



"Committed to Academic Excellence"

NEWSLETTER

March 28, 2011

REGENTS MEET ON CAMPUS

For the first time in the past nine years, the February meeting of the Board of Regents was held on the Wartburg campus. The preceding eight February meetings were held in Florida or Arizona, venues that provided little opportunity for interaction with faculty and students. President Colson's report to the campus this year indicated that the Regents accomplished much more than just the official business of the College during their time on campus.

Two days in advance of the Saturday, February 19, Regents plenary business meeting, the president reported, "Those who arrived early enough—this was a majority—were invited to attend the Student Senate meeting." In addition, "The Regents were invited and encouraged to visit ongoing classes, which most of them enthusiastically did."

Along with the official business meeting, Regents attended the Artist Series, the special Epiphany Vespers Service, the Student Organization Showcase and, some, the indoor track and field meet in the W. The president noted, "The Regents and their spouses really enjoyed the weekend." They were able "to spend time with students, faculty and staff in our natural habitat" and to "integrate...into the life of the College."

Another milestone of faculty interaction with the Board occurred on October 1, 2010, when then Regents Vice Chair Rachel Riensche, with the encouragement of the president, addressed the fall AAUP Dinner. A full-page article on her address, *Hallmarks of Effective Board-Faculty Relationships*, can be found in the November 16, 2010, Wartburg AAUP Newsletter (go to <http://home.mchsi.com/~wartburgaaup/>, and click on newsletters).

Wartburg AAUP commends President Colson and the Board of Regents for sacrificing the pleasures of warmer climes and more dependable travel to be on campus and participate in the life of the campus. Everyone benefited!

SEARCH FOR DEAN OF THE FACULTY

On March 24 the four officers of the Wartburg Chapter of the AAUP (W. Zemke, R. Blair, B. Jones and M. P. Survilla) sent a letter to President Colson including AAUP guidelines for involving faculty in the search and selection of a dean of the faculty / vice president for academic affairs. The letter read as follows:

Dear President Colson:

As the college will soon begin the search for a dean of the faculty / vice president for academic affairs, we commend to your attention the AAUP-supported standards for faculty participation in the recruitment of administrative officers. These standards are set forth in the enclosed *Statement on Government of Colleges and Universities and Faculty Participation in the Selection, Evaluation, and Retention of Administrators*.

Under the principles of shared governance enunciated in these statements, the faculty should play a primary role in the selection of a chief academic officer. Accordingly, "the composition of the search committee should reflect the primacy of faculty interest (*Faculty Participation*, page 145), and faculty representatives to the search committee "should be selected by the faculty according to procedures determined by the faculty" (*Statement on Government*, page 139).

Interaction with members of search committees twelve and fourteen years ago has led us to believe that six, rather than four, faculty members on the search committee will provide more effective faculty representation. Thank you for taking our recommendation under consideration. If you have concerns or questions, the AAUP executive committee would be happy to meet with you at your convenience.

MONEY OUT THE WINDOW? OR PENNY-WISE, POUND FOOLISH?

I was struck by a recent article (*Wall Street Journal*, 12/16/10) by J. Sollisch, a "creative designer" and vice president of a leading integrated marketing communication firm in Ohio. His essays have appeared in *THE Journal*, the *Washington Post*, *Christian Science Monitor*, and the *Chicago Tribune*, to name a few big-time publications. He holds bachelors and masters degrees in English Literature and was a "one-time college writing instructor."

Mr. Sollisch noted that liberal arts colleges are dropping their foreign language requirements because of budget cuts. He is not disturbed by this, however. "Recession or not, that is good news." As he sees it, "My daughter, a psychology major, is barely able to read a menu in French after two years and thousands of dollars in tuition. She could have taken marketing courses instead." His son, an English major, could have "traded his two years of Swahili for courses like Web design, journalism, or marketing." Mr. Sollisch's punch line is, "money out the old *fenêtre*."

I have three liberal arts graduates in the family, and I disagree strongly with Mr. Sollisch's essay. One of my sons (French studies) is in marketing and a world traveler (Brazil, Central America, Singapore and the UK). My daughter (German and a little Spanish) is a kindergarten teacher. She often travels to Germany and neighboring countries. My other son (Spanish and Swedish), is a high school math teacher who has traveled to several Scandinavian countries, France, and Spain, and plans more of the same. Perhaps only my daughter who teaches kindergarten in the inner city of Chicago, has benefited directly in her career path from her training in Spanish.

Not one of my three children has claimed his/her time spent learning a foreign language worth so little as Mr. Sollisch claims for his children. My children all see the benefits of learning a foreign language in this increasingly interconnected world of ours. All three have used their studies to learn more about other countries and cultures and to open new vistas and opportunities. From their studies in foreign languages, all have built valuable confidence in facing new and unexpected situations encountered in their travels and their interactions with people from different backgrounds.

Even if in the near future you and I, with a small hand-held electronic translating device, will be able to immediately read a menu in a foreign language and give our orders to a server, language study will still have great value. There is more to studying a foreign language than just translation skills. From my observations as well as personal and professional experiences, foreign language study is valuable in and of itself. Language study belongs in a liberal arts curriculum. The issue certainly is not just money.

Warren T. Zemke, chemistry professor

WHO ARE THE WARTBURG STUDENTS (PART II)?

Where do Wartburg students come from? What is the quality of these students? Below are two tables that provide answers to these questions. The first table lists geographical distribution of the five largest groups of students by head count over the last 8 years. Together, these five groups constitute about 95% of the total student body. The source of the data in the table is the 22 September 2010 report from the Office of Enrollment Management. The most notable trends over these years are:

- Iowa student enrollments have declined steadily over the 8-year period, approximately 9% from 2003–2010.
- Illinois student enrollments have nearly doubled.
- Wisconsin enrollment has slipped and Minnesota grown with the result that the combined Minnesota and Wisconsin student enrollment has changed little (from 10.1–11.7 %, except for 2004).

Geographical Distribution of Students Enrolled at Wartburg

Fall Term	Total Enrollment	Percentiles of the Total Enrollment				
		Iowa	Illinois	Minnesota	Wisconsin	International
2003	1775	77.1	3.8	6.7	3.4	4.3
2004	1804	75.7	4.4	6.1	3.4	5.3
2005	1811	73.7	4.6	8.4	3.3	5.2
2006	1769	73.5	4.9	8.2	3.4	4.6
2007	1810	72.9	5.0	8.1	3.0	5.7
2008	1799	71.5	5.7	8.8	2.9	5.5
2009	1800	72.0	6.7	7.7	3.0	5.3
2010	1775	70.4	7.2	8.6	2.9	6.0

The second table compares average ACT composite scores of first-year students from Wartburg with those of first-year students from the states of Iowa, Illinois, Minnesota and Wisconsin and with the national scores over an 8 year period. The Wartburg information comes from the Office of Enrollment Management, while state and national ACT scores come from the ACT website www.act.org/news/data.html.

Average ACT Composite Scores

<u>Fall Term</u>	<u>Wartburg</u>	<u>Iowa</u>	<u>Illinois</u>	<u>Minnesota</u>	<u>Wisconsin</u>	<u>National</u>
2003	23.7	22.0	20.2	22.0	22.2	20.8
2004	23.7	22.0	20.3	22.2	22.2	20.9
2005	23.7	22.0	20.3	22.3	22.3	20.9
2006	24.0	22.1	20.5	22.3	22.2	21.1
2007	23.7	22.3	20.5	22.5	22.3	21.2
2008	24.1	22.4	20.7	22.6	22.3	21.1
2009	24.0	22.4	20.8	22.7	22.3	21.1
2010	23.5	22.2	20.7	22.9	22.1	21.0

Since 2002 the 98–100% of Illinois graduating seniors took the ACT test, while for Iowa, Minnesota and Wisconsin 60–70% took the test. Nationally, 40–50% took the test. Scores from year to year in each state and nationally seem to change little over this 8-year period.

For Wartburg students an ACT plateau of near 24.0 seems to exist. However, the strong ACT scores of the regents and presidential scholars participating in recent Scholarship Days could boost composite ACTs to or above the 24.0 plateau next year.

FACULTY SALARIES SLOWED BEFORE THE FREEZE

Wartburg faculty salaries were slowing before the salary freeze in 2009-10; see the right hand column in the table below. Salary increases for the president and five vice presidents (officers) did not slow as much as faculty salaries after FY 2005. The Wartburg fiscal year starts on June 1 and ends on May 31 of the following year: for example, FY 2005 goes from June 1, 2005 to May 30, 2006.

All information in the table (except as noted) is from the Wartburg College IRS Form 990s for FY 2005 – FY 2008. The Wartburg Form 990 for FY 2009 is not yet available.

The average salary information for Wartburg faculty is for ranked faculty as reported to the AAUP and published in the March/April issues of the AAUP magazine *Academe*. Titled faculty are excluded from the statistics. In FY 2005 there were 84 faculty salaries included in the statistics; in the following four years there were 91, 90, 92, and 91, respectively.

COMPARISON OF FACULTY AND ADMINISTRATION SALARIES (in \$1,000)

	<u>Ohle</u>	<u>Menzel</u>	Smith- <u>Loers</u>	<u>Waldstein</u>	<u>Grace</u>	Ostrander- <u>Leisinger</u>	<u>Average Faculty</u>
FY 2005	229.9	121.0	109.6	106.6	102.6	120.0	54.5
FY 2006	243.9	125.0	113.1	110.5	108.4	124.0 ^a	56.4
FY 2007	259.0	129.0	122.4 ^b	116.0	114.5	113.0	57.8
FY 2008	410.9 ^c	132.7	107.8	119.0	117.5	114.8	58.8
FY 2009	—	—	—	—	—	—	59.0

^a In 2006 the V.P. for Advancement position saw a transition from David Ostrander to Scott Leisinger.

^b In 2007 the V.P. for Student Life position saw a transition from Alexander Smith to Deborah Loers.

^c Pres. Ohle's salary for 2008 was divided into two categories: \$166,500 base compensation and \$244,400 other compensation. Also, \$11,500 deferred compensation and \$5,000 non-taxable benefits were added to his salary. The FY 2008 Form 990 included a salary of \$109,800 for Interim President William Hamm.

SPRING MEETING OF IOWA CONFERENCE AT DRAKE

The spring meeting of the Iowa Conference of the AAUP meets Saturday, April 23, at Drake University. Details of the program and panel, which starts at 9:30 a.m., will be published soon in the *Iowa Academe* newsletter. Anyone desiring transportation to/from the meeting should contact Warren Zemke at 352-2482 or warren.zemke@wartburg.edu.

Editor's note: All members of the Wartburg faculty, not just AAUP members, are invited to make contributions to the newsletter. Submit contributions to the editor, Brian Jones, at brian.jones@wartburg.edu.