



"Committed to Academic Excellence"

NEWSLETTER

January 23, 1996

FACULTY VOTES CHANGES TO ADMINISTRATION/BOARD SEXUAL HARASSMENT POLICY

On November 30, the Wartburg College faculty, on the recommendation of the Faculty Review Committee and Faculty Council, overwhelmingly approved a number of changes to the draft sexual harassment policy approved by the board of regents on October 9, 1995.

Several of these changes had received prior approval from the Vogel administration and have subsequently been approved by the executive committee of the board of regents. These changes include the restoration of the "and" to "persistent, pervasive, and not germane to the subject matter." (As a compromise, the faculty agreed to drop "pervasive.") Another key change is the stipulation, suggested by AAUP counsel Ann Franke, that records of unsubstantiated complaints not be used in "any adverse action" against a faculty member.

The changes that had not been agreed upon beforehand will be presented to the board of regents at its February 16 meeting. These changes include (1) an amendment to revise the examples in section 2.4.3.2 to make them consistent with the definition of sexual harassment and (2) a series of amendments to the faculty handbook providing for academic due process when the administration imposes a severe sanction on a faculty member. (For more on these topics, see "National AAUP Finds Serious Flaws in Administration/Board Sexual Harassment Policy" on page 3.)

Since the administration has voiced no objections to these amendments nor offered to discuss any concerns with the faculty, it is expected that in February it will recommend that the board of regents adopt all the faculty's November 30 recommendations.

FACULTY SALARIES. PART-TIME PROPOSAL ARE TOPICS FOR THURSDAY AAUP MEETING

Wartburg AAUP will meet Thursday, January 25, from 7:30-8:30 p.m. in the Student Union Conference Room. Discussion items include a comparison of Wartburg faculty salaries with those of eight "peer" institutions, the five top salaries at Wartburg, and the proposed draft of chapter three of the faculty handbook (on part-time faculty).

ALL FACULTY ARE WELCOME. Refreshments will be available.

INTERNATIONAL STUDENT ENROLLMENTS DROPPING DRASTICALLY AT WARTBURG

Wartburg College international student enrollments have dropped drastically in the past four years: from 103 students in fall term 1992 (F92) to 38 students in winter term 1996 (W96)—or from 7% of the student body in F92 to 3% in W96. (In 1990-91, about 8% of the student body was composed of international students.)

The breakdown of international student enrollments according to country and geographic region shows several interesting trends (see graph on next page). Students from Asian countries make up the largest number, ranging from 71% in F92 to 58% in W96. Only in W95 did the percent of international students from Asia fall below the 50 percent mark.

Japan is the Asian country best represented, followed by Malaysia, Indonesia, and Singapore. These four countries are the source of three-fourths of the international students from Asia and 42%-53% of the total number of international students the past four years. Other Asian countries represented include

Bangladesh, India, Korea, Myanmar (Burma), Pakistan, Sri Lanka (Ceylon), Taiwan, and Thailand. But no students have come from Bangladesh, India, Pakistan, or Sri Lanka since 1995.

The number of international students from Africa has held relatively constant for the past four years, even as the total number of international students dropped (see graph). The number of African students ranges from 12 students in F92 to 9 students in W96, with a high of 13 students in F94. At least 75 percent of the African students come from the three countries of Namibia, Tanzania, and Zimbabwe. Other countries represented in the past 4 years include Equatorial Guinea, Ethiopia, Madagascar, Senegal, and South Africa.

The special feature about African students at Wartburg is that they receive virtually all of their tuition and living costs from outside sources and not from their own families. Some are on full-ride programs from Wartburg. Nationally, however, more than two-thirds of all international students in 1994-95 "used personal and family financial resources to pay for their education" (*The Chronicle of Higher Education*, November 10, 1995).

Student numbers from Central and South America peaked in the winter term of 1992 at 10. Since W93 and the graduation of the special group of Honduran students, Wartburg has seen only an occasional student from Central or South America. Similarly, for the past 4 years, very few students from the Middle East have enrolled. Student numbers from Europe vary from a high of 11 in F92 and W93 to the present low of 5 in W96.

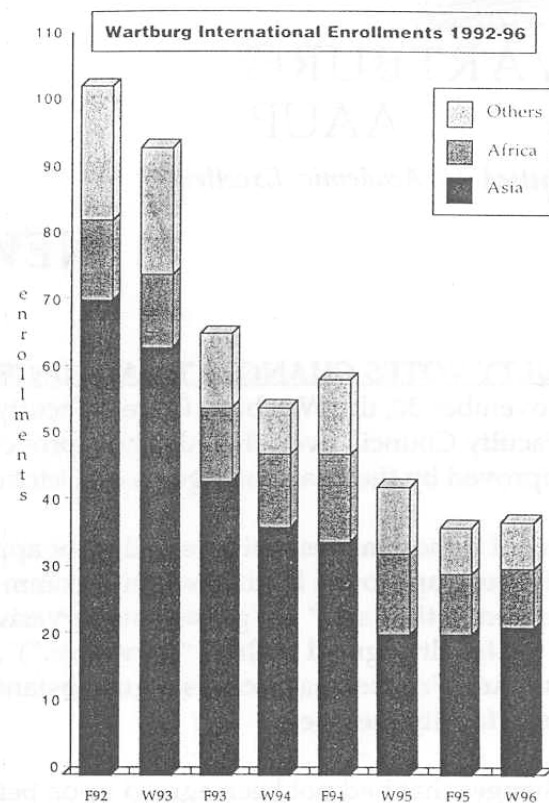
The number of "special" international students who enroll at Wartburg has ranged from 2 in W93 and F93 to 11 in F95 and 8 in W96. These students come to Wartburg typically for one or two terms and have no plans for graduation here. Some are part of the college's exchange programs.

What does all of this mean to Wartburg? Clearly, the number of international students on our campus has dropped considerably over the past 4 years. The 1992 retirement of Kent Hawley, Director of International Student Services, has had a major impact on our international student enrollments. Attempts to do Kent's job more directly from the Admissions Office have not borne much fruit.

Last year in the spring President Vogel told the faculty of his and Lenny Trudo's recent recruitment activities. In addition, last year Wartburg instituted special \$1000 international student scholarships and a redesigned English as Second Language program to (1) increase our international student numbers and (2) improve the chance of success for those who have particular difficulty with the English language. Where do we go from here? Is it just a matter of time before we again attain the lofty percentages of international students at Wartburg that we experienced in 1990-1992?

National trends in international students studying in the U.S. indicate otherwise. *The Chronicle of Higher Education* reports that the number of students from Asia went down in 1994-95 for the first time in two decades (*The Chronicle of Higher Education*, November 10, 1995). According to *The Chronicle*, approximately 58% of the total number of international students who studied in the U.S. in 1994-95 came from Asia (at Wartburg it was 55%).

In 1994-95, the state of Iowa ranked 20th in the number of international students, with over 7700 students. But just this past week the *Des Moines Register* reported that enrollments of international students at the



University of Iowa are dropping steadily, and “the trend probably won’t reverse” (*The Des Moines Register*, January 14, 1996). International enrollments at the U of I have been declining for the past four years.

Is it decision time at Wartburg, or do we try to ride out the storm? The interaction of international students with students involved in the Global and Multicultural Studies program has been very valuable, according to Kim Folkers, who is co-coordinator of the program. And the impact of the international student program extends well beyond just those international students enrolled at Wartburg; it even extends into the Waverly community. But the competition for qualified international students continues to get stiffer, both here and abroad, according to Janet Alexander, Director of International Student Services. How many resources can we continue to put into our ESL and international student recruitment efforts?

As we look more carefully into the recommendations of the Dehne Report, do we want to include in the “Wartburg Pledge” an assurance that Wartburg will continue to provide a mixture of other cultures on campus? Or will we confine our “pledge” to those cultures encountered through the GMCS program (George Dehne, *Wartburg College Institutional Recommendations*, August 1995, page 15)? I think what we do with our international student program is just as important to our future as a liberal arts college as the focus we put on our leadership training efforts—or, for that matter, as the emphasis on our general education program embodied in the forthcoming revision of the Wartburg Plan.

—Warren T. Zemke

NATIONAL AAUP FINDS SERIOUS FLAWS IN ADMINISTRATION/BOARD S.H. POLICY

AAUP associate secretary B. Robert Kreiser and AAUP legal counsel Ann Franke both offered written comments on the draft sexual harassment policy approved by the board of regents on October 9, 1995. Kreiser’s November 20 letter contains an analysis of the draft policy in light of the widely accepted academic standards articulated by the AAUP. Franke’s November 28 document provides a legal perspective on the board/administration draft.

Kreiser finds the draft policy to be seriously deficient in five ways.

First, he states that the controversial substitution of “or” for “and” in the phrase “persistent, pervasive, and not germane to the subject matter” tends to limit “the faculty’s exercise of its academic freedom.”

Even “more troubling,” he writes, is the list of examples accompanying the definition, specifically “a pattern of . . . discourse intended to discomfort or humiliate, or both, that may include sexual comments and sexually explicit statements, questions, or jokes” and “remarks of a sexual nature regarding another’s clothing or body, or remarks about sexual activity.” Like the “speech codes” that AAUP also opposes, these examples, he claims, create a category of “impermissible speech.”

Third, he notes that records of unsubstantiated complaints are to be kept in the office of the college attorney and states, “The potential for mischief is manifest.”

Fourth, he objects to the dean’s role of appointing the investigating committee from a pool of elected candidates: “Although the [hearing committee] is itself an elected faculty body, the administration should not be involved in appointing/selecting members of this smaller committee.”

Finally, Kreiser comments on the absence of due process provisions for faculty who receive severe sanctions: “There appears to be no provision for the administration to bear the burden of proof for imposing a severe sanction short of dismissal in an on-the-record adjudicative hearing before an elected faculty body, with the accused entitled, *inter alia*, to confront and cross-examine all witnesses.”

Franke, writing from an attorney’s perspective, outlines the legal advantages of adopting a policy consistent with AAUP standards. But she also makes two specific recommendations: (1) that a fourth finding—of partially substantiated—be added to the list of possible conclusions to be reached by the investigating committee and (2) that the policy stipulate that unsubstantiated complaints not be used in “any subsequent adverse action” against a faculty member.

Fortunately, the changes recommended by the Faculty Review Committee, endorsed by Faculty Council, and passed overwhelmingly by the faculty on November 30 address virtually all of these concerns. A few of these changes, including Franke's second recommendation about records of unsubstantiated complaints, have already been adopted by the executive committee of the board of regents. It is expected that the remainder will be approved by the board in February.

GROUP C SENDS "DUE PROCESS" RESOLUTION TO VOGEL AND BOARD OF REGENTS

The faculty of Group C (humanities and fine arts) unanimously approved the following resolution at its November 14 meeting: "Group C urges the Administration and Board of Regents to restore the distinction between severe and minor sanctions to Section 5 of Appendix E, with the appropriate protections of due process."

In a November 30 letter to President Vogel, Group C representatives Cheryl Jacobsen and Greg Scholtz state that the resolution was meant to express Group C's desire that "the final policy contain a provision that faculty be afforded the protections of due process when sanctions are imposed."

Jacobsen and Scholtz add that "the 'pink' amendments recommended by the Faculty Review Committee and passed by the faculty on November 30 . . . adequately address the concern expressed in this resolution."

On behalf of Group C, the writers ask President Vogel to "please convey the content of the resolution to the Board of Regents at its February meeting." (According to the Faculty Handbook, "the President shall be the channel of communication between the Faculty and the Board of Regents.")

GALLOWS HUMOR: REJECTING THE REJECTION LETTER

Herbert A. Millington
Chair, Search Committee
412A Clarkson Hall
Whitson University
College Hill, MA 34109

Dear Professor Millington,

Thank you for your letter of March 16. After careful consideration, I regret to inform you that I am unable to accept your refusal to offer me an assistant professor position in your department.

This year I have been particularly fortunate in receiving an unusually large number of rejection letters. With such a varied and promising field of candidates, it is impossible for me to accept all refusals.

Despite Whitson's outstanding qualifications and previous experience in rejecting applicants, I find that your rejection does not meet my needs at this time. Therefore, I will assume the position of assistant professor in your department this August.

I look forward to seeing you then.

Best of luck in rejecting future applicants.

Sincerely,

Chris L. Jensen