



# WARTBURG AAUP

"Committed to Academic Excellence"

## NEWSLETTER

November 3, 1998

### **ENROLLMENT RECORD BROKEN AGAIN, BUT ACADEMIC PROFILE DIPS SLIGHTLY**

According to the Office of the Registrar, this fall's total enrollment of 1,541 is the highest ever, beating last year's record of 1,528. Wartburg has now experienced three consecutive years of record enrollments, the fruit of effective recruitment and improved retention.

This good news is tempered somewhat by the report that class rank and ACT scores have declined slightly. The ACT composite average for this year's freshman class is 24.1, five-tenths below the all-time high set by the incoming class of 1994 (see following item). And the percentage of this year's freshmen who graduated in the top 10% of their high-school class is 29, the lowest since 1988.

<u>FALL</u>	<u>% in top 10% of grad class</u>	<u>Wartburg ACT composite avg.</u>	<u>National composite avg.</u>	<u>Iowa composite avg.</u>
1994	42%	24.6	20.8	21.9
1995	35%	24.3	20.8	21.8
1996	33%	23.6	20.9	21.9
1997	38%	24.3	21.0	22.1
1998	29%	24.1	21.0	22.1

The reason for the decline in academic profile may be indicated by another statistic (from the Office of Admissions): less than 40% of applicants who participated in the Regents Scholarship competition ended up coming to Wartburg, the lowest percentage ever.

### **CLASS WITH BEST PROFILE ACHIEVES BEST RETENTION: IS THERE A CONNECTION?**

As Associate Dean Edie Waldstein noted in a recent e-mail memorandum, the class entering in the fall of 1994 has achieved the best four-year graduation rate in the history of the college. Sixty-seven percent of that class graduated in May of 1998. The Class of 1998 also enjoyed the strongest academic profile in the history of the college.

<u>FALL</u>	<u>Mean ACT Comp</u>	<u>Percent in Top 10%</u>	<u>1st Yr Retention</u>	<u>4th Yr Graduation</u>	<u>5th Yr Graduation</u>
1991	23.6	32%	78%	54%	61%
1992	24.2	33%	77%	53%	62%
1993	24.2	34%	80%	59%	65%
1994	24.6	42%	88%	67%	—
1995	24.3	35%	82%	—	—
1996	23.6	33%	81%	—	—
1997	24.3	38%	85%	—	—

(from the Office of the Registrar)

### **"BABY BOOMLET" TO BENEFIT ENROLLMENTS FOR NEXT DECADE**

According to *The New York Times*, colleges and universities nationwide are experiencing record enrollments this fall because the number of high school graduates has been increasing rapidly. This demographic bulge began to emerge in 1995 and is expected to swell to record proportions by 2008, when the number of high school graduates will reach 2.9 million. The previous high, set in 1979, was 2.8 million.

The *Times* article, which appeared online September 8, quoted Robin Zuniga, a research associate at the Western Interstate Commission for Higher Education: "There is a baby boomlet that is just now starting to hit higher education. This is just the beginning of it, and it's a tidal wave."

Public and private institutions are not expected to benefit equally from the tide of new students. According to the article, students are preferring large public institutions because they market themselves better and because they're seen as much less expensive than private schools, some of which have discounted tuition as much as 30 to 40 percent in the effort to compete.

—thanks to Dani Thomas for this article

**CHRONICLE PUBLISHES TOP SIX WARTBURG SALARIES FOR 1996-97**

In October, *The Chronicle of Higher Education* published its yearly survey of top salaries at selected private colleges and universities. *The Chronicle* obtains these figures from the institutions, which are required to report the salaries of the chief executive and the five most highly paid employees to the IRS on Form 990.

	<u>95-96 pay</u>	<u>96-97 pay</u>	<u>% increase</u>
Robert L. Vogel, president	\$130,303	\$140,827	8.08%
Richard L. Torgerson, VP, development	\$75,252	\$79,625	5.81%
Alexander F. Smith, VP, student life	\$73,208	\$76,154	4.02%
Mary Margaret Smith, VP, academic affairs; dean of the faculty	—	\$75,167	—
Ronald F. Matthias, VP, administration and finance	\$80,933	\$71,726	-11.38%
Frederic A. Waldstein, professor, political science; director, Inst. for Leadership Studies	—	\$62,828	—

For comparison, average **Wartburg faculty salaries** for the same years are given below (these figures are from the 1996 and 1997 AAUP salary reports). **In 1996-97, Wartburg faculty received an across-the-board salary increase of 4.5%.**

<u>Faculty, by rank</u>	<u>95-96 pay</u>	<u>96-97 pay</u>
Professor	\$48.6	\$49.9
Associate professor	\$38.4	\$39.8
Assistant professor	\$33.4	\$34.7
Instructor	—	—

Further salary information will be distributed at Wartburg AAUP's annual salary meeting, to be held later this month.

**THERE IS NO EVIDENCE THAT TECHNOLOGY AIDS LEARNING, SAYS WRITER**

While the Clinton Administration plans to spend between \$40 and \$100 billion over the next five years putting a computer in every classroom, no solid evidence exists that technology benefits learning, says Todd Oppenheimer, an editor for the *Newsweek* service of *America Online*. Writing in the July issue of *The Atlantic Monthly*, Oppenheimer decries increased spending on computers while libraries lack books and fine arts programs suffer cuts.

Oppenheimer, however, cites a poll taken last year that indicates that elementary and secondary teachers believe that computer literacy is more important than chemistry, European history, or physics.

In an attempt to debunk what he contends are myths about the educational benefits of technology, Oppenheimer argues that computers require students to do very little thinking and teachers to do very little teaching.

His solution is not to smash the machines but to limit federal spending on technology. Used computers could be donated by businesses, and government money could instead be spent on teaching fundamentals.

### **WARTBURG'S AAUP MEMBERSHIP INCHES CLOSER TO 50% OF FULL-TIME FACULTY**

With the addition of five new members this fall, the number of Wartburg faculty who belong to the American Association of University Professors has reached 34, a record high. Since the number of full-time teaching appointments at Wartburg is 78 (including 70 tenure-line appointments), AAUP members now constitute 44% of the full-time instructional faculty.

The Wartburg chapter of the AAUP is the third largest in the state—surpassed only by the University of Iowa and Iowa State. The fourth largest chapter belongs to Luther College.

Wartburg AAUP began its remarkable growth in the fall of 1992 when Warren Zemke initiated efforts to re-establish the chapter after eight years of inactivity. Prior to the chapter's re-establishment, there were only four AAUP members on campus.

Wartburg AAUP exists to foster academic excellence by promoting widely accepted academic standards. These standards entail • defending the faculty's primacy in academic matters, • upholding the ethical principles of the profession, • ensuring that professional peers handle faculty discipline and evaluation, • insisting on academic due process, and • protecting the academic freedom of faculty and students.

### **WARTBURG AAUP COMMENDS AAUP GUIDELINES TO DEAN SEARCH COMMITTEE**

On October 25, Wartburg AAUP sent a copy of the 1981 AAUP statement entitled *Faculty Participation in the Selection, Evaluation, and Retention of Administrators* to the committee entrusted with facilitating the search for a new academic dean. This Redbook statement stresses that certain principles apply to searches for academic administrators:

- "The composition of the search committee should reflect the primacy of faculty interest."
- "The faculty component of the committee should be chosen by the faculty."
- "The person chosen for an administrative position should be selected from among the names submitted by the search committee."
- "The president [should] not choose a person over the reasoned opposition of the faculty."

Faculty representatives on the committee are Ann Henninger (chair), Jill Gremmels, Todd Reiher, and Dani Thomas.

### **STATE AAUP MEETING: KEYNOTER ACCOUNTS FOR EROSION OF SHARED GOVERNANCE**

"The enemy is us"—this was the essence of the message Keetje Ramo brought to the fall meeting of Iowa AAUP, held at Wartburg on October 23. Ramo, an AAUP activist and authority on college and university government, outlined a number of causes for the decline of faculty involvement in institutional governance—institutional apathy, heavy faculty workload, complexity of governance issues, pressures from outside academe, consumerist attitudes, and a reward structure that ignores governance activities. But the main cause, she said, was our own failure to take our professional responsibilities seriously.

Ramo cited a national survey done in 1978 that showed that 54% of college and university faculty were not at all interested in participating in institutional governance. More recent statistics are grimmer. A survey conducted by the Higher Education Research Institute in 1995-96 (see article on page 4) found that only 28.3% of faculty felt that participating in committee work was an "essential or very important" professional activity.

As professionals, Ramo added, we enjoy many privileges—tenure, academic freedom, self-governance—but "if we give up our responsibilities, we no longer have the right to ask for privileges."

The meeting attracted about 30 faculty members from Wartburg and other institutions in eastern Iowa. About two-thirds of the participants were Wartburg faculty, including several non-members.

Iowa Conference president Warren Zemke said that he was pleased to see representatives from each of Wartburg's key governance committees as well as several department chairs.

### **NATIONAL SURVEY COMPARES FACULTY ATTITUDES/ACTIVITIES BY TYPE OF SCHOOL**

A national survey shows interesting differences and similarities between faculty working at private colleges and those employed at other types of institutions. Responses in the last two categories, for example, seem to indicate that private colleges are more student-centered. All surveyed faculty give good teaching surprisingly high priority, but few feel that it is adequately rewarded.

	All Institutions	Universities		4-Year Colleges		2-Year Colleges
		Public	Private	Public	Private	
<b><u>Political Orientation</u></b>						
Liberal	37.5%	44.8%	47.8%	36.2%	37.0%	28.4%
Moderate	37.8	35.2	33.3	38.5	35.1	43.6
Conservative	19.5	13.4	11.6	20.4	22.1	25.2
<b><u>Publications/performances in last two years</u></b>						
None	36.6	19.3	19.4	32.1	35.8	66.5
5-10	14.8	24.7	24.0	14.1	11.0	4.6
<b><u>Professional goals noted as essential/very important</u></b>						
Engage in research	54.6	78.1	80.3	54.8	52.1	21.0
Participate in committee or other administrative work	28.3	23.2	18.4	29.8	30.2	34.6
Be a good teacher	99.2	98.7	98.7	99.4	99.6	99.5
<b><u>Aspects of job noted as satisfactory/very satisfactory</u></b>						
Salary and fringe benefits	50.5	44.7	57.2	46.2	48.7	60.4
Quality of students	47.8	52.3	67.0	42.2	54.3	35.5
Overall job satisfaction	75.7	74.8	80.2	71.8	76.5	78.6
<b><u>Attributes noted as very descriptive of own institution</u></b>						
It is easy for students to see faculty outside of office hours	39.8	24.8	36.2	40.2	59.7	39.7
There is a great deal of conformity among students	21.7	16.7	27.1	25.6	31.3	13.4
Most of the students are very bright	11.7	11.9	36.2	9.6	14.0	2.5
The faculty are typically at odds with the administration	19.7	16.5	16.1	23.6	14.8	24.7
The faculty are rewarded for good teaching	12.5	9.7	15.8	10.7	20.1	9.7
<b><u>Agree strongly/somewhat that</u></b>						
Racist/sexist speech should be prohibited on campus	53.1	45.6	46.5	52.2	57.3	61.2
College officials have the right to ban persons with extreme views from speaking on campus	32.2	23.8	30.6	31.0	40.3	35.4
Tenure is an outmoded concept	38.3	34.5	33.3	37.4	40.2	43.1
<b><u>Agree strongly/somewhat that at own institution</u></b>						
Faculty are interested in students' personal problems	77.4	62.2	71.5	78.2	90.1	84.7
Faculty feel that most students are well-prepared academically	24.3	25.0	45.4	20.7	32.6	12.1
Faculty here are strongly interested in the academic problems of undergraduates	81.5	70.2	80.5	81.2	91.8	85.7
<b><u>Issues noted as highest/high priority at own institution</u></b>						
To promote the intellectual development of students	76.0	74.4	80.6	72.8	83.1	73.3
To help students examine and understand their values	47.1	33.2	50.4	43.2	71.8	44.5
To develop a sense of community among students & faculty	44.3	34.3	42.5	41.6	62.6	43.9
To develop leadership ability among students	43.0	34.0	41.9	44.1	57.5	39.2

**Notes:** The survey from which these figures come was conducted in 1995-96 by the Higher Education Research Institute at UCLA. Forms were sent to 33,986 faculty members at 384 colleges and universities; the response rate was 42 percent. Private two-year colleges are included in totals but not shown separately. Source: *The Chronicle of Higher Education*, August 28, 1998, p. 32.