, there are plenty of stories of people who eventually convince people to date them and it ends with them being happy together forever but those only turned out well after a lot of hard work. You have to accept that this person may not be open to a committed relationship right now, and it's not up to you to change their mind.

Once you've stomached those realities, you must know the answers to three questions: when did you realize you wanted to get into a committed relationship, why does it have to be them and what benefits would exclusivity bring to your lives.

To make this conversation easiest for you, start with this format. With all the most crucial information out in the beginning, they can take it all in, then proceed to either ask questions or talk about their thoughts on your admission.

For example: let's say you've been seeing someone

for a month and a half. You've realized that you can talk to them about anything at any hour and feel they'd still accept you. You want to show them what you're feeling and that you want them to return the sentiment... Isn't that a perfect way to frame it? They clearly get the message of why you like them, the benefits they can get out of it and a gauge of how long you may have harbored those feelings.

The rest of the conversation is the tricky part that I can't exactly guide you on. Overall, be open to their comments, try to respond logically and don't let the conversation go on too long. If you need to have a time cap for yourself beforehand, do it from my experience, it works to keep the conversation on track.

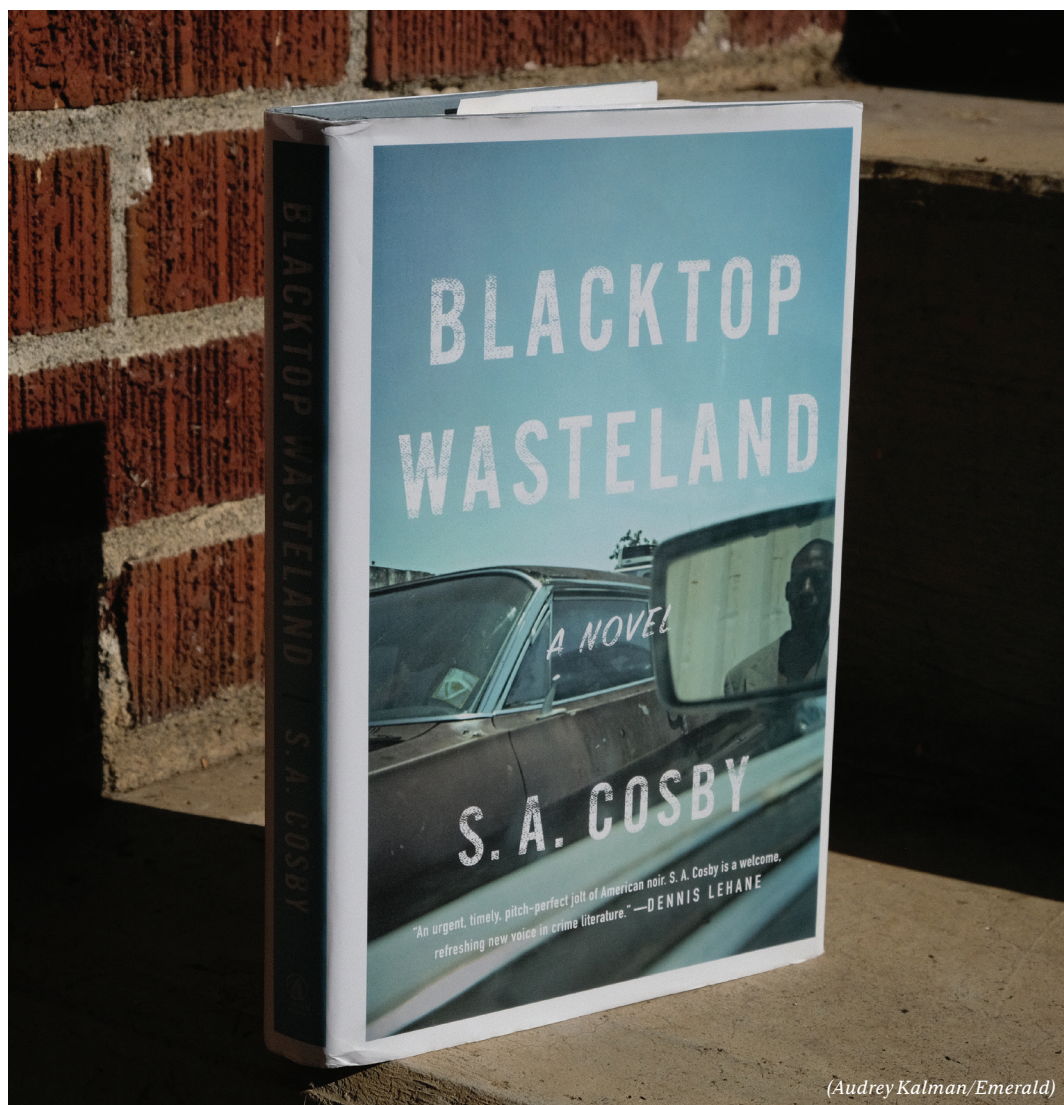
In the end, have hope, be patient and don't beat yourself up if the conversation doesn't go your way.

If they give going exclusive a chance, that's wonderful. But, they could also say they want to discontinue the relationship. Remember that a relationship is supposed to bring out the best of you, and you shouldn't count on this decision as the end-all for your happiness. If anything, you're incredibly brave for being vulnerable in pursuit of an uncertain and unexpected relationship.

NEW IN CONTEMPORARY CRIME: “BLACKTOP WASTELAND”

BY AUDREY KALMAN

*“IT IS CRUCIAL TO INCLUDE BLACK
AUTHORS IN WHAT WE ARE READING,
TO AMPLIFY BLACK VOICES.”*



(Audrey Kalman/Emerald)

Picture a crime novel. Perhaps you are imagining “The Adventures of Sherlock Holmes,” or an Agatha Christie book., Maybe you’re more into contemporary crime and are thinking of “The Lovely Bones” or “The Girl With the Dragon Tattoo.” Now, cast those stories aside, and make room on your bookshelf for “Blacktop Wasteland,” an illuminating dive into the criminal underworld. Written by S.A. Cosby, this new piece is a novel about crime in which getting caught is the least of the protagonist’s problems. It was one of the New York Times’ most anticipated titles of July, and deservedly so.

“Blacktop Wasteland” centers around devoted husband and loving father Beauregard “Bug” Montage. In the book’s first scene, Bug stares down a number of stressful problems, giving way to their introduction to the audience. He is competing in a road-race that, if won, could take care of a few short term problems of Bug’s: Overdue rent on his auto-body shop, one of his sons needing glasses, the other son needing braces. But, as the front flap’s description foreshadows, “Bug is at his best when the scent of gasoline mixes with the smell of fear.” It’s a high-stakes beginning to a book that’ll have you holding your breath.

“Bug” and his family live in rural Virginia, and Cosby’s vividly illustrated setting transports the reader to this different world.. Cosby employs literary tools to achieve this, not by using the words on the page to depict sprawling landscapes or glowing sensory details, but through his penmanship of debilitating poverty and violent racism. Bug has a history of being an accessory to various crimes, primarily as a driver. He has been out of the world of crime for a short while, but his family is confronted with financial difficulties, and he is forced to regress. The descriptions of this

behavior are not for the faint of heart. At one point, for instance, Bug uses a crescent wrench to beat the living daylights out of a rival driver, and Cosby writes how “Beauregard thought he could hear the soft clicking,” of the broken rival’s “shattered clavicle bones rubbing together.”

The book is especially poignant given the backdrop of our country’s ongoing reckoning with racism. Take, for instance, the issue of representation. Everywhere, high schoolers read countless “classics” by white authors with each coming year: “To Kill a Mockingbird” and “Catcher in the Rye” are particularly prevalent works. This whitewashed group needs to be diversified in order to empower Black readers. The Portland African American Leadership Forum wrote about this issue in their recent document titled “The People’s Plan.” The PLAAF wrote that educators need to be “well versed in Black history, culture, literature, etc. in order to contribute to accurate representation of Black studies.” It is crucial to include Black authors in what we are reading, to amplify Black voices.

Cosby, a Black man, wrote on his blog earlier this year that when he set out to write “Blacktop Wasteland,” he “wanted to write a story that explored the idea of poverty and violence from a perspective not usually seen in fiction,” what he refers to as the “rural African American perspective.” By reading Cosby’s masterpiece, readers can take a step toward understanding the manifold racism that is widespread in the United States today. In the same blog post, Cosby recalls his childhood, saying that his family members’ lives “were the worst country song you ever heard,” and that “the shining city on the hill didn’t shine its light on Mathews County Va back then.” Cosby’s voice needs to be amplified, and “Blacktop Wasteland” is a great place to start.

More by S.A. Cosby:

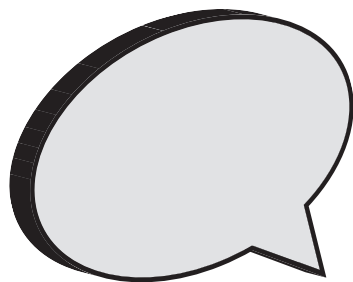
“Brotherhood of the Blade”

Cosby’s first book follows Catlow Creedence, a teenage boy who longs for a normal life. Instead, Catlow’s father, a legendary swordmaker, forces him to learn “The Way of the Sword” to prepare for battle—a battle that Catlow doubts will ever take place.

“My Darkest Prayer”

This novel features Nathan Waymaker, a sheriff’s deputy and former marine settled in a small southern town. When a local minister with high ambitions is found dead, his parishioners approach Nathan as their last resort to solve the crime.

Cosby is also published in Thuglit, a crime story magazine and Babe, It’s Cold Outside, an anthology of dark crime fiction.



POINT COUNTERPOINT



END OF TERM SURVEYS DURING DISTANCE LEARNING

BY BAZIL STERLING AND ANDREW STEVENS

STERLING: THEY SHOULD NOT BE REQUIRED

There are a bounty of individuals and groups that have been victims of the changing UO academic community. While most concern is directed toward students who are no longer getting the same quality education they previously enjoyed, instructors face the same challenges of moving online. The decision by UO to forgo end of course surveys for students was both valid and necessary, as vulnerable educators could be unfairly judged.

No one should risk their career over being forced to make major, last second adjustments to their teaching style, especially those without the protection of tenure.

Fall term should not require students to evaluate professors based on their online teaching capabilities. The same treatment should be applied to UO students who are still learning in a uniquely challenging environment.

Instructors need feedback to improve online instruction, but unprotected UO educators should not have to risk their job because of incredibly challenging circumstances if courses are fully online once again. UO has an opportunity to express compassion toward all vulnerable members of its community, and the duty to seize that opportunity.

STEVENS: WE NEED THEM TO IMPROVE DISTANCE LEARNING

The University of Oregon should reinstitute end-of-term evaluations regardless of whether fall term is virtual or in-person. Until last year, UO thought course evaluations were so important that it required students fill them out to receive term grades. Now, with many changes taking place at the university, student feedback should be more sought after than ever.

It is understandable that teachers were unprepared for the transition to virtual courses in spring, so it would be unfair to pass judgement, but not getting feedback is ignoring what strategies actually were successful. Since evaluations were not required last term, the university is receiving less feedback about the transition to all online courses which will prove

invaluable in the future.

The university has been refining course evaluations since 2017 when the teaching evaluation task force was appointed by the UO senate. Since then there has been a consistent effort to reduce bias and increase student involvement in course evaluations.

UO has already invested time and resources into improving our course evaluations so it makes no sense to throw it all away, especially when there is valuable information to be gained about how to improve the university. As UO and other universities adapt to a world with social distancing, taking notes on what works and what doesn't is going to be crucial for success.

SPORTS

FOR WHAT IT'S WORTH, THE PAC-12 GOT IT RIGHT

BY GABRIEL ORNELAS • TWITTER @GABE_ORNELAS

I've seen what the virus does to people. I have firsthand experience.

On a Tuesday in July amidst the pandemic, my dad, who spends countless hours balancing two jobs, began to feel ill. My family and I immediately went into denial, "He doesn't have it. He's ok. He always gets sick around this time. It can't be him." After the nervousness and anxiety from my mom grew larger on her face, and the tiredness and weakness overwhelmed my dad's body, he finally went to get tested. And within 72 hours he got the results.

Positive.

Then, behind my parents white bedroom door, my dad began his 14 day battle. Fourteen days of no sense of smell or taste. Fourteen days of lethargy, but being unable to sleep. Fourteen days of being scared to

sleep, because he feared that he wouldn't wake up.

This virus is not a joke. It doesn't care which side you're on, who you are or where you come from. It attacks everyone, and it demands to be taken seriously. That's why the Pac-12 made the safe and right decision to postpone the season and perhaps save athletes from catastrophe.

I understand that these athletes, more or less, have one shot to display their talents to professional scouts for a chance to play at the next level. COVID-19 has, now, changed the entire playing field for these athletes.

After being out of work for at least two weeks my dad returned, but faced the aftermath of contracting the virus. Following his first day back he almost had to drive himself to the hospital because his lungs felt

like they were resting on a bed of nails. His sense of smell still comes and goes, but fears that more side effects could follow.

What about the athletes? What will happen when they contract the virus and have to recover? Especially football players. You expect them to play two seasons within six months? One season is already extremely taxing on your body.

Pac-12 commissioner Larry Scott needs to give the athletes what they want. He needs to give them a third party testing site, guaranteed safety and an option to opt out of the season. He, and the rest of the higher ups, aren't playing or risking their lives, but are just reaping the benefits.