

# Staffing Structures Task Force 2018-19 Report

*Respectfully submitted February 6, 2019 (updated February 12, 2019)*

## Task Force Charge, Members, and Guiding Principles

**Our Charge.** The Staffing Structure Task Force was created as a result of President Paul Pribbenow's charge to the University Council Resources Committee (RC) to consider longer-term opportunities and pathways that can be explored to proactively address the financial headwinds the University is encountering and will continue to face. Our work focused on the investigation of staffing structures, practices, and models that Augsburg should explore in light of the significant investment in human resources. We were asked to consider shared services, faculty loads and ratios, student employment, outsourcing, organizational structure, employee benefits, and seasonal employment. The task force was first convened in late October and met every two weeks through February 1st, with sub-groups meeting outside of bi-weekly meetings to more deeply research their individual areas of focus or talent pool.

**Our Members.** Beth Reissenweber (Task force chair and Co-chair of the Resource Committee), Tom Carroll (Finance), Elaine Eschenbacher (Sabo Center), Lee George (Strommen Center), Nancy Guilbeault (Center for Counseling and Wellness and RC member), Katy Hahn (Office of Planning and Effectiveness), Jason Lukasic (Education Faculty and RC member), Marc McIntosh (Finance Faculty and RC member), Eric Pegues (Residence Life and RC member), Lisa Stock (Human Resources), Fola Tiamiyu (Controller's Office), and Day undergraduate students Alma Lora (senior and RC member) and Melissa Flores Jaimes (sophomore).

**Our Guiding Principles.** The Staffing Structures task force developed the following three guiding principles to inform their work and support the identification of opportunities and compelling pathways to ultimately present within a white paper. Given the various constituencies that the task force members represent, and the biases that we bring to this work from our individual frameworks, such guiding principles grounded and focused our collaboration and mitigated any natural tension and tendency to self-advocate.

*1. Commitment to equity, diversity, and inclusion.* The task force recognizes the deep interconnection between Augsburg's mission, our commitment to being student-ready — well-equipped and ready to serve the diverse needs of our student body — and the available human and financial resources to develop optimal flexible staffing structures. It is imperative that workforce planning and changes in staffing structures reflect Augsburg's strong commitment to diversity, inclusion, and equity.

*2. Institution-wide point of view.* Members of this task force acknowledge the full breadth of our institution - graduate programs, adult undergraduate, as well as traditional day undergraduate programming. We intentionally kept our focus on the whole institution, and believe that cross-divisional, institution-wide collaboration is essential to our long-term sustainability. In some

sections of this report we emphasize the day undergraduate program because that is the source of the majority of our revenue and where significant staffing resources are deployed.

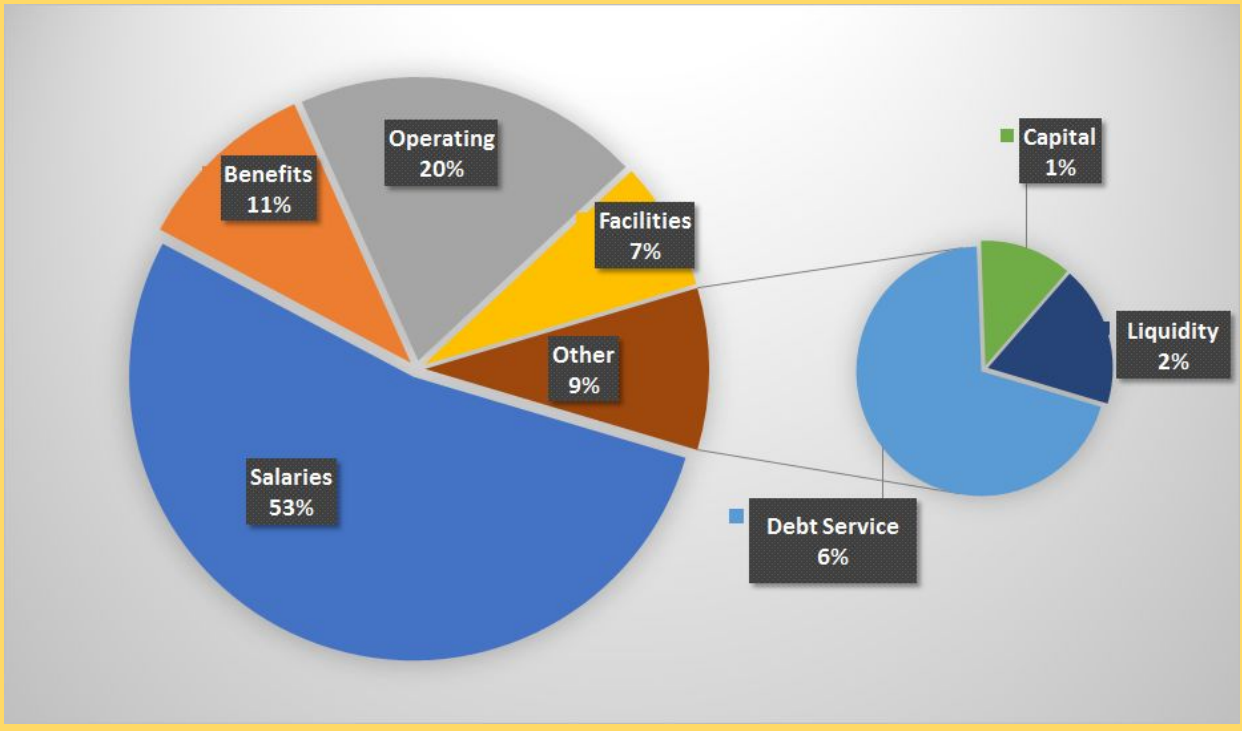
*3. One workforce community with three distinct talent pools.* Augsburg University currently employs over 1,000 individuals including 366 staff, 371 faculty (including 186 full-time and 185 adjunct), and 361 students. Within our workforce, there are three distinct talent pools that are guided by different policies, procedures and expectations: 1) staff, 2) faculty, and 3) students. Together these talent pools offer multi-faceted opportunities for strength and flexibility in serving the Augsburg community. Sub-groups were formed to research and develop recommendations for each talent pool. They include: 1) Flexible Staffing Structures, 2) Deployment of Faculty, and 3) Student Employment.

## Problem Statement

This task force was convened to consider strategic long-term solutions to promote sustainability and fuel financial resource generation. Unfortunately, Augsburg finds itself at a difficult crossroad where compensation costs are escalating at a rate that is not affordable given a stagnant revenue environment. It is this juncture that requires assessment and innovation to build a road to a more sustainable and structurally nimble future.

Over the past ten years, staffing levels have continued to grow while student headcount has declined. With 64% of the fiscal year 2019 operating budget dedicated to compensation (53% in salary and 11% in benefits), the need to be especially prudent in managing the costs associated with wages and benefits presents both a challenge and opportunity. The pie chart on the following page provides a visual reality check on how the high-touch industry of higher education allocates the majority of operating budget to salary and fringe benefits.

The challenge in managing compensation costs is due to both internal and external factors. In general, salary and benefit costs are increasing to allow wages to be more competitive with the market in order to attract and retain fine faculty and staff. And while Augsburg seeks to provide competitive wages at a time of low unemployment and shortage of trained labor, especially from underrepresented or people of color, the ability to compete with other institutions of greater financial means can exacerbate compensation costs. Additionally, the recent unionization of our adjunct faculty members, mandated minimum wage increases in Minneapolis, along with the rising costs of health insurance coverage, will drive compensation expense even higher in the next few years.



At the same time, total university expenses have continued to grow, including non-personnel and debt service costs. The chart below shows that total university expenses have grown \$3.9M or 1.1% to \$77.1 million in fiscal year 2018. The largest percent of the budget on a functional basis is instruction at 44.7% with student services second at 19.5% of the budget. Both instruction and student services continue to grow at the fastest pace in part due to expanding need for student support services both in and out of the classroom.

Expenses:	FY2013		FY2018		Five-year trend		Annual
	\$	%	\$	%	\$ change	% change	Average %
Instruction	\$ 31,307,727	42.8%	\$ 34,511,233	44.7%	\$ 3,203,506	10.2%	2.0%
Academic support	5,477,227	7.5%	5,553,628	7.2%	76,401	1.4%	0.3%
Public service	1,678,566	2.3%	1,281,545	1.7%	(397,021)	-23.7%	-4.7%
Student services	14,239,105	19.5%	15,648,328	20.3%	1,409,223	9.9%	2.0%
Auxiliary Enterprises	9,341,941	12.8%	8,180,374	10.6%	(1,161,567)	-12.4%	-2.5%
Institutional support	11,153,628	15.2%	11,970,720	15.5%	817,092	7.3%	1.5%
<b>Total expenses</b>	<b>\$ 73,198,194</b>	<b>100%</b>	<b>\$ 77,145,828</b>	<b>100%</b>	<b>\$ 3,947,634</b>	<b>5.4%</b>	<b>1.1%</b>

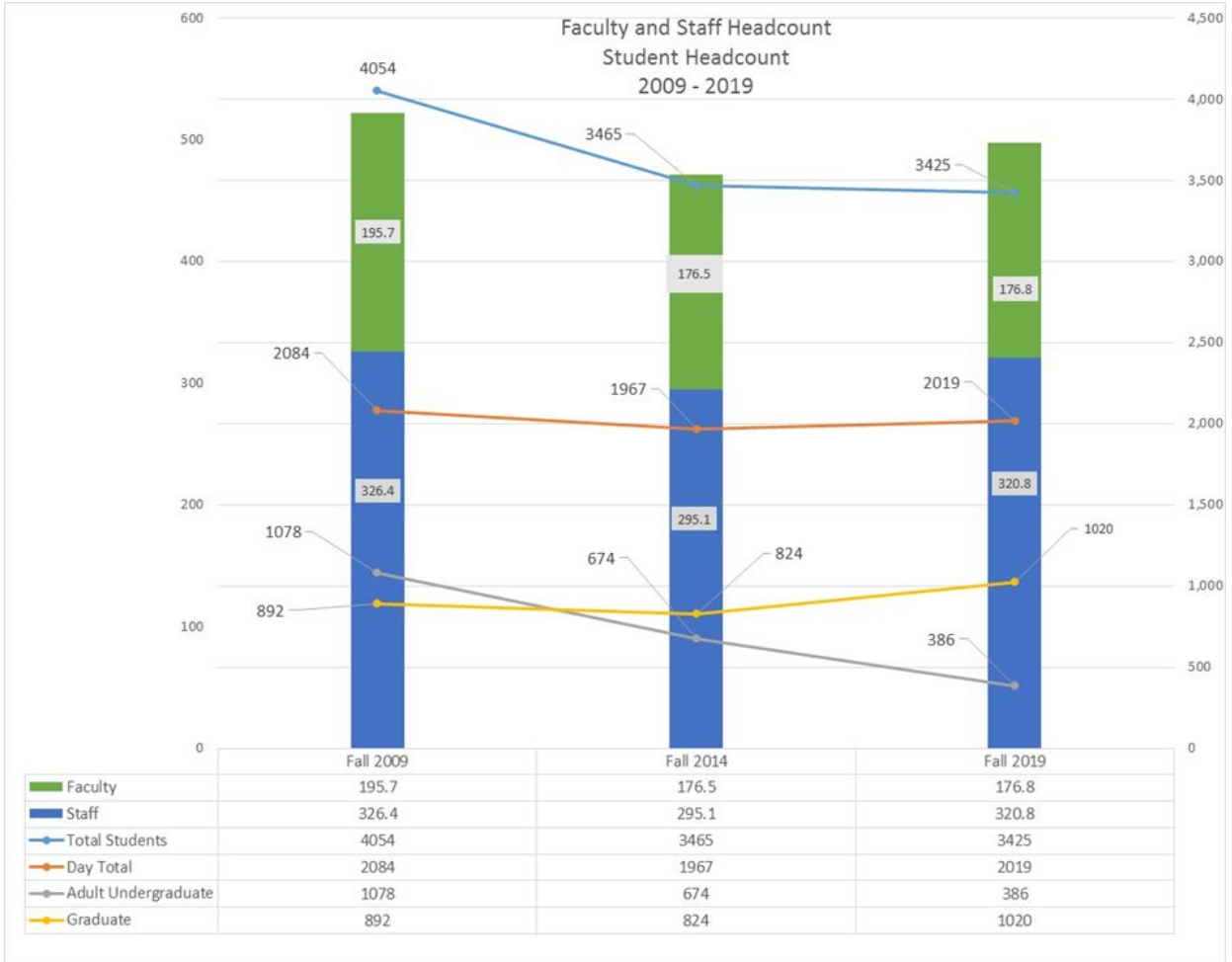
Within the functional expense activity is embedded Augsburg's commitment to salary and employee benefits. In the chart on the next page, the actual compensation cost by function are displayed. It is especially interesting to note that the largest area of growth in compensation has been in the student services function at 12.4% over the five years. Instruction is second in growth rate but at a modest 2.5%.

Compensation and Benefit Expense:	FY2013	FY2018	Five-year Marginal Change		Annual
	\$	\$	\$ change	% change	Average %
Instruction	\$ 24,541,724	\$ 25,151,668	\$ 609,945	2.5%	0.5%
Academic support	3,367,029	3,403,217	36,189	1.1%	0.2%
Public service	1,134,769	1,034,308	(100,462)	-8.9%	-1.8%
Student services	8,773,762	9,860,804	1,087,042	12.4%	2.5%
Auxiliary Enterprises	2,352,317	2,243,601	(108,716)	-4.6%	-0.9%
Institutional support	6,315,330	6,460,391	145,061	2.3%	0.5%
<b>Total Compensation Expenses</b>	<b>\$ 46,484,930</b>	<b>\$ 48,153,989</b>	<b>\$ 1,669,059</b>	<b>3.6%</b>	<b>0.7%</b>

The chart below goes one level deeper in detailing the types and numbers of employees as of January 2009, 2014 and 2019. Over the course of the ten years, there has been a decrease in faculty while staff declined in 2014 and returned to 2009 levels. Student worker numbers have increased.

As of January 15th	2009		2014		2019		5 year chg		10 year chg	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	#	%	#	%
<b>Reg Faculty</b>	195.7	203	176.5	184	176.8	182	-2	-1.1%	-21	-10.3%
<b>Adjunct</b>	73	209	72	189	71	190	1	0.5%	-19	-9.1%
<b>Staff</b>	326.4	338	295.1	304	320.8	332	28	9.2%	-6	-1.8%
<b>Students</b>		<u>332</u>		<u>332</u>		<u>361</u>	<u>29</u>	8.7%	<u>29</u>	8.7%
<b>TOTAL</b>		1082		1009		1065	56	5.6%	-17	-1.6%

And finally, as we compare changes in employee headcount with student enrollment levels, what is noteworthy, and shown on the chart on the next page, is how the number of students has declined while the number of staff employees have not. There was a reduction in force in 2012 which can be seen from the decline in headcount from 2009 to 2014. But given the pressures in serving students who come to campus today with increasing needs, and Augsburg's commitment to being student-ready, the staffing structure has returned to 2009 levels.



While we recognize that certain student types require more staff services than others and that over the past ten years much of the decline in student headcount has been in the adult undergraduate program, it does raise an important trend that is not sustainable from a budgetary standpoint. And given the difficulty in generating revenue sufficient to keep up with growing expenses, especially with compensation, long-term strategic solutions are required.

This is not a problem unique to Augsburg. Unfortunately, it is the reality across higher education. Three major factors drive this challenging environment for institutions like Augsburg: 1) flat or declining numbers of graduating high school students, 3) an extremely competitive and saturated higher education market, and 3) tuition and room and board pricing that students and their families simply cannot afford to pay.

This is evidenced as Moody’s Investors Service, a major credit rating agency, issued a Negative Outlook for higher education in 2019. In Moody’s report released in December 2018, they explain as follows:

*“Colleges and universities will remain focused on expense containments, providing longer-term challenges related to programmatic and capital investment. Inability to generate sufficient*

*operating cash flow to invest in programmatic and facilities renewal will lead to rising deferred maintenance and loss of market strength over the longer term for some.”*

***“Rising labor costs, approximately 65%-75% of expenses for most colleges, will remain the greatest expense hurdle for universities. With continued low unemployment, a competitive job market and rising healthcare costs, universities face increased expense challenges for both new hires and existing employees.”***

***“Positively, universities balance these expense increases by closely managing staff levels and allocating resources. Careful assessment of vacancies, gradual reallocation of faculty positions to growing academic areas, voluntary retirement programs and staff reductions are common....”***

***“Investment in modern and competitive academic, housing, technology and student service facilities is critical to sustaining competitiveness...but also drive up costs. ...Health and safety operational costs also create the need for additional investment in such areas as cybersecurity, campus safety and physical and mental healthcare. Creative approaches to managing these costs will continue to evolve...more universities seeking opportunities to outsource, collaborate and create partnerships for managing non-academic areas.”***

In recent years, we have seen two institutions of ACTC (Associated Colleges of the Twin Cities) take serious measures to reduce faculty and staff costs. St. Catherine University and the University of St. Thomas have both pursued strategies to reduce staff and faculty lines due to rising costs. In 2017-18, St. Kate’s was projecting a deficit situation of \$9 million if action was not taken to proactively address the rising costs given anticipated enrollment shortfall. For St. Thomas, their actions to reduce faculty and staff by 15% across the board was preemptive. Such realignment would allow for greater flexibility and to build resources for innovative investments. As part of faculty and staff restructuring, St. Thomas provided generous severance packages, even to staff with minimal years at the institution.

As with our ACTC colleagues, we need to carefully manage and ensure that all staffing costs are sustainable and within revenue parameters. While we do not face the daunting level of projected deficit as St. Kate’s, we also do not have the financial means and resources that St. Thomas does. And as Auggies do, we will find a way appropriate to our mission and community’s culture and values. At this moment, we recognize that without changes to our employment structures we risk the ability to manage within available revenues while generating the financial resources to invest in needed innovation and growth.

Before we describe our pathways and recommendations, we want to state our appreciation to President Pribbenow’s for his invitation to us, and trust in us, to take on this important work. During the past several months, we have come to recognize that decisions related to the allocation of resources and staffing are interconnected. There are many considerations, too many to list, that impact the resources available to invest in human capital, so it is important to recognize that these decisions are complex and interrelated. We also understand that changes will not come without discomfort given

a natural resistance to change. As we remain rooted in our institutional values, strategic priorities, and mission, however, we believe the following pathways and recommendations will lift up our collective work in a manner that generates abundant thinking and doing for the collective good of Augsburg University.

## Pathways and Recommendations

The sub-groups of this task force have researched and proposed pathways for flexible staffing options, deployment of faculty, and student employment which are described in detail throughout this paper and those most highly recommended are outlined in the final section. In addition to pursuing recommended pathways, Augsburg would benefit from a comprehensive staffing study so that decisions can be guided for sustainability with an **institution-wide perspective on strategic priorities**. The task force imagines that such a study could result in a five- or ten-year strategic workforce plan for the university, similar to the 2016 Campus Master Plan, and aligned with the strategic enrollment plan currently under construction, along with the academic plan being pursued by Academic Affairs.

### Flexible Staffing

In 2018, the staff turnover rate at Augsburg was 13.8%; for faculty it was 5%. The university has a defined process for filling open positions or adding staff that includes benchmarking positions with our peer schools. In order to better take advantage of natural attrition rather than layoffs, our process should not only consider benchmarking but also re-allocating existing staff rather than replacing a staff member who leaves Augsburg. This will most effectively be done with an expanded perspective on the entire university workforce, not just within a department or division.

To best use flexible staffing models, changes will be required in the ways in which we approach human resources at Augsburg. We will be well-served to map out work cycles to enable the university to be able to seamlessly shift resources when workloads are heavier in one department than in another. This may include an internal temporary pool of talented but multi-skilled employees. We will also need to be more intentional in the use of flexible staffing models by identifying short-term workforce needs - less than 2 years - and, as appropriate, use temporary, part-time and limited term positions to fill these openings rather than a regular long-term hire, which not only makes us more nimble but reduces benefit costs such as unemployment.

Augsburg currently uses a number of flexible staffing arrangements including independent contractors, limited term employees, agency temporaries, direct hire temporaries, shared services, and on-call workers. These flexible staffing models, however, are used separately and not in a comprehensive manner that may allow greater synergies and cost-reduction opportunities. They also need to directly and clearly align with Augsburg's strategic priorities.

Besides the flexible staffing arrangements named above, additional options for managing staffing levels include greater use of and collaboration with outside partnerships, and further outsourcing opportunities - both project based and complete outsourcing of functions that are not central to Augsburg's core commitments.

The flexible staffing structures, practices, and models that hold the most promise for Augsburg are described in great detail below. They were developed by researching contemporary employment practices and trends, considering Augsburg's place in a highly diverse and collaborative community, and observing current internal practices that have created barriers to workflow and employee engagement.

#### *Cross-divisional team structure*

A cross-divisional team structure could be designed and piloted with employees that include generalists, specialists, and team leaders. These teams would be flexible, responsive, and accountable, while short-term or permanent members depending on the purpose and function of the team. This concept is similar to mobilizing the two University Resource Council task forces to address critical needs. Besides formal task forces, we support utilizing a cross-divisional team concept more frequently, and as part of ongoing operations.

Although this cross-divisional team structure does not replace the vertical, formal division structure, each team would have designated positions including a cross-functional team leader, generalists, and specialists. Such a team would provide a career development path for employees, as specialists can become generalists and generalists can become team leaders. Cross-functional teams could break down barriers that otherwise create silos of work with diminishing efficiency and possible duplication of efforts. Instead, the opportunity to co-create and collaborate across departments would bring together diverse talents that we anticipate would exponentially increase when working as a team.

An example of a permanent cross-divisional team is student retention. And while there is a team that works together, it may not be as formal or clearly identified to maximize the effectiveness and accountabilities of the team. Student retention currently involves multiple departments such as financial aid, student accounts, institutional research, academic advising, and faculty mentors. A formal Student Retention team would have expectations, accountabilities, and goals. The team leader would coordinate the activities and actions of the team, and maintain focus on the team goal. Generalists will work across functions and specialist will provide expertise. Together there would be greater transparency in the work of the team which would be communicated to the Augsburg Community, and supported by technology such as the PowerBI dashboard being implemented.

#### *Gig workers*

In "Embracing the Gig Economy in Higher Ed" by Jake Burke and Theresa Holland in the CUPA-HR Higher Education Workplace Winter 2018-19 edition, Gig employment, borrowed from the music industry, provides a new and enriched model for meeting cyclical employment needs. This model meets a growing interest for American workers to have greater autonomy and flexibility than the traditional 9–5 schedule provides. The article notes that a Randstad's Workplace 2025 report found that 74 percent of workers surveyed "choose agile working arrangements or find them a better fit for their lifestyle." This appears to be a growing trend in how new employees entering the workforce think about career growth, job loyalty and meaningful work (page 23).

Gig workers are not new entrants into the workforce that are just building their skills and experience but talented workers wanting greater autonomy and flexibility in their careers. In order to attract and hire the best gig workers, Burke and Holland propose employment packages that include telecommuting options, prorated vacation accrual, tuition assistance, and voluntary benefits. Additionally, personal growth and challenges are cited as “huge motivators” that increase workforce engagement and satisfaction. Utilizing a Gig worker model would allow a deeper engagement with highly talented contract, part-time and temporary workers, as a pathway that would better meet the cyclical needs in higher education while increasing flexibility and responsiveness to the needs of a changing workforce.

#### *Local economic inclusion*

As an anchor institution and steward of inclusive collaboration within our local communities, we have an opportunity and obligation to explore intentional local hiring practices. Such practices promote collaboration with local economic-inclusion and community-development organizations. As an example, while our neighbors may think of Augsburg as simply a local university, they may not consider Augsburg as their go-to place for employment.

In an article “How Two Universities Are Building Community Partnerships to Strengthen Local Hiring” Jennifer Britton, of Drexel University, describes Drexel’s work in building a path to “a more diverse, talented and creative university workforce” as an engaged anchor institution. Such local hiring and recruitment efforts may also find financial support through federal workforce development funds, improve retention in high-turnover positions, and place local job seekers directly into temporary positions instead of through high-cost temporary agencies (Britton, page 17).

In the article, Drexel partnered with local employment services focused on economic inclusion as the business culture in Greater Baltimore so that members of the local community considered Drexel an “employer of choice.” (Britton, page 15). One organization’s mission is to “support and empower individuals with disabilities and socio-economic challenges by building pathways to economic equity, opportunity, and independence.” The author noted that Drexel was able to intentionally partner with a “previously untapped network of jobseekers” and build a path for “a more diverse, talented and creative university workforce” (page 17). This example aligns particularly well with Augsburg’s mission while increasing the diversity of its staff and providing possible streams of federal and community funding.

#### *Internal temporary agency model and centralized services*

One staffing option that would increase flexibility is the development of an internal temporary agency concept within Augsburg. An internal talent pool that can be deployed for limited term and temporary project work would allow resources to be allocated to critical needs as they arise as well as shifting resources as priorities change. This model may result in some divisions having fewer full-time permanent staff, but increased access to a flexible talent pool to meet cyclical and/or seasonal needs.

An advantage of this change would be a reduction in underutilized talent during seasonal lulls and reallocation to those departments in the university that could benefit from the talent. Such a change

would require a shift in mindset from departmental ownership of positions to university-wide sharing of such flexible talent pools, with the individuals in these pools still feeling a sense of place when not assigned permanently to any given department.

Besides employees hired through traditional recruitment practices in Human Resources, the Strommen Center and Alumni Relations could partner to recruit Augsburg graduates for these positions. This would offer Augsburg a home-grown source of talent needed on campus, while at the same time serving our students by providing them with a natural pipeline to meaningful work and career opportunity. Similarly, we should consider increased use of a centralized service model. As an example, our current model in Information Technology deploys a centralized team of Liaisons for Computing (LFCs) which is a cost-effective and high-quality service solution. Such a model could be considered for administrative, business, mentorship, student support, and other functions.

#### *Be strategically high touch*

At Augsburg, we pride ourselves on being “high touch” with our students. Staff and faculty develop close relationships with students, which is important to our distinction and our students’ success. There are functions, however, for which a high-touch approach does not effectively serve our students. For example, in student financial services or the registrar’s office, and other department service functions, we might consider developing an **online chat option** for students to get help on an issue outside of regular business hours.

Rather than having to plan ahead to make an appointment or physically visit an office during daytime hours, students could use an online chat function to answer any questions that arise. This would open the possibility of flexible staffing options for employees who may want to work hours outside of the typical work week, be more flexible in their schedule, perhaps work remotely, thus reducing the commute time and on-campus parking needs, while increasing responsiveness to our students. Online chat could also be available for other services such as human resources, budget, maintenance requests, and others. Such contemporary work practices can improve efficiencies, productivity, and should be explored further as part of modernizing how we think about serving students and our community.

#### *Outsourcing and shared services*

Identify project work and functions that could be outsourced. Augsburg currently outsources the book store and food service functions. Consider outsourcing other non-core functions (work that does not require significant institutional knowledge.) Evaluate the cost of outsourcing these areas against the current human resource costs including salary, benefits, and overhead. Outsourcing can also be done in a collaborative and joint manner by tapping into services that enrich on-campus services but not totally replace on-campus services. An current example of this is the Center for Counseling and Wellness that works with an off-campus partner to augment what the CCW is able to provide students. This partnership has provided a cost-effective solution in an otherwise expensive delivery model.

Investigate the opportunity for further shared services within Augsburg and cross institutions. Identify departments with similar work that could benefit from a shared service model. In addition, investigate the interest in creating shared services with other institutions that are also looking to maximize

efficiencies and service levels while minimizing costs. Certainly, the shared service model with Luther Seminary has proven valuable to both institutions. Continue developing this model by adding institutions in order to enrich and support the delivery model.

## Deployment of Faculty

The mission of Augsburg cannot be advanced without the faculty. Deployment of faculty in ways that both advance our mission and are financially sustainable requires a thoughtful and creative analysis of the possibilities faculty offer. This section explores some of the financial realities and costs associated with faculty, possibilities in allowing different course loads and types of schedules, means to promote faculty as innovators, as well as, champions in student mentoring. All these opportunities have been considered in order to manage the cost structure for instruction while maximizing the power this talent pool can provide in pursuing new and enhanced revenue generating opportunities.

### *Financial Realities*

According to a recent webinar hosted by AGB Institutional Strategies titled “Cost containment and business model transformation at your institution,” the presenter, Jim Hundrieser, noted that the traditional 3 + 3 faculty course load is a costly model. As added options to the traditional 3 + 3 course load, the task force identified other potential models as outlined below:

- Create teaching specialists using non-tenure track with a course load of 4 + 4. This non-tenure track line would focus on instructional activities and would be exempt from producing scholarship or participating in service and committee activities.
- Create pro rata teaching appointments (greater than 50% time but less than full-time). The pro rata appointment would provide compensation levels similar but on a proportionate basis to full-time faculty, where a full course load is not needed given student demand and/or the faculty members desire for a reduced course load.
- Create pathways for curricular and or scholarly innovation through standardized course release models.
- Create joint appointments internal across disciplines or external across institutions.

Another approach to maximizing the value of faculty is through careful management of class size. Hundrieser suggested evaluating course caps to increase class size even from 18 to 21 in order to improve productivity in the classroom. A three-student increase in class size would provide a boost to productivity of 16.7%, with arguably modest impact to workload and the learning environment for most courses. The task force members believe that such ideas were best left to academic affairs and faculty governance, and were sensitive to being found overstepping their charge in the staffing structures work.

Task force members agree that a greater understanding of programmatic demand, revenue generation, class size, and contribution/financial margin should be fully vetted with trend data and comparative analysis. Such information would promote informed decision-making for opportunities to invest in growing programs while considering changes to improve, consolidate, or even sunset underperforming programs. To this end, EAB has developed [resources](#) for universities to conduct such analyses at the

department level to assess student/course data, faculty cost/workload, and academic program needs. These centralized metrics would enable Augsburg to better assess staffing needs and productivity in academic departments.

Ultimately, understanding costs and return on investment provides a level of data analysis and information that can direct decision-making towards growth. Hundreiser explained that the need to grow revenue requires an innovation mindset maintained on a daily basis and as a lens to everyday work. This is a key to Augsburg's future success in meeting the financial headwinds with data analysis innovative solutions found by cross-cultural teams and faculty, unconstrained by bureaucratic silos, and generated by an engaged workforce.

#### *Enabling innovation in teaching and mentoring*

As expressed already in this section, faculty have a critical role in the life of the university. The task force has found a number of pathways which they feel provide compelling opportunities to further lift up faculty roles in meaningful ways for our students and community. Two such ideas which resonated with the task force promote faculty as "institutional entrepreneurs" and "champion mentors." These are described in detail below.

The first considers a faculty member as an "**Institutional Entrepreneur**" to "instigate transformative change" (Hasanefendic, Birkholz, Horta, and van der Sijde, 2017). In a study published in the *European Journal of Higher Education*, Sandra Hasanefendic, Julie Birkholz, Hugo Horta, and Petre van der Sijde explore the qualities and characteristics that promote academic innovation. They refer to this as the paradox of embedded agency given highly conforming institutional culture and structural norms.

Institutional entrepreneurs (IEs) are found to be individuals who disrupt the status quo and innovate in their institutions. The six individual characteristics identified were 1) motivation to change institutionalized practices, 2) interest in change, 3) field experience, 4) multi-embeddedness, 5) authority to act and 6) strategic use of networks (Hasanefendic, et al. p 1). And while not all faculty would necessarily become IEs, the task force could readily name several at Augsburg who fit the characteristics and may welcome such a creative venture and opportunity. And the task force imagined there were others that would opt-in should such an opportunity be developed at Augsburg.

The authors concluded that to foster greater flexibility and adaptability, faculty models must be restructured to move from a "professional bureaucratic model (typical of the industrial age and still to a very high extent present in most universities in the world) to adhocracies (using Mintzberg's terminology) ..." or complex, but dynamic organizations (Hasanefendic, et al. p.20). Freedom to create and co-create requires space to do such work and the task force recognized how structure and complexity can create barriers or stifle change and innovation.

Ultimately, the task force agreed that allowing the very fine and talented Augsburg faculty to step into the roles of Institutional Entrepreneurs (IEs) is a compelling pathway to unleash faculty talent for the good of the institution. While a daunting task given the deep tradition and complex structure in the academy, such IEs can provide initiative and energy to pursue new revenue-generating opportunities.

This has been seen historically at Augsburg in the development of the weekend college program in the 1980s. Further exploration and intentional planning to promote such IEs are highly recommended by the task force.

Secondly, faculty have traditionally acted as mentors, advisors, and coaches to students as they pursue their program of studies. Creating a formal mentor role to allow faculty to more fully support student well-being and persistence has been seen as a very successful model at High Point University (HPU) in North Carolina. In an article discussing High Point's success, they explain the importance of mentorship that is "intentionally fostered in and out of the classroom" noting that such a program is not necessarily typical in higher education (High Point University, December 2018).

The task force found that developing a more formal mentorship role for faculty could increase persistence, support student learning, and ultimately improve retention. As with HPU, such a formal and clearly defined mentorship role could create a distinct advantage in recruiting students. And ultimately, the task force members supported faculty mentorship as a means to further Augsburg's promise to students in the completion of their degree program and graduation. Such a mentorship role would require faculty to have time for this effort and engagement, along with the administrative support to allow their focus and understanding to be effective mentors.

Besides Institutional Entrepreneurs and mentorship roles for faculty, there are two additional pathways that provide compelling opportunities to address budgetary pressures. The first is in a refined model for faculty course load which lends itself to greater flexibility while maximizing the value of instruction and compensating faculty appropriately. The second explores shared services both externally with other institutions through joint-appointments, and internally through interdisciplinary or cross-department assignments.

Shared faculty appointments enable the institution to maximize faculty talent and expertise to better serve students, as instructors and as mentors. For example, the faculty senate could refine our shared understanding of faculty advising, taking into account the work being done by professional advising staff and our multicultural services staff to ensure that faculty are bringing their unique skills and expertise to the advising landscape.

In order to meaningfully serve students from diverse backgrounds, careful attention should be paid to the recruitment and retention of non-white faculty members. This is especially relevant to efforts to provide meaningful mentorship to students (June 2018). Additional emphasis should be placed on recruiting and retaining faculty who are oriented toward working with non-traditional and first-generation students, students of color, and immigrant communities. Recruiting and retaining such faculty can be costly given market demands and steadily increasing staffing costs. Cost control can be informed through an evaluation of current and aspirational work balances for faculty to serve our students and advance our Augsburg mission in our classrooms and community. EAB has developed a tool to evaluate faculty productivity in a more holistic way, the Instructional Capacity Playbook (EAB, 2017) which may be helpful to better understand the way individual faculty advance the institutional mission.

Thoughtful and fiscally responsible deployment of Faculty requires institutional support and flexibility to innovate, create, and experiment in ways that can enhance enrollment with meaningful, purposeful, and relevant educational opportunities for our students. This entails thinking outside the box regarding academic program offerings, including certificate programs, inter- and cross-disciplinary faculty work, rethinking program delivery to accommodate our student population without compromising quality, and refocusing our work to a population of working adults.

Recommended pathways:

- Providing support for curricular and programmatic innovation through *institutional entrepreneurs*
- Enhance and develop the mentor role of faculty
- Embrace flexible and shared services, including:
  - Shared faculty appointments externally with other institutions
  - Joint appointments internally between departments
  - Teaching intensive (4-4) appointments for practitioners in the field (non-tenure line faculty)
  - Pro-rata faculty lines (less than full time, annual contract)
- Create more sophisticated and thorough metrics for margin analysis at the program, department, and division level.

## Student Employment

Augsburg University employs students in an array of work-study positions across many departments, and these work experiences vary widely. In some cases, students are trained, developed, mentored and well supervised so that they learn a lot on the job and contribute a great deal. In other areas, they might have a lot of idle time and spend most of their work hours doing homework. Augsburg does not have an official student work program or articulated expectations for student employment. We have student jobs, but the quality and expectations of student positions differ from department to department depending on the skills and capacities of supervising staff. There is no system to ensure that student employment is meaningful or educative to the student, or effective or useful to the university. For many students, on-campus jobs are convenient and pay the bills, but do not provide meaningful career or leadership development. This is a missed opportunity for experiential learning, and for educating students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders.

Augsburg staff and faculty care about the development and well-being of students, and those who supervise student employees are well positioned to provide mentorship and meaningful career preparation and leadership development. Student employment must fundamentally change to increase the impact and efficiency of positions across departments through the creation of consistent expectations of both supervisors and workers. New models for structuring positions can create greater efficiencies and impact.

Rising costs and our promise to prepare students for meaningful work and lives of purpose calls us to develop a new framework for student employment that addresses the following goals:

- make on-campus jobs more meaningful learning and leadership development opportunities
- increase the productivity of student workers (especially important as minimum wage increases) and prepares students for future careers
- develop staff as more effective supervisors of students
- incorporate practices that make on-campus work eligible to be classified as an internship
- Promote student-managed entrepreneurial enterprise to generate revenue and provide career development both on campus and in the community

During the 2018/2019 academic year, Sabo Center staff are leading a pilot initiative that provides orientation, training, and structured reflection for a group of 18 student employees working in eight departments and programs across Augsburg. The staff supervisors of those students also participate in workshops and reflection meetings to improve their supervision skills. By rooting this initiative in the Social Change Leadership Model, described in Appendix A, we expect that students will gain an understanding of their values, their position, and the role they play within their department, the university, and the wider community. Expanding the pilot program to more, overall, student employee positions promises to increase engagement, job satisfaction, and productivity for student employees and their supervisors. It does require an investment of staff time to ensure the additional program elements would be fulfilled.

One of the main drivers for increased focus on student workers is the opportunity to structure on-campus student employment as an internship. The Strommen Center staff who oversee internships ensure that they satisfy the Augsburg Experience graduation requirement, which stipulates that only off-campus placements are considered, although exceptions are made. While we want our students to have off-campus learning opportunities that complement their classroom learning, we could be offering robust, paid internship experiences on campus.

One problem with only recognizing internships off-campus is that it implies that “real work” does not happen at Augsburg and the only valid work experience students can get is off-campus. Jodi Collen, Director of University Events has said that when students work in her office, they get hands-on experience and mentoring that they would be unlikely to get in an internship at another event company (personal communication, February 23, 2018). She cited examples of students who had worked in her office then left their student position to take an internship in another company only to come back and report that their internship work was menial compared to the steep learning curve of working in Augsburg’s events office. She argues that the inability to classify on-campus work as an internship undermines the professionalism of the work staff do on campus.

#### *Key supervision and structural issues*

Staff who supervise student employees need training on supervision, mentorship, reflection, performance evaluation and talent management. The work of supervision should be included in staff supervisors’ job descriptions and performance evaluations (this is not always the case now.) By bringing

staff supervisors together for training and reflection, we tend to their professional development and help to break down institutional silos.

When students are well supported, student employees can serve functions that might otherwise be fulfilled by professional staff, resulting in cost savings for the institution. Shared student positions across multiple departments might be worth considering if available hours are insufficient in one department. This would increase collaboration among departments. In order to move beyond the pilot phase, this student employment program requires an institutional home or a dedicated cross-divisional team of staff to implement it.

Student worker positions need to contribute to the employee's understanding of their values, their position, and the role they play within their department, the university, and the wider community. In doing so, these experiences will become meaningful contributions to a student's vocational journey. On-campus jobs can be meaningful learning experiences and some jobs could be classified as transcriptable paid internships that provide a competitive advantage for students. Students don't necessarily need to go off campus for internship experience in a professional environment.

We need to view student employees as a workforce and tend to the career development of student employees. Student employees with rich on the job learning will demonstrate improved communication skills, coachability, problem-solving, and emotional intelligence, all traits potential employers are seeking. Other institutions have had good success with such initiatives. Our pilot project was designed based on practices from the University of Iowa's Iowa GROW program and High Point University has had great success with increased enrollment and retention as they've focused on real-world experience and life skills for their students.

### *Retention*

Students who work in on-campus jobs are more likely than their peers who work off-campus to stay in school until graduation. An EAB report on student employment and retention found that "students who work off-campus suffer from lower academic performance and are less likely to be retained than non-working peers. However, on-campus employment often has the opposite effect on student persistence and academic performance." At Augsburg, we have not tracked retention among our student employees, but research (and the number of staff who are Augsburg graduates and were student employees) suggests that the experience can be a supportive one.

### *Increased engagement and efficiency*

Formalized programming and training around student employment at Augsburg may create cost efficiencies that would make our operations more sustainable. Well trained and retained student workers are able to take on work abandoned when professional staff leave Augsburg, or bridge gaps during the hiring process of professional staff. They help us manage future costs by increasing the impact and efficiency of student workers and they decrease training costs of professional staff by creating a pipeline from student worker to professional staff.

If we take a more collaborative approach across departments, shared student positions can ensure that student employees receive hours they need and remain productively busy. Student employees who are more engaged as undergraduate student workers will be more prepared to take on full-time employment at Augsburg when they graduate, reducing the cost of recruiting and training new employees.

Entrepreneurial enterprise for student-led businesses is a powerful way to promote experience, engagement, and service both on campus and in the community. A current example includes the graphic design work that students are doing with Professor Christopher Houlberg in the Art Department as part of **design & agency**, an innovative enterprise on campus.

Professor Houlberg explains that such activities are “innovation hubs that cross-pollinate” in many ways on campus. Student enterprise/agency promotes an entrepreneurial spirit while allowing students practical understanding in solving problems in the world (Houlberg interview, February 12, 2019). Below is the statement of ethos for **design & agency**.



*Historic lens*

The need for attention on student employment is especially urgent given the fact that the minimum wage in Minneapolis will increase annually until it reaches \$15.00/hour in July 2022. The chart on the next page provides some data on student employment at Augsburg in recent years and projects the cost of student employee wages based on staffing levels from 2018.

	2008*	2017*	2018*	2023 projection
Number of student employees	504	736	702	702
Number of hours worked	60,558	115,606	101,234	101,234
Average hours per student	120	157	144	144
Average hourly wage	\$8.51	\$9.91	\$10.77	\$15.25
Total dollars spent	\$515,517	\$1,146,159	\$1,090,272	\$1,543,819

\*data listed is for each calendar year and does not include summer student employment

The pilot initiative currently underway includes programming to enhance the work experience of 18 student employees who work in the library, student financial services, the Strommen Center, CAO, LGBTQIA student services, the Sabo Center, and university events. The pilot is taking place over the course of the 2018/2019 academic year and has evaluation components built in to measure effectiveness. For a detailed description of the pilot initiative, its key elements and grounding in leadership development theory, see Appendix A.

*Recommended pathways:*

- Convene a cross-divisional team of leaders to oversee implementation of an expanded version of the 2018/2019 student employment pilot, including an internship option.
- Establish a system of performance reviews for student employees.
- Offer training to staff who supervise student employees to more effectively do so.
- Conduct an audit of student positions to ensure all are needed and well deployed.
- Increase the number of graduate assistants to fill professional positions on a part-time basis. (For example, grad assistants could be utilized in the Center for Wellness and Counseling, and add other areas here.)
- Promote student-led entrepreneurial enterprise for robust experience and revenue-generating opportunities on campus and in the community.

The pathways proposed above for the student talent pool lend themselves to creating a distinctive program to enhance recruitment, support affordability, and promote career and vocational advancements. Such outcomes would fuel revenue generation through reputation and student success. The power of this particular effort is undeniable and much needed to differentiate Augsburg and lift up the value of an Augsburg education and experience.

### University-wide Strategic Workforce Plan

In addition to the three talent pools described above and the various opportunities to maximize their engagement, productivity, and impact, there remains an overarching need to consider all employees in a holistic manner. Similar to the campus master plan that provides a map for facilities priorities and

needs over the next twenty years, the Staffing Structures Task Force strongly recommend having such a strategic long-term map for employment needs and expectations.

The concerns noted in the Moody's report quoted in the problem statement section of this paper will need to be addressed for Augsburg to continue to be a new kind of urban university with its human resources focused on student needs and committed to diversity, inclusion, and equity. The current staffing model is not sustainable given revenue projections in the next several years. New staffing structures that involve a flexible team approach, invest in and reward a well-trained workforce with multi-tiered skill sets for further development and growth, would represent a significant advantage in talent modeling.

Managing increasing compensation cost requires a strategic workforce plan and a flexible staffing structure within that plan. The strategic workforce plan will provide the direction and base for workforce management and resource allocation. With a flexible staffing structure, resources can be shifted to critical needs, short- or long-term, and take advantage of opportunities while maintaining focus on the strategic priorities of the University.

The University of Liverpool's How to Guide on Planning and Performance: "Strategic Workforce Planning" argues that effective workforce planning ensures that institutions have a workforce of the right size, the right skills and diversity, a workforce that is organized and structured in the right way, and a budget that we can afford. It lists the following benefits of a comprehensive workforce planning process:

- Plan for new activity and any activity that will cease
- Anticipate and resolve issues such as staff and skill shortages
- Identify critical roles and skills
- Review the efficiency of current staff structures
- Manage staff costs
- Consider the flexibility and makeup of the workforce to respond quickly to changing needs
- Encourage collaborations crossing professional boundaries

Re-engineering or consolidating departments, with the goal of improving services and managing costs, may be required to realize the benefits of workforce planning. For example, a one-stop shop model can provide multiple services, consistent answers and a streamlined process that improves the student experience. This may necessitate moving staff from their current positions or departments. The workforce plan should determine if the current staff have the critical skills and competencies needed and whether those skills can be developed or acquired. If this results in current employees losing their positions, offering severance packages with outplacement services should be carefully considered.

The task force proposes that a strategic workforce planning team be convened as quickly as possible. The goal would be for a long-term plan that builds an efficient, flexible and diverse workforce that is affordable, appropriately and fairly compensated with access to benefits, and aligned to the

University's goals and priorities, as well as, the financial, enrollment and academic plans that are being developed.

Such a planning team would be a collaboration of no more than twelve individuals to focus initially on prioritizing functions to assist in determining the allocation of human resources for each division. The next step will be to gather information from each department on their staff and student resources along with a concise list of responsibilities. The team will meet with program directors and departments leaders for additional in-depth detail. The team will provide the President's Leadership Team with recommendations for prioritizing resource allocation. Step by step instructions and a strategic workforce planning template are included with this paper as Appendix B.

It is important to note that over the past three to four years, a formal staffing review process was implemented. As part of the review, a benchmarking analysis is conducted using a select group of peer institutions who have similar characteristics. The review is done with each open staff position to consider new models for work, opportunity to utilize technology, reimagine the talent needed given the ever-evolving university environment, or to simply discontinue the work given a change in institutional priorities and student needs.

To date, this practice has promoted innovative restructuring of departments, focus on building greater capacity in the staffing talent pool, and has resulted in cost savings to the university. Finally, this process has changed how managers think about staffing, no longer rolling forward the status quo, but taking the opportunity to re-imagine current and future staffing needs to more efficiently and effectively deploy resources and respond to the ever-changing landscape in higher education.

#### *Goals and values*

The strategic workforce planning process should be rooted in our strategic goals and institutional values. This task force has identified the following considerations that would help to ensure the success and relevance of the workforce planning process.

- *Collaboration and institution-wide view.* The planning process and plan itself should break down the silos within which we often operate. This could take the form of cross-divisional analysis and staffing, as well as interdisciplinary approaches that may change how we organize academic departments.
- *Staff development opportunities.* Our current structures don't provide many logical pathways for staff to develop and advance their careers while staying at Augsburg. By building in opportunities for staff members to work across departmental and divisional boundaries, more talented employees will find advancement opportunities at Augsburg rather than leave the institution to advance their careers.
- *Flexibility and responsiveness in a rapidly changing environment.* As the problem statement and flexible staffing sections of this paper describe, higher education institutions have to change in order to be sustainable.
- *Commitment to diversity, inclusion, equity.* In order to effectively serve our increasingly diverse student body, and increase the diversity of our staff and faculty, these aims must always be in sharp focus.

- *Student success.* There are myriad ways to consider staffing for student success. Some of surfaced on our deliberations include:
  - *Develop a Culture of Mentorship.* At Augsburg, the TRIO program, Multicultural Services, and LGBTQIA Services create communities of support for their respective students. AugSem leaders and many other faculty, staff, and students engage in mentoring as well. Growing and implementing a campus mentorship program could be a pathway to help students succeed academically by increasing support and decreasing barriers. For more on mentoring see Appendix C.
  - *Consider Mental Health.* The American Psychological Association reports that “since the mid-1990s, there has been an alarming trend on college campuses nationwide, an increase in the numbers of students seeking help for serious mental health problems at campus counseling centers” (“The Crisis on Campus,” 2011). Continued promotion of student health and wellbeing should be considered in new staffing structures. For more on health and wellbeing, see Appendix D.
  - *Collectively Focus on Career Preparation.* Career Services is dynamic and responsive to the needs and demands of students as well as the workforce. It is a partnership with faculty, student affairs, co-curricular programs, outside partners, and employers to deliver on the promise of what a degree from college means and gets. Through collective emphasis on career preparation, our students will develop agency to ensure they can navigate systems, advocate for themselves, build a network and community, understand their strengths and values and then make choices based on them.

## Recommendations

While there are many pathways proposed throughout this report and its accompanying appendices, the following are recommended by the task force as top priorities.

1. **Strategic workforce planning**  
The task force recommends the convening of a strategic workforce planning team who will use the UC Merced planning tool to develop a staffing plan for Augsburg that is aligned with the University’s goals and in concert with the financial, academic, and enrollment plans. The plan would cover ten years and focus on the three talent pools: faculty, staff, and students.
2. **Flexible staffing**  
The task force recommends implementing an internal temporary agency model to smooth cyclical and seasonal workforce needs, maximize the engagement of “Gig” workers, and adopt a centralized service model for coordinating the assignment of such workers.
3. **Deployment of faculty**  
The task force recommends implementing models of faculty as “Institutional Entrepreneurs” and “Mentor Champions.” Both would serve to enhance the coordinated effort to promote innovation and enhance student retention. Additionally, the task force recommends a deep dive into understanding program revenue generation in order to improve financial margins.

4. Student employment

The task force recommends the implementation of an expanded version of the 2018/2019 student employment pilot, including an internship option. Staff members of the Strommen Center, Sabo Center, and Human Resources office would be key members of this implementation team.

Additionally, the task force recommends pursuing student-led enterprise and promoting entrepreneurial activity. Such experience provides students will opportunity to solve real world problems and needs both on-campus and in the community, while generating revenue.

5. Empowering collaboration

The task force recommends implementing a cross-divisional team-based approach for collaborative problem-solving and innovated visioning. The benefits of leadership development, maximization of talent impact, and development of a nimble and coordinated team of accomplishers will exponentially increase the ability of the team towards action and abundance.

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## Appendix A

# Re-thinking Student Employment

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*Augsburg University educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran church, and shaped by its urban and global settings.*

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### **A new framework for student employment would address the following goals:**

- make on-campus jobs more meaningful learning and leadership development opportunities
- increase the productivity of student workers (especially important as minimum wage increases) and prepares students for future careers
- develop staff as more effective supervisors of students
- incorporate practices that make on-campus work eligible to be classified as an internship

### **Elements of the Initiative**

In order to achieve these goals, we propose a pilot initiative that includes five key elements.

**Learning outcomes** should be included in job descriptions so students will know what they can expect to learn from a given position. This helps focus students on what they will get out of a job and gives them a way to articulate it on a resume or in an interview.

**Reflection.** According to the National Society for Experiential Education, “Reflection is the element that transforms simple experience to a learning experience” (<http://www.nsee.org/8-principles>). Student employees could be required, as part of their jobs, to write short reflection essays on their experience or supervisors can intentionally integrate reflection into daily work and group meetings. Prompts for these essays can be developed to complement the learning outcomes so that the essays become artifacts for assessing learning. Additionally, the essays are learning tools themselves as they will help students articulate how they know what they know. Staff supervisors can use the students’ essays as material for performance review conversations and goal setting.

**Performance reviews,** modeled on the ones we use for staff positions, are important tools to ensure that employees learn from work experience in a way that leads to growth.

**Orientation and training** for staff supervisors and student workers will ensure that all are better equipped to engage in meaningful work that is productive to the student, department, and overall university.

**Option for non-credit internship.** Currently, the guidelines for internships at Augsburg align with the guidelines for the Augsburg Experience graduation requirement which is characterized by these five points:

- Direct involvement with people and organizations external to the University
- First-hand discovery, integration, and application of knowledge
- Self-awareness through reflective and critical thinking
- Exploration of vocation—of what one is called to do in the world
- High-impact learning that helps students make the transition from college to career

A student job on campus could easily satisfy all but the first bullet (and in some cases would satisfy the first one too) but internships that take place on campus currently require a waiver to the documented policy. We would seek a change to this guideline so that it no longer prohibits on-campus internships.

### Theoretical Basis

This framework is informed by the Social Change Model of leadership which starts with personal commitment, is transformed through collaboratively sharing the work of leadership with others, and is ultimately intended to serve others and society at large (Komives, 2016). The model is widely used and well tested in higher education student affairs programs and is taught in the undergraduate leadership studies minor at Augsburg. The Social Change Model defines leadership as a process, not a position, and

focuses on three sets of interdependent values: a. individual, b. group, and c. community or society. The model is comprised of the following Seven C's:



*Consciousness of Self* -- awareness of the beliefs, values, attitudes, and emotions that motivate one to take action

*Congruence* -- alignment of thoughts and beliefs with actions

*Commitment* -- the energy that motivates and sustains the individual and drives collective effort

*Collaboration* -- to work with others in a common

effort

*Common Purpose* -- to work with shared aims and values

*Controversy with Civility* -- to engage inevitable differences in viewpoint with respect for others, a willingness to hear each other's views, and restraint in criticizing the views and actions of others

*Citizenship* -- the ongoing contribution, engagement, and responsibility of members of communities and society

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Image from: <http://slce.uic.edu/leadership/>

## Appendix B

**UC Merced created a Strategic Workforce Planning Guide and Template in Fall 2014. This appendix includes the introduction to that document and the headings of the subsequent sections.**

[The full guide can be accessed here.](#)

### **INTRODUCTION: What is a strategic workforce plan?**

“Workforce Planning is the process of making sure the organization has the right number of people, in the right jobs, and with the right skill set at the right time to accomplish current and future business plans.”

*“Positioned: Workforce Planning That Gets the Right Person in The Right Job”*

Dan L. Ward and Rob Tripp (2013)

#### **What is strategic workforce planning?**

Strategic workforce planning represents an opportunity – an opportunity for leadership to articulate a vision and drive toward it; an opportunity to create strategies that allow staff to advance and to grow in functions that they know really matter to UC Merced; and an opportunity for the campus to achieve efficiencies that allow for new investments, to drive innovation, and to invent new and more effective ways of working. It’s an opportunity for UC Merced to become a workforce planning model for the University of California.

It is particularly important for UC Merced to seize that opportunity as it approaches 2020 – years that will be marked by rapid growth and change. And to navigate it, the campus must create a roadmap. The map begins not with individuals but with functions. What needs to be performed, now and into the near future? Which are the greatest priorities? What skills will be required to perform those functions? Then, the harder questions ... does staff have the skills we need to succeed? Are they adaptable skills that can keep pace with changes in the campus? Are there other ways of meeting my department’s needs, such as through outsourcing or the smart use of technology?

#### **What are the advantages of having a workforce plan?**

Opportunities and the availability of resources often arise unexpectedly. In order to be able to act on an opportunity quickly, it is useful to have a plan in place. A second important reason is the workforce plans impose discipline, so that decisions are made not in reaction to events and to emotion, but to the strategic needs of the campus. UC Merced, like many other campuses, is too often tempted to promote someone from within the organization without considering the needs of the position or the consequences if that decision does not work out successfully. While this strategy is understandable, it is often not in the best interest of either the campus or the individual. Another tendency is to hire to solve existing structural or personnel problems.

#### **What happens when we can’t afford all these positions?**

First, keep in mind that not all the positions will require a full time commitment. It may be possible to bundle key functions together so that a single position is covering 2-3 key functions. Also, it is possible that some key functions can be shared across departments and schools or handled by service centers.

#### **Who should draft the workforce plan?**

The broader the participation in this process, the better the final result. Minimally, input should be collected from current staff, clients, and key stakeholders. With that input, a small team should be able to pull together a draft plan in a short time. You will also have the support of your new HR business partner and the HR Centers of Expertise.

### **How do we get started drafting our workforce plan?**

First begin with the overall mission of the campus and second, with the distinctive mission of your department. What service do you provide? Who are you serving? What do you need to serve them in the future?

Developing your workforce plan is not an exact science and there is no 'right' or 'wrong' way to approach it. Like most planning, it is never fully finalized and you should revisit your staffing plan on a regular basis. Circumstances will change over time and those changes may impact your staffing needs.

The steps outlined on the following pages are designed to help you think about and plan for your future staffing needs. Step One is the thought process. Step Two is the more concrete planning process, with templates that take you from current to future state. Step Three identifies immediate staffing issues (equities, reclassifications or reorganizations) that must be addressed.

STEP ONE: Consider your organization – now and in the future

STEP TWO: Develop a strategic workforce plan

STEP THREE: Implementing the strategic workforce plan

WORKFORCE STRATEGIC PLAN - CURRENT STATE

WORKFORCE STRATEGIC PLAN - FUTURE STATE

WORKFORCE STRATEGIC PLAN - GETTING TO FUTURE STATE

WORKFORCE STRATEGIC PLAN - FIRST PHASE IMPLEMENTATION

WORKFORCE STRATEGIC PLAN - "NINE-BOX WORKFORCE PLANNING APPROACH"

## Appendix C

### Mentoring.

In her 2013 book, *Mentoring At-Risk Students through the Hidden Curriculum of Higher Education*, Buffy Smith, Associate Professor of Sociology and Criminal Justice at the University of St. Thomas, talks about ways to guide at-risk students – low-income students, first-generation students and underrepresented minorities – needing to navigate social norms established by the white middle class in higher education. Smith addresses racial and social class inequities in higher education, seeing them as a national social problem that needs to be resolved. Smith states it is important for “at-risk students to acquire a high degree or institutional cultural capital and social capital in order to understand and navigate the hidden curriculum. If students become more competent in the hidden curriculum they are more likely to perform better in the formal curriculum which could lead to increased GPAs and graduation rates.”

Smith sees the goal of mentoring as more than advising. She describes mentoring as “giving tools to succeed in college without tacitly encouraging that student to adopt the majority culture.” She proposes that mentoring programs have well-defined objectives that are measurable and “directly connected” to mentoring and mentoring activities with educational outcomes (Smith, 2013). Smith does not limit mentorship responsibility to “socially constructed identities, but on clear expectations and meaningful relationships.” Mentorship is not telling students what to do or doing it for them. Smith sees mentors showing students how to be “proactive in their own education and build meaningful relationships with administrators, staff members and faculty” (NASPA, 2014).

At Augsburg, the TRIO program, Multicultural Services, and LGBTQIA+ Services are examples of programs that create communities of support for students and provide mentoring for their respective students. Mentoring is also provided by faculty, staff and student leaders throughout Augsburg University structures. For Smith, Growing campus mentorship programs is a pathway to help students better succeed academically by increasing support and decreasing barriers. Smith urges colleges and universities to determine if “mentoring is a core value” of the institution for student success. In Smith’s model, faculty, staff, and student-to-student peer mentors engage in mentoring students to develop a campus-wide mentoring culture through partnerships with other offices, as well as with alumni and community partners. For example, more than 2,100 Wake Forest University faculty staff and students have been trained to be mentors (McWilliams and Beam, 2013).

#### Recommendations:

1. Invite Dr. Buffy Smith to return to Augsburg (she has previously spoken at Augsburg about mentoring and the “hidden curriculum”) to meet with key faculty, staff, and students to advise us on growing and strengthening a campus-wide culture of mentoring. This could be part of training and professional development opportunities offered through the Center for Teaching and Learning for faculty and staff to learn more about mentorship and about its importance.
2. Recruit and retain more mentorship opportunities through programs such as Ciresi Walburn and Phillips Scholarships (Minnesota College Private Fund) or consulting with the Steve Fund representatives. Exploring the role of Advancement, the Center for Teaching and Learning, and other resources is needed at looking at infusing mentoring into multiple functions of Augsburg University and providing planning and training.

## Appendix D

### **Consider Mental Health: Promoting student health, well-being, and equity inside and outside the curriculum.**

Student health and well-being is essential for students to perform to their capacity and become academically and personally successful in their endeavors. It is well known that student mental health is a growing concern on college campuses nationwide; it is often referred to as “the mental health crisis on college campuses” (Coles, 2018). Students are entering colleges and universities with significant history of mental health conditions, and there are significant increases in students utilizing mental health services on campus. Furthermore, mental health issues, particularly anxiety and depression, frequently arise during the young adult years. **In 2016, the National Institute of Mental Health reported that “suicide was the second leading cause of death among individuals between ages 10 and 34”** (www.nih.gov). If students do not seek treatment before their concerns become more serious and affect all aspects of their life functioning, they may partially or fully withdraw from the institution.

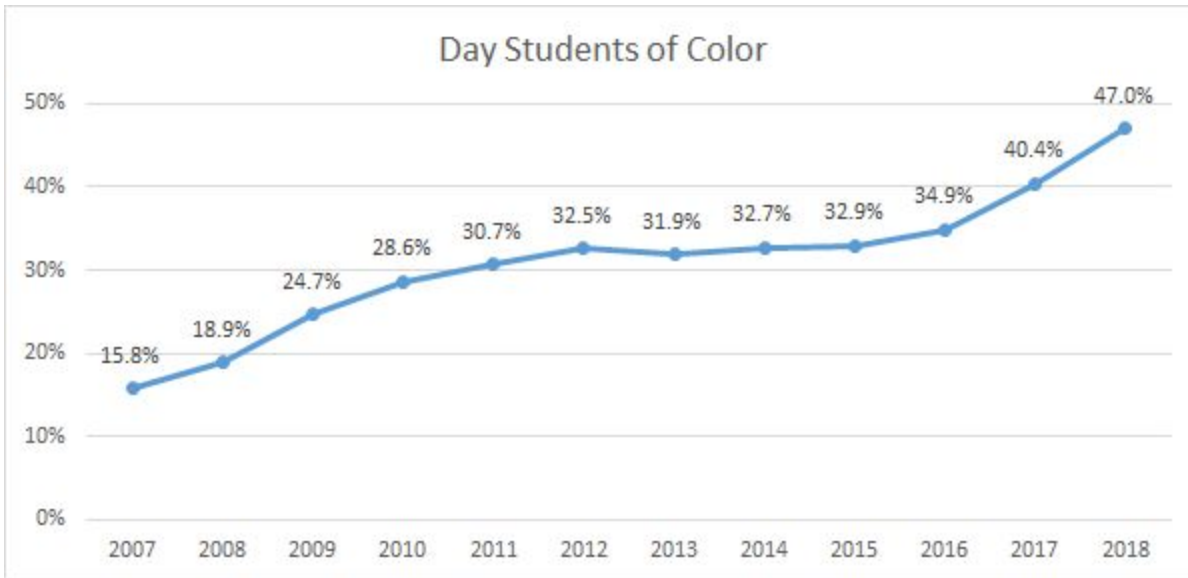
Katy Hahn, Director of Institutional Research and Effectiveness at Augsburg, reported in January 2019: “Interestingly, looking at just this past fall term [2018], 17 students withdrew for medical reasons out of 40 student-initiated withdrawals, which is a jump to 42.5%. All of these were Day students, and 10 had been on academic probation at some point.” Many of these students left because mental-health concerns interfered with their academic progress (email from Hahn to Guilbeault, Jan. 9, 2019).

In the 2017-2018 academic year at Augsburg, the top five areas of concern self-reported on the Counseling Intake Form were Anxiety (74.43%); Stress (67%); Depression (62%); Motivation (49%); and Academics (36%). The percentage of students experiencing stress continues to increase each year. The severity of student mental health concerns at Augsburg are greater than those in the national research sample, as measured by the Behavioral Health Measure (Kopta, 2018).

The American Psychological Association reports that “since the mid-1990s, there has been an alarming trend on college campuses nationwide, an increase in the numbers of students seeking help for serious mental health problems at campus counseling centers” (“The Crisis on Campus,” 2011). This rise has only continued. Describing “the crisis in college and university mental health,” Victor Schwartz and Jerald Kay state, “college student mental health issues and campus safety have become pressing public health and policy concerns” (Schwartz and Kay, 2009). A joint project of the Steve Fund and the JED Foundation made recommendations for colleges and universities to support the emotional well-being and mental health of students and address equity in mental health (“Equity in Mental Health Framework, 2017), and Steve Fund president Evan Rose said, “Inequity in mental health is a dire national problem which impedes well-being of communities of color” (Steve Fund press release, 2017).

This report points out that college students face many challenges, and that students of have additional sources of stress, such as discrimination, cultural mistrust and feelings of isolation), and are less likely to seek out mental health services. With the increasing diversity of students at Augsburg, it is essential to increase the focus on more strategically supporting the wellbeing and mental health of students of color. In 2017-2018, 43% of the students utilizing counseling at Augsburg’s Center for Counseling and Wellness identified as students of color.

The graph below from Katy Hahn shows the growth of students of color in Augsburg’s total Day student population from 2007 to 2018.



(Hahn email, Jan. 17, 2019)

To develop more effective approaches to serving the well-being of students of color and all students, we make the following recommendations related to pathways and to staffing.

1. Create a task force of limited duration, with students, faculty, and staff to articulate strategies to better support the health and mental health needs of Augsburg students, as well as to better meet the needs of an increasingly multicultural student body.
2. Continue to engage in dialogues with community agencies to collaborate on mutual goals. In recent months there have been meetings with the People’s Center and the Hamm Clinic, NAMI, and other counseling agencies in the community to determine referrals that can be made and what services are useful to Augsburg students.
3. Meet with Advancement at Augsburg to explore feasibility of fundraising for Augsburg student health and mental health services. The Ciresi-Walburn Foundation currently supports African-American rising and seniors male students with vocation, academic resources, scholarship monies, internships, and mentorship.
4. Explore expanding the EPIC Student Peer Education program at Augsburg. Currently, EPIC peer educators are trained to meet with other students on campus related to alcohol and drug education. Students are paid for their work and supervised by the CWC Administrative Programmer at CWC.)