



"Committed to Academic Excellence"

NEWSLETTER

March 8, 1999

1997-98 SALARY FIGURES SHOW WARTBURG STILL LAGGING , DESPITE HEFTY RAISE

At the January meeting of Wartburg AAUP, Warren Zemke gave members comparative data on 1997-98 Wartburg salaries (the most recent year available), as reported in the March-April 1998 issue of *Academe*. Some of that information is presented in the tables below.

1997-98 Average Salaries of Select Midwest Colleges in Thousands of Dollars

Iowa Colleges								
Rank	Buena Vista	Central	Coe	Cornell	Grinnell	Luther	Simpson	Wartburg
Prof	55.9(2)	49.5 (3)	54.6(2)	58.6 (2)	79.8(1)	54.8 (2)	55.0(2)	51.9 (3)
Assoc	42.9(3)	43.7 (2)	42.0(3)	44.5 (2)	61.4(1)	44.2 (2)	43.1 (3)	41.1 (3)
Asst	36.6(3)	35.1 (3)	36.7(3)	36.9 (2)	44.9(1)	38.6 (2)	36.1 (3)	36.2 (3)
Instr	32.2(2)	—	—	—	—	32.5 (2)	34.5(2)	—
All	43.1	42.2	45.8	49.0	61.3	45.9	43.0	42.5
Ranks	(+3.1%)	(-0.5%)	(-0.2%)	(+2.3%)	(+5.3%)	(+3.1%)	(+1.2%)	(+5.7%)
Benefits	23%	20%	31%	22%	25%	27%	22%	28%
Full-Time Faculty	73 (+1)	82 (0)	68 (-5)	77 (-1)	139 (+1)	165 (+6)	76 (+4)	78 (+11)

ELCA Colleges								
Rank	Augsburg	August.(IL)	August.(SD)	Concordia	Gustavus	Luther	St. Olaf	Wartburg
Prof	48.6(3)	58.5 (2)	48.3(3)	57.4 (2)	56.6(2)	54.8 (2)	57.6(2)	51.9 (3)
Assoc	40.0(3)	48.4 (1)	42.7(3)	43.0 (3)	46.6(2)	44.2 (2)	46.6(2)	41.1 (3)
Asst	34.9(3)	38.6 (2)	35.7(3)	37.9 (2)	38.9(2)	38.6 (2)	37.3(2)	36.2 (3)
Instr	27.1(4)	34.7 (1)	31.3(3)	31.8 (3)	35.6(1)	32.5 (2)	36.9(1)	—
All	39.4	46.6	40.6	42.5	46.7	45.9	46.7	42.5
Ranks	(+1.8%)	(+2.0%)	(+4.1%)	(-3.0%)	(+0.6%)	(+3.1%)	(+4.0%)	(+5.7%)
Benefits	29%	25%	23%	19%	22%	27%	22%	28%
F-T Faculty	130 (+3)	145 (+13)	119 (-2)	191 (+18)	165 (+1)	165 (+6)	226 (-12)	78 (+11)

Explanation of table: The number in parentheses following the average salary figures is AAUP's rating for that salary within the category of general baccalaureate institutions. A rating of 1 is highest; 5 is lowest. The percentage in parentheses listed under the average salary for all ranks is the percent increase or decrease in salary for continuing faculty. The percentage listed for "benefits" is the overall percentage of fringe benefits as a percentage of average salary for all ranks combined. The number listed in parentheses under the number of full-time faculty is the increase or decrease in the number of faculty from the previous year.

WARTBURG AAUP URGES ADMINISTRATION TO CONTINUE WORKING ON SALARIES

The Wartburg chapter of the AAUP sent the following letter to President Ohle after considering salary information at its January meeting:

Dear President Ohle:

On January 21, the Wartburg Chapter of the American Association of University Professors held its annual salary meeting. As in previous years, Warren Zemke presented information from the AAUP's annual salary survey. Warren's report, based on data from the March/April 1998 issue of *Academe: Bulletin of the AAUP*, compares 1997-98 faculty salaries at Wartburg with salaries at other Iowa colleges and at nearby ELCA schools.

During the ensuing discussion, we noted that the raises we had received in 1997-98 were the highest in the group; we also noted that our benefits package was among the most generous. Nevertheless, we were disappointed to see that, despite four or five years of efforts to catch up, our salaries still ranked below all but two of the institutions included in Warren's study.

The chapter therefore authorized me to write this letter expressing appreciation for the granting of six sabbatical requests and the promise of new faculty positions for 1999-2000—both signs of renewed administrative support for academic excellence. But the chapter also wishes to encourage the administration to continue to give faculty salaries a high priority in the budgeting process. It is our belief that the ongoing success of Wartburg College depends on its ability to attract and retain highly qualified academic professionals.

Sincerely yours,

Greg Scholtz, President

ANOTHER COLLEGE GUIDE: HOW DOES WARTBURG STACK UP?

How to Get Into College, a special issue of *Newsweek* magazine published in late 1998, compares over 1000 U.S. colleges for the 1997-98 school year. Directed towards students who are considering which college to attend next year, the 240-page publication includes a "Resource Guide" and sections on "Choosing a College," "Crafting Your Application," and "Paying the Bills." Half of the magazine's pages are a college and university directory.

The table below compares Wartburg with its chief competitors among Iowa and ELCA colleges. All data are from the college directory in *Newsweek*. The institutions compared are Augsburg (Augs); Augustana-Rock Island, IL (AugIL); Central (Cent); Coe; Concordia-Moorhead, MN (Conc); Cornell (Corn); Grinnell (Grin); Gustavus Adolphus (Gust); Luther (Luth); St. Olaf (St. O); and Wartburg (Wart). Augsburg, Augustana, Concordia, Gustavus, Luther, St. Olaf, and Wartburg are all ELCA colleges. Peer institutions that are not listed in the article are Buena Vista, Simpson, and Augustana-Sioux Falls, SD.

<u>Students</u>	<u>Augs</u>	<u>AugIL</u>	<u>Cent</u>	<u>Coe</u>	<u>Conc</u>	<u>Corn</u>	<u>Grin</u>	<u>Gust</u>	<u>Luth</u>	<u>St.O</u>	<u>Wart</u>
Enrollment	2,641	2,277	1,268	1,253	2,928	1,079	1,363	2,418	2,329	2,975	1,528
Women	61 %	59 %	60 %	54 %	62 %	58 %	56 %	56 %	60 %	59 %	58 %
Minority#	9 %	8 %	4 %	5 %	4 %	6 %	11 %	5 %	3 %	5 %	8 %
Internat'l	4 %	1 %	<1 %	5 %	3 %	1 %	7 %	2 %	6 %	2 %	4 %
In-state	88 %	86 %	85 %	40 %	62 %	25 %	13 %	69 %	36 %	56 %	71 %

<u>Tuition</u>	\$14,470	16,017	13,272	16,800	12,145	18,300	17,998	16,560	16,525	17,140	14,140
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Selectivity

<u>ACT##</u>	18-25	23-29	21-27	21-27	21-27	23-27	28-32	23-28	23-29	24-29	22-27
top 10 %*	18 %	36 %	28 %	26 %	28 %	28 %	63 %	37 %	41 %	45 %	33 %
top 25 %	40 %	69 %	62 %	54 %	61 %	61 %	93 %	72 %	71 %	75 %	66 %
top 50 %	71 %	96 %	82 %	85 %	86 %	91 %	100 %	97 %	94 %	96 %	92 %
grad school**	13 %	30 %	19 %	20 %	20 %	-	33 %	35 %	20 %	27 %	21 %

Minority students include African American, Asian American, and Latino students.

The reported ACT composite test score range is for half of the first-year students enrolled; i.e., one fourth scored below this middle range and one fourth scored above.

* First-year students from the top 10 % of their high school class.

** Graduates who entered graduate school within a year of graduation.

UNIVERSITY OF WISCONSIN FACULTY DUMPS RESTRICTIONS ON CLASSROOM SPEECH

The faculty senate at the University of Wisconsin at Madison voted March 7 to revise an 18-year-old faculty speech code that made it possible for faculty to be punished for classroom statements that students found offensive. New language makes it impossible to discipline professors whose classroom speech is "germane to the instructional setting." (N.B.: Wartburg's sexual harassment policy contains a similar provision.)

Formerly, the faculty speech code had prohibited any classroom remarks that students felt were "demeaning" on the basis of gender, race, cultural background, ethnicity, sexual orientation, or handicap. The new language was championed by student and faculty advocates of academic freedom. "The faculty today gave a ringing endorsement to academic freedom and our historic commitment to free speech," said senior class president Jason M. Shepard, who served on the 17-member task force that recommended the change.

According to Robin Wilson of *The Chronicle of Higher Education*, "Madison has long had a reputation as a place where political correctness flourished, partly because of the university's willingness to adopt policies that restrict speech." In 1991 a federal judge struck down as unconstitutional a student "hate speech" code developed in the 1980's.

The AAUP, while deploring "racist, sexist, homophobic, or ethnically demeaning speech," opposes disciplinary rules that restrict speech. The 1992 statement *On Freedom of Expression and Campus Speech Codes* declares it is the nature of academic freedom "to sift and winnow ideas." Therefore, ideas that offend cannot be suppressed merely because some individuals find them offensive. "Free speech is not simply an aspect of the educational enterprise to be weighed against other desirable ends. It is the very precondition of the academic enterprise itself."

—source: *Academe Today* (<<http://chronicle.com>>)

ZEMKE: WARTBURG LEADS IN OBSERVING PRINCIPLES OF SHARED GOVERNANCE

"In spite of its deficiencies, the handbook seems to work quite well." So said Interim Dean Ron Matthias at the last faculty meeting. I was not surprised that Dean Matthias expressed such regard for our frequently criticized faculty handbook. The reason is simple: the handbook embodies longstanding and widely observed principles of shared governance.

Section 1.5.1 of the faculty handbook describes the interrelationship of faculty, board, and administration in terms of joint effort: "In appreciation of the principles of participatory governance and in the interest of the general well-being of the College, the faculty and College administration accept their responsibility to work meaningfully and sincerely with each other in addressing matters of mutual concern and interest."

Section 1.5.2 acknowledges the *primary* role of the faculty in academic matters:

The faculty shall have primary responsibility for taking action on the following matters:
guidelines, standards and procedure for introducing curricular changes ...
standards for admission to the College ...
guidelines, standards and procedures for the appointment of faculty ...
the evaluation of faculty for reappointment, promotion and tenure ...

Not everyone in higher education recognizes the importance of shared governance and the faculty's primary role in academic decision-making. According to a story in the February 11 edition of the *Des Moines Register* (p. 3M), University of Dubuque trustees have "asked a judge to rule that the faculty handbook is not a contract and to affirm the authority of the trustees over the school and its faculty." The judge will decide whether the handbook is a contract or a policy statement. Language in the handbook says it is a legally binding and enforceable document. Also at issue is whether the board has the power "to establish new programs, se[t] minimum office hours for professors, ... and requir[e] periodic reviews of tenured professors' job performance." Pretty scary.

I was startled when I read the comments of a past University of Dubuque board member, who said, in effect, that unless the judge agrees with the board's position, the school will not survive. No matter what decision the judge ultimately makes, it is the board's unilateral actions that have put the university in jeopardy, as the story's headline suggests: "Faculty handbook fight may KO school."

Somebody somewhere in the fray at the University of Dubuque needs to go back to the basics and look at the AAUP's 1966 *Statement on Government of College and Universities* (AAUP Redbook, 1995 edition, pp. 179-185):

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate *joint* effort and planning. (italics added)

.....

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty.

I am proud that we observe these principles at Wartburg—thanks to our faculty handbook and thanks in no small part to our current dean of the faculty. But I also recognize that we must continue to be vigilant, particularly with a new dean on the horizon.

—Warren T. Zemke

MARY BURGAN: "ACADEMIC CITIZENSHIP: A FADING VISION?"

"Our campuses need a renewed commitment to faculty who can manage to teach well, keep up research, and yet pay wise attention to the running of their institutions," writes Mary Burgan in the fall issue of *Liberal Education*. Burgan, the general secretary of the AAUP, argues that faculty must reassert their primary role in the governance of their institutions. This traditional role has eroded slowly under a combination of forces—faculty indifference, over-emphasis on research, economic pressures, top-down management ideologies, and faculty reward structures that fail to honor institutional service.

According to Burgan, "the bright democratic ideal" of academic citizenship is that of faculty as "autonomous professionals" who are both employees and "managers of their own employment." This ideal, says Burgan, was "codified" in the AAUP's 1996 *Statement on Government of Colleges and Universities*, with its emphasis on faculty participation in institutional governance.

Today, however, this vision of faculty citizenship is more honored in the breach than in the observance. More and more frequently, the oversight of curriculum, faculty discipline, faculty evaluation, admissions, advising, and academic planning—areas that traditionally were the primary responsibility of the faculty—has been "outsourced" to the "growing middle-management sector in the university."

In order to reestablish our proper role in institutional governance, Burgan states, "we must ... try harder to recruit and educate our new colleagues to a broader definition of their calling, we must make sure that new colleagues have an opportunity to participate—not after they've survived the tenure process, but right away as part of the tenure process—[and] we must take our turns at being administrators." Above all, as academic citizens, we must refer all our efforts finally to "our interest in the welfare of students," a source of judgment that Burgan calls the "lodestar" of faculty policy-making.

MARY BURGAN, AAUP'S TOP STAFF PERSON, TO ADDRESS IOWA CONFERENCE MARCH 27

Mary Burgan, the general secretary of the AAUP, will keynote the spring meeting of the Iowa Conference, Saturday, March 27, on the campus of the University of Iowa. Registration, which is free of charge, begins at 9:15. Burgan speaks at 10:00, with a panel discussion following. Anyone desiring transportation to this meeting should contact Greg Scholtz or Warren Zemke.