

Know our type?

— we've changed

Sharp-eyed readers may notice a difference in today's Emerald. Due to a breakdown of the regular typesetter, it became necessary to use a stand-by machine which produces a different type style. The new type will appear in the Emerald until repairs are made.

Sex equity research underway

By DAWN CALVERT
Of the Emerald

Developing a model for sex equity in Oregon's public school administration is the goal of a federally-funded two-year research project currently underway at the University.

A one-year grant from the Women's Educational Equity Act (passed by Congress this year), and the United States Office of Education is financing the project.

Under the co-direction of Patricia Schmuck and Jean Stockard of the Center for Educational Policy and Management (CEPM), the project will attack the underlying women's under-representation in school management.

Information gained from the test model will be available to other educational systems nationwide for adaption of individual state needs. "Oregon is being used as an example of what can be done to achieve sex equity," said Schmuck. "What we develop will be a model to advise people in other states of what will work and what will not work." This gives them an opportunity to view the Oregon model and adopt theirs accordingly.

Project researchers cite the fact that women graduate students in education are not entering programs in administration as a major problem. They contend that women are not aspiring to be administrators because of the male sex role stereotypes surrounding the positions. Studies have also indicated that processes of recruitment and administrative selection at the local school level contribute to the situation.

In hopes of solving these problems, project members have developed goals aimed at increasing awareness of sex inequity in educational administration and building capacity at the state level for reform activities designed to achieve equity.

One of the initial steps will establish a state-wide Advisory Board to assume leadership in reform after one year of the project. Other planned activities include presentations to school placement personnel and negotiating for course content on sex-role socialization and stereotyping for teaching and administrative credentials at this University and Portland State University. Several other activities are also forecast in the two-year project.

"We think achieving equity between the sexes will help both men and women" stressed Schmuck. For example, she explains that at the elementary school level, a man may feel pressure to go into administration. If he should aspire to be a third grade teacher, he is often viewed with suspicion as not choosing a worthy career for a male.

One of the issues to be explored by the research team is the concept of job sharing, or two people assuming the responsibility of one fulltime job.

According to Schmuck, some administrative positions tend to demand 60 hours a week and sometimes referred to as "people killing jobs." Job sharing would aid in decreasing the tension and allow more time for personal lives.

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Photo by Perry Gaskill

Elevator shopping

The Jefferson Elevator opened for business Wednesday in its new role as probably the world's first round shopping center. On page 13, Heather McClenaghan talks to the man behind the mall — about the elevator's future and prospects for success.

GTF's: students or employees?

"We are not going to wait for an Employment Relations Board (ERB) decision. We're going to push ahead with our membership drive," said Cal Harris, co-president of Local 3544 of the American Federation of Teachers and graduate teaching fellow (GTF) for the ethnic studies department.

The controversy over whether the nearly 900 GTFs on campus are students or employees is beginning to heat up again. Harris, 46, is a Ph.D. candidate in political science and holds his GTF assistanceship through work-study. The Graduate Teaching Fellows Federation (GTFF) was formed to represent GTFs' interests in dealing with the state and the University and to provide GTFs some protection within their own departments.

Last November, GTFs formed a union in order to represent their role as employees. In Oregon, before an election can be held to determine a union's right to represent a group of public employees, over 30 per cent of the employees must sign a petition calling for this election. Over 41 per cent have signed the petition. The state and University stopped the GTFs, claiming they were not employees but students and, therefore, had no right to organize as employees under Oregon's public employee law.

A hearing was held last March to determine their status (as students or employees.) To date no decision has been reached.

There are four major issues of concern to GTFs: wages and working conditions, health benefits, child care and the role of GTFs in the educational process.

— Wages and working conditions: Rarely are the hours per week or the work requirements for a GTF appointment specified in a written contract. Also, in several instances GTFs have not been offered a written contract upon ap-

pointment. In this case they've lost the protection afforded by a contract, and consequently their position becomes even more dependent upon the good will of their department.

The real wages of GTFs have fallen 10.5 per cent since 1970. An immediate concern is that wages not only be brought up to their 1970 level but be adjusted for rising inflation. GTFs get \$3,100 to \$3,300 a year, depending on their appointment.

— Health Benefits: Many GTFs say they are entitled to the same health insurance benefits received by the faculty, staff and their families. GTFs are entitled to use the Student Health Center but their families are not included. (GTFs are generally older than most students and often have families.)

— Child care: The University currently provides no child care benefits for GTFs. For many GTF families it is necessary that both parents work and study. Many GTFs say the University, as their employer, should assume some financial responsibility for child care for GTF parents.

— Undergraduate Education: GTFs' input into the education of undergraduates is substantial. This is especially true at the freshman and sophomore level, since GTFs often teach the over-crowded introductory courses.

Deadline nears for fees, election filing

This Friday is the last to register and pay tuition for fall term and file for ASUO elections. Students may file for positions on the Incidental Fee Committee (IFC), Student University Affairs Board (SUAB), EMU Board, Oregon Student Public Interest Research Group (OSPIRG) and Freshman and Junior Class officers. Campaign material may be picked up in EMU Suite 4. A mandatory candidates meeting will be held Monday at 4 p.m.