



# WARTBURG AAUP

"Committed to Academic Excellence"

## NEWSLETTER

December 2, 1994

### **FACULTY SALARIES: WARTBURG STILL LAGS BEHIND PEER INSTITUTIONS**

After examining data comparing Wartburg enrollment figures and costs, average salaries, salary increases, and salary ratings to those of comparable institutions, Wartburg AAUP passed a resolution at its November 10 meeting recommending that raises for 1995-96 be at least 2% above the CPI.

Why all the concern about faculty salaries? Aren't Wartburg salaries competitive with those at peer institutions? Table 1 provides the answer. (Sources of information are the March/April 1994 issue of *Academe* for salaries and the October 5 *Chronicle of Higher Education* for tuition and fees figures.)

**Table 1. AVERAGE 1993-94 FACULTY SALARIES (RANKED) AT WARTBURG AND PEER INSTITUTIONS, WITH TUITION AND FEES IN PARENTHESES**

<u>Iowa Colleges</u>			<u>ELCA Colleges</u>		
Grinnell	\$51,300	(\$15,404)	St. Olaf	\$44,600	(\$13,560)
Cornell	46,800	(14,228)	Augustana (IL)	41,800	(12,942)
Coe	43,600	(12,802)	Concordia (MN)	41,300	(9,700)
Luther	40,400	(12,375)	Gustavus Adolphus	40,800	(13,435)
Central	39,500	(10,365)	Luther	40,400	(12,375)
Simpson	39,400	(10,825)	Augustana (SD)	36,400	(10,300)
Buena Vista	38,200	(12,565)	Wartburg	35,800	(11,080)
Wartburg	35,800	(11,080)	Augsburg	35,700	(11,400)

But didn't the faculty get a 5.1% salary increase for the current year, much better than the two preceding years? This very *Newsletter*, in the March 14 issue, applauded the Budget and Building Committee, ART, the Board of Regents, and the administration for their efforts in making that "significant" increase.

Table 2, however, provides data that put last year's raise in a slightly different perspective.

**Table 2. PERCENTILE INCREASES IN CPI AND WARTBURG SALARIES**

Year	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95
Wartburg Nominal	7.0	6.0	6.0	5.0	6.0	6.0	5.5	4.2	3.25	5.1
Wartburg Real	3.2	5.9	1.6	0.6	1.4	-0.1	2.4	1.3	0.55	2.3
CPI*	3.8	1.1	4.4	4.4	4.6	6.1	3.1	2.9	2.7	2.8

\* Consumer Price Index from December to December; CPI for 1994-95 projected

Except for 1992-93 and 1993-94, Wartburg nominal salary increases for the past ten years have been at or slightly above the 5% mark. So last year's increase was near the norm, nothing special.

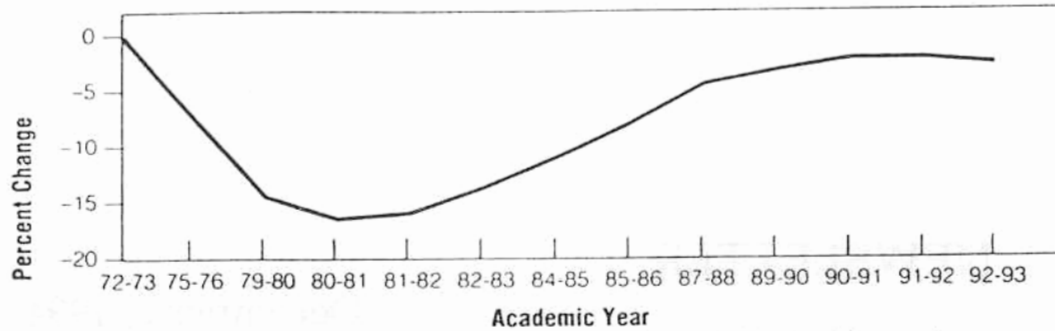
Table 2 also reveals that there appears to have been precious little coupling between enrollments (and FTEs) and salary decisions: Fall enrollments and FTEs for the four years 1989-92 were among the college's best, yet the trend in salary increases during those years was downwards.

And what about the effect of inflation (as measured by the Consumer Price Index)? Table 2 lists real salary increases for the past decade: the average is less than 2%. And the graph at the top of the next page shows that the profession's average inflation-adjusted salary is actually less than it was over 20 years ago, a bit of information long-time Wartburg faculty will have no difficulty comprehending. Ironically, over the past 8 years four-year private colleges have raised tuition and fees 6 to 9% annually (October 5 *Chronicle*).

Wartburg AAUP recognizes the complexities and uncertainties of budgetary decisions about salaries. We took them into account in our resolution. But as faculty are asked to do more and more for the college,

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### CHANGE IN AVERAGE FACULTY SALARIES IN CONSTANT DOLLARS, 1972-1993



When corrected for inflation, faculty salaries have declined by 2.8 percent between 1972-73 and 1992-93.

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SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Higher Education: and IPEDS Faculty Salary Survey, 1992-93*

we simply ask that faculty committees and the administration make their best effort towards achieving parity of compensation with comparable institutions so that Wartburg can continue to attract and retain competent teachers and scholars.

—W. Zemke

### **PRESIDENT OF SISTER COLLEGE TREATS FACULTY "SLUGS" WITH TQM**

"The administration has to make the tough decisions, not cede that role to the faculty, but act like the executives of the corporation," says Muhlenberg College president Arthur R. Taylor. Interviewed in the October *Lutheran*, Taylor, the former CEO of CBS-TV, is touting his "Total Quality Management" (TQM) approach to college administration.

Originally developed for industrial applications, TQM is supposed to increase efficiency and productivity by giving production-line workers a voice in corporate decision-making. As employed by Taylor at Muhlenberg, TQM entails "dialog and respect for diverse viewpoints." Consultation, however, is a far cry from sharing power. Despite plenty of listening, it is clear that a hierarchical management model prevails, with administrators acting "like the executives of the corporation"—i.e., making all the key decisions.

However effective such an approach may be in a corporate setting, it is bound to clash with traditional notions of faculty governance that still prevail within the academy. And indeed it does, specifically with the principle of peer review—that the primary responsibility in matters of faculty evaluation belongs to the faculty, not the administration. According to Taylor, faculty must be "content to exercise supreme authority in the areas of instruction, scholarship and student contact." No mention is made of faculty evaluation.

In fact, Taylor scoffs at the possibility of "a fair, uncorrupted system of peer review": "Honestly, I don't know if there's a school in the country that has such non-political, peer evaluation. Instead, you have varying levels of play-acting going on."

Given this attitude, it seems certain that many of the "tough decisions" that Taylor insists administrators must make and "not cede . . . to faculty" will apply to personnel issues like reappointment, tenure, promotion, dismissal, and termination.

Clearly, Taylor's approach is the product of his considerable experience in the corporate world and not the outgrowth of a profound understanding of or appreciation for the academic enterprise. Whether or not his attempt to apply TQM in an academic setting will bring long-term educational benefits to Muhlenberg remains to be seen. What can be seen even now is Taylor's discomfort and frustration with the academic tradition and the faculty who are its chief representatives. At one point in the interview, Taylor's language betrays him. "Face it," he says. "Most [faculty] are tenured for life." And then he adds, "Allowing yourself to slip into lethargy—becoming a slug—isn't good. . . ."

—Greg Scholtz