



# WARTBURG AAUP

*"Committed to Academic Excellence"*

## NEWSLETTER

February 6, 1994

### FRC DENIES GEIRSSON'S APPEAL. DEAN CONCURS

On January 19, the Faculty Review Committee recommended that no action be taken in response to Prof. Heimir Geirsson's appeal of the decision that no institutional need exists for his position. Because of the institutional need decision, Geirsson was not allowed to stand for tenure and will not be reappointed beyond 1994-95. Members of FRC hearing the grievance were Prof. William Shipman (chair), Prof. Glenn Fenneman, Prof. Arthur Frick, and Prof. Dan Sutherland. On January 31, Dean Pence accepted the committee's recommendation, thus ending the grievance process. Geirsson and his supporters, including both local and national AAUP, had argued that the institutional need determination and the resultant nonreappointment decision involved violations of faculty procedures, professional standards, and fundamental notions of fairness. National AAUP has advised Prof. Geirsson to investigate other means of achieving redress.

### THE PERILS OF PART-TIME: EDELNANT ON PROS AND CONS OF USING ADJUNCT FACULTY

*(On March 25, 1993, Wartburg AAUP sponsored a forum on the status of part-time faculty. Presenters included Vicki Edelnant, Bill Griffie, Peter Samuelson, and Suzanne Torkelson. One of the revisions to the Faculty Handbook which FRC is currently discussing is a section on part-time faculty. To help provide some background for that discussion, Prof. Edelnant graciously agreed to write a condensed version of her presentation for the newsletter.)*

Manpower, Inc., is now the largest employer in the country—larger than General Motors or IBM! The business model is rapidly being adopted by college administrations: replace full-time lines with temporary, part-time faculty. **But while there are legitimate uses for part-time and temporary faculty (such as when full-time faculty are on sabbatical or in times of extreme enrollment fluctuation) and even a few advantages to this practice, the disadvantages ought to be carefully considered before accepting this model as standard practice.**

For institutions, the biggest advantages of part-time faculty are flexibility and finance. Part-timers can be hired and let go on a term-by-term basis, so it's easy to adjust the number of sections of a particular course offered. And the savings over hiring tenure-line faculty are substantial. Most of the time, no benefits accompany part-time work, and the salary is never pro rata, even to instructor-level positions, regardless of the qualifications of the part-time faculty (PTF) member. PTF are generally hired for a flat fee—so much per course or credit hour. At Wartburg now it is \$2,220/course. And this remains the same whether the faculty member is teaching the course for the first time or the tenth term! Do the math: if this teacher were hired for three courses per term at this rate, fall, winter, and May term, the salary would be \$15,540/year and no benefits. The college gets off very cheap!

Often teaching loads are calculated differently for part-time than they are for full-time faculty. Because part-timers are paid per course, they often do not have committee, advising, and research assignments, so the expectation is that they should teach more, even though they already earn less. For example, at UNI, where a full-time professor's teaching load is typically three courses per term, a part-time faculty member must teach four courses for at least two consecutive semesters to be considered full time (and thus eligible for benefits).

Often (96% of the time nationwide) part-time faculty are women. Many are willing to undertake this kind of work because the flexible schedule allows them time for family or other professional pursuits. Many, however, piece together several part-time jobs just to eke out a living.

The population for whom the advantages are LEAST clear is the students. At large research institutions it can be argued that students at least get the benefit of faculty for whom teaching—not research—is their primary focus. But at colleges like Wartburg the full-time faculty already focus on teaching; the college does not palm off teaching on graduate teaching assistants.

**The list of disadvantages of this employment trend for institutions, full- and part-time faculty, and students is much longer.**

Institutions employing increasing numbers of part-time faculty will have complex scheduling considerations for faculty working at more than one job; impact will need to be measured on office space and on library, secretarial, and other support services. Recent rulings on eligibility for unemployment payments may also impinge on the financial advantages. And there is the ethical issue of fair employment to consider.

Full-time faculty are also affected when an institution resorts to a transient faculty. There are fewer faculty available to share the work load of departmental and institutional committee work and governance. Faculty morale also suffers. Full-timers may feel guilty at the exploitation of their colleagues; they may worry about the ethical implications of the disparity between colleagues who offer such similar services to the college. Or they may see part-timers as threats—to the stability of departments or to their own job security, since PTF could represent cheap replacements for their OWN positions.

For part-time faculty, in addition to lower wages and no benefits, the other disadvantages include little contact with other faculty and no input into curricular and governance decisions. Wartburg's theatre program is a prime example of the result of this: two 10-year PTF received mail-boxes and office space only LAST year. Until that time other faculty did not know how or where to communicate with these colleagues; the PTF were totally cut off from their colleagues.

Responsibilities are often blurred: Are PTF expected to attend department meetings? Allowed to attend? Can/should they serve on committees? This leads to confusion and resentment.

PTF do not receive support for professional development, so unless they have personal funds to attend conferences (not likely on their salaries!) they are often perceived to be uninterested in keeping up in the field or as less qualified. Neither do they receive credit for contributions they make to their field. Publications do not earn them any credit toward tenure. Nor is there any recognition of expertise gained through experience.

Need for PTF is often not determined until after final enrollment in classes. This severely limits the amount of preparation time for the PTF and hinders his/her ability to do the best teaching.

Since PTF have NO job security, it is difficult to develop syllabi with continuity—among sections and from term to term. And, of course, they have NO ACADEMIC FREEDOM.

Finally, how does all this impact students? Most part-time faculty are well qualified, but since they do not undergo the same rigorous hiring procedures and since they are often hired "last minute," there are sometimes questions about qualifications. Students ARE impacted when faculty do not have adequate time to prepare for courses, when they do not have contact with other faculty in their disciplines to provide continuity and feedback, when they do not have office space and may not be regularly on campus to meet with students, and when they are not confident of their academic freedom.

**Recent events indicate to me that Wartburg is sliding into the pattern adopted by larger institutions over the last several years of moving to part-time faculty as a way to conserve resources. I am not convinced that this is necessary here, and I would urge decision-makers to think carefully about all the ramifications such a course of action might have on our students, our colleagues, and our college.**

—V. Edelnant

### **AAUP PROVIDES FINANCIAL ANALYSIS FOR LUTHER COLLEGE**

One of the services offered to non-collective-bargaining chapters by the national office is a comprehensive financial analysis of a chapter's college or university. The analysis is performed with the help of materials provided by **Dr. Richard Weber**, Professor of Economics and Finance at Monmouth College and financial consultant to the AAUP Assembly of State Conferences and Collective Bargaining Congress. The costs of the analysis are reduced by supplementing the work of Weber and his assistants with "hands-on" involvement of chapter members working under Weber's guidance and using software that he has developed for this purpose. Participants receive training at a two-day seminar directed by Weber.

The **Luther College chapter of AAUP** recently joined the list of chapters taking advantage of this service. Chapter member **Jacqueline Wilkie** (history) attended Weber's two-day seminar at Rutgers and helped perform the financial analysis. Last week, Wartburg AAUP talked to Prof. Wilkie about the experience.

Wilkie said that her interest in the program stemmed from her service on Luther's Faculty Affairs Committee, which has the same function as Wartburg's Building and Budget Committee. She found her work on the committee somewhat frustrating because the manner in which the figures were presented to the committee made it impossible to tell how much money existed and where it was located.

The problem, Wilkie said, is that academic institutions use a form of accounting called "fund accounting," which is impenetrable to the non-accountant. Weber's program, she said, translates fund accounting into the language of standard business accounting, and, with the help of charts and graphs, makes it possible for even the most financially illiterate layperson to understand where the money is. As a result, faculty can **"grasp the total worth of the institution and identify what money can be spent even though the administration or board has decided not to spend it or to spend it on something else."**

Ordinarily, said Wilkie, faculty get into the budgeting process after the important choices have already been made: **"By the time faculty and administration are bargaining over what percentage of the operating budget should be for salaries and benefits, a number of important budgeting decisions have been made, including how much of the institution's assets will be available for the operating budget."** But Weber's program makes it possible for faculty to participate, in an informed manner, at the earlier stage, when it is decided how much money will be allocated to the operating budget.

Of the insights gained from her participation, the most important was that **"budgeting is not an objective process based only on the numbers. Instead, budgeting is a political process made up of decisions about how much money should be made available for day-to-day operation and how much should be used for other purposes. It is by participating in this process that faculty can have the greatest impact on budget allocations."**

Wilkie also said that faculty participation in decisions about how much money should be available for the operating budget is absolutely necessary **"if the institution is to meet the standards for shared governance outlined by the Council on Education and the Association of Governing Boards of Universities and Colleges."**

The costs of the comprehensive financial analysis of Luther College were underwritten by Luther College AAUP, the Iowa Conference of the AAUP, the Luther College Faculty Development Committee, and the Office of the Luther College Dean of Faculty.

### **AAUP TO SPONSOR FACULTY FORUM ON CONFIDENTIALITY**

Wartburg AAUP is making arrangements to bring **C. William Haywood** to campus to speak about confidentiality as it relates to faculty personnel and grievance procedures. Dr. Haywood is professor emeritus of history and former dean of Cornell College. At present, he is serving on Cornell's board of trustees and on the search committee for a new college president. A long-time member of AAUP, Prof. Haywood has held several national offices, including Vice-President and membership on Committee A. The date of the forum has yet to be set.

### **MORE PEARLS FROM PERLEY: INSTITUTIONAL NEED AND TENURE-TRACK FACULTY**

In our January 17 newsletter ("The Use and Abuse of Confidentiality"), we quoted **Jim Perley**, chair of the AAUP Association of State Conferences and current candidate for president of AAUP. Perley, a professor of biology at Wooster College in Ohio, has been advising the chapter in its Committee A activities from UC-Berkeley, where he is currently on sabbatical. Here is what Perley has to say about institutional need and its ramifications for tenure-track faculty at Wartburg:

**Institutional need sounds suspiciously like programmatic cuts. Any action that would cut positions should be preceded by legitimate faculty discussions.**

**Institutional need discussions are really questionable if they are conducted about a position which is supposedly tenure-track and is occupied by a candidate for tenure. That position should only be cut after a negative decision has been reached about the eligibility of the candidate for tenure. To do otherwise is to cut people by cutting positions, and that, to me, is what is so troublesome about the situation at Wartburg.**

**What is a "tenure-track appointment"? My understanding is that a person in such a position is assumed to be tenurable if performance is excellent. If that is not the meaning (and I don't understand how a decision can be made about a position in which there is an occupant during the term of the contract), then the position isn't really tenure-track. Such a creation appears to be unique to Wartburg; it certainly is not common in the academy.**

**If I were a faculty member there, I would certainly fight as hard as I could to change the handbook provisions that allow to happen what has happened to Geirsson and Gomez, namely sections 2.7.4.2 and 2.7.5.3 [Institutional Need Considerations]. And I would urge the chapter in the meantime to carry on as loud and persistent a campaign as possible to obtain clarification of the governance policies which gave rise to the current situation. Tenure-track faculty need to know when and how institutional need can be raised as an issue so they can plan their lives knowing the rules that will be invoked when they come up for tenure.**

### **ONE MORE SISTER WITH REASONS**

In the January 6 newsletter ("Sister Act 2"), we listed the twenty ELCA colleges and universities that give reasons to faculty who are not reappointed and the six that do not, including **Wartburg**. Since then, we've been able to add one more college to the list. The dean at **Waldorf College** has notified us that it is also the practice at his institution to give reasons to faculty who are not reappointed. Wartburg AAUP commends these **twenty-one** sister institutions not only for upholding widely accepted professional standards but for treating junior faculty in a manner consistent with their missions as colleges of the church.

### **SCHOLTZ APPOINTED TO STATE COMMITTEE A**

At its January 14 meeting, the Executive Committee of the Iowa Conference of the AAUP accepted the chapter's nomination of Prof. Greg Scholtz to serve on the five-member Iowa Committee A. Committee A (on academic freedom and tenure) advises any faculty, members or non-members, who believe their rights to academic freedom or academic due process have been violated. Congratulations, Greg!