

LEADERSHIP AND INFRASTRUCTURE (LI) RECOMMENDATIONS

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Recommendation: Equity Analytics Team

Overview

Create an “Equity Analytics Team” - Equity data scientist/analytics team in the University

This team would be composed of members from the various departments who manage and report equity related data (HR, GDI, OIT for example). The team would be charged with developing metrics for tracking progress on a subset of these elements. This team would develop an attainable yet robust plan for a two-year period, and then revised in subsequent years.

Motivating Rationale, Conditions And Concerns

- Currently Equity related data is not comprehensive, is not readily available and is not being used to its full potential to inform decision making at PSU
- We lack adequate and transparent data on:
 - Employee retention
 - Campus diversity and equity
 - Equitable representation
 - Access to professional development, promotion and advancement
- MENSA and PIAAA demographics not being used to inform decision making regarding recruitment and retention
- The taskforce identify a recurring theme, in meetings and in feedback from the community, regarding the limitations in Equity data across campus
- This specific recommendation follows from Recommendation 1 of Section 6 of the DEIP, whose additional elements for tracking include:
 - Student learning
 - Teaching capacity
 - Faculty and all advising
 - Workforce diversification

- Retention rates for students and employees of color and other marginalized identities
- Implementing the Equity Lens and its results
- Student complaints
- Completion of the Equity Assessments
- Policy development and systemic adherence to policies
- Campus climate
- Student voice to identify emerging concerns and recommendations before they become crises
- Inclusion of marginalized communities and PSU's responsiveness to their issues
- PSU's responses to the priorities for action surfaced by students and employee
- Research tracking of who is doing equity- oriented research, and how the investments of PSU-AAUP's Faculty Development Grants support equity-oriented research
- Faculty service loads
- Systemic penetration of equity as a core organizational capacity, as well as departmental and unit-based capacities

Primary Activities, Efforts Or Strategies Anticipated

- Data Collection/Storage
- Data Communications/Reporting methods
- Regular availability to Campus
- Regular/Scheduled review of data and discoveries regarding recruitment and retention based on this data
- Evaluate/Recommend infrastructure requirements necessary to enable the work of this team

Primary Goals or Objectives

- Timely and accessible access to Equity data to inform campus strategy and decisions
- Recruitment and Retention of Employees and Students
- Public and transparent process regarding collection and use of data

Resources Likely Needed To Undertake This Work

- Equity Analytics Team development
- Consider using the workgroup GDI is developing to look at collecting expanded data for MENSA and PIAAA demographics and other students and employees.
- GDI has limited staff so the University would have to make a strategic investment in some FTE to support this Team and have designated funding to keep it running.
- Additional investments in new systems, coordination of existing systems, and reporting capabilities of systems may be necessary

Suggested Home Base For This Initiative

- GDI/OEC
- HR

Additional Information

**Currently PSU's Banner system (Finance Banner and HR Banner) – these two enterprise resource planning software do not or can not interact with each other due to not having the same 'unique identifier' to be able to merge information/spreadsheet together. Even though Banner has been updated and is the same software.

A starting... have the same 'unique identifier' for both Banners. One Banner has 'PSU ID' as the unique identifier and we would need to input PSU IDs to the other Banner to be able to make the softwares interact with each other.

Contact:

- Alison Nimura – OIT (FIS Banner/DataMaster-Cognos Reporting)
- Nina De Lange – HR (HR Banner/ DataMaster-Cognos Reporting)

Why do we want this? Banner is PSU primary software and it is supposed to be recording and maintaining information/data for all students, employees, alumni.

OUTLINE: “Equity Analytics Team” - Equity data scientist/analytics team in the university

- Equity Analytics Team development
 - Maybe use the workgroup GDI is developing to look at collecting expanded data for MENSA and PIAAA demographics and other students and employees.
 - GDI has limited staff so the University would have to make a strategic investment in some FTE to support this Team and have designated funding to keep it running.
- Public statement on legalities of collection and use/intent/strategic plan association.
- Data storage and collection process that interfaces with PSU systems (ex:banner/CUPA-HR reporting participation).
 - Start with OFCCP data that is collected by GDI regarding Race, ethnicity, gender, veteran status,and disability.
- Process for how this data will be public and transparent and a topic for continued discussion.
- Reporting obligations (as a data set to inform the Campus/University about its demographics) regarding:
 - Employee Classification and Representation
 - Home/Employing Unit(s)
 - Self-Identification of Gender/Orientation
 - Self-Identification of race
 - Implement the MENASA Box for Middle Eastern, North African, South Asian students

Recommendation: Equity Based Budget

Overview

Develop budget models and budgeting practices that are equity-based. Budget development and modeling should include metrics that capture the ways investments and reductions impact BIPOC and LGBTQ communities including administration, faculty, staff, and students. Additionally, budgets and position descriptions should include and compensate BIPOC and other under-represented people (PSU employed and community partners) for their time when supporting or representing PSU in racial equity work or as a BIPOC representative.

- Investment in new programs -- where do our BIPOC students/communities we serve benefit or not benefit?
- As programs get created and/or cut -- we need to talk to BIPOC communities as we do this -- include BIPOC communities in strategic planning, key hiring communities
- The PSU Foundation's Budget is also included in this conversation. How can DEI be centered in development?
- Our internal and external budget models need to always have an equity lens -- an internal equity lens needs to have an external input as well
- Need deep and sustained investments to support the success of PSU BIPOC communities. Can partner with external agencies (Obama Foundation, Gates Foundation etc.) and universities to advance this work.

Motivating Rationale, Conditions And Concerns

- Expresses the values of the institution
- Time/money can be a reflection of values
- Break white supremacist of opaque budget
- Demonstration of how you prioritize your values
- Leads into hidden labor challenges
- Timing is appropriate - budget model is changing (OAA) - take advantage of the moment and expand the goals of the model

Primary Activities, Efforts Or Strategies Anticipated

- Create space for voices that are not currently part of the conversation (heard or invited in)
- Assess/pivot OAA budget modeling
- Apply to larger university budget
- Understand roles | Elevate BIPOC voices
- Culturally responsive engagement - respectful, inclusive
- Assume that our budgets are not culturally responsive - go from there

Primary Goals or Objectives

- Review the impacts of previous budgets and assess successes and failures
- Do successes reflect our goal?
- Inclusive decision making
- Metrics match our values/vision
- Are there unintended consequences
- Did what you think was going to happen actually happen?
- How do we hold ourselves accountable - at all points (how to do the things we say we will)
- Performance assessment - did we do what we said we were going to do and did we meet our goals.
- Foundational principle of the budget model
- Needs to be beyond the OAA budget model
- <http://transformfinance.org>
- Committee review? Center the voices of BIPOC for review.
- Are you considering equity when you spend money?

Resources Likely Needed To Undertake This Work

- Will/resolve to engage in transformation
- Commitment to action
- One way to do it is to ensure provost has bucket for investment
- Making room in BIPOC employee jobs - how does work get done
- What percentage of budget
- Find a model for equity based budgeting or build a model (may require training/research/community building)
- Redefine budget planning - build a community in the process (resource requirement)
- Move budgeting decisions further into the organization and training on how to deploy funds
- Invest in doing something different, not just assessing what we are doing

Suggested Home Base For This Initiative

- President (must be driven by the top decision-maker)
- FADM
- Permeate institution
- Inclusive of all across the university

Recommendation: Center Racial Equity in Data Collection

Overview

One of the subcommittees in the Student Access, Equity and Success Taskforce, would like to propose creating a campus-wide strategy in centering racial equity in data collection. The strategy requires student participation as well as the greater community of PSU to help us better understand how we collect, interpret, and market data through a virtual data equity walk. From the information collected in the data equity walk, the next step in the strategy is creating a training (virtual live or online) on equitable data accessible to all stakeholders of the institution.

Motivating Rationale, Conditions And Concerns

PSU has a complicated way of collecting data. Outside of that, the data collected does not always tell the full story. Each department has its own way of accessing and presenting data; as a result, the data shared is inconsistent and bloated. Lastly, we are consistently asking students their opinions but we have not done a great job in sharing with students the results of their responses or solutions to address their concerns. And as we collect data and draw comparisons between races, we are creating harm and disadvantages to communities of color.

Researchers and data analysts are taught to protect research subjects in primary data collection, but data can be used to harm people and communities beyond that stage of the data life cycle. Collection and reuse of administrative data and/or secondary data sources like the American Community Survey are too often used to label and disadvantage communities of color and people with low incomes. As researchers, analysts, and advocates using administrative or secondary data, think critically about these risks and seek to develop frameworks and practices that mitigate harm. - Urban Institute

Primary Activities, Efforts Or Strategies Anticipated

The first goal is to better understand what central racial equity in data really means. The committee or group leading this work will need to do a deeper dive into what strategies and training are already available. The Urban Institute and The Education Trust-West already have free resources available.

The second primary goal is to educate ourselves through the data equity walk, where the gaps are in how we collect, analyze, and present data. However, since PSU is a predominantly white institution, it may be more beneficial to perform the data equity walk with a data sample of students and interview the students to collect narrative data. The same process can be set for individual departments to better understand their needs and how they use the data.

Lastly, after pulling the research together, the committee will create its own training for PSU around racial equity in data. The committee will then provide the training for all the departments and students who participated.

Resources Likely Needed To Undertake This Work

This project will require a committee that is compensated for their time through an overload contract with funds provided by the President's office and GDI. The committee will be made up of two personnel from each category: student, faculty, staff, staff from the office of Institutional Research and Planning, staff from the office of Academic Affairs, community members, office of academic innovation, financial aid, and university business office. If, room a graduate assistant.

Suggested Home Base For This Initiative

The project can be housed with the Office of Academic Affairs. Where they will be responsible for updating the training information and any further implementation strategy based on new information. OAA will work with a committee that will continue to provide recommendations for policies, procedures, and resources. The committee should have representation from multiple departments, faculty, staff, and students.

Additional Information

To summarize; our proposal is to build an Equity Data Toolkit such as [Minnesota State's Office of Equity and Inclusion](#).

Recommendation: Address uneven distribution of labor

Overview

Labor is unevenly distributed across multiple communities at PSU. BIPOC faculty, staff, and students; women faculty, and LGBTQ+ faculty staff, and students often experience the undue burden of hidden labor that comes at the expense of personal satisfaction and professional advancement. BIPOC faculty, staff, students and wider community members are frequently called upon to lead and participate in conversations on racial equity and provide BIPOC representation on committees and task forces that are unrelated to racial justice. Often, these “hidden” or “invisible” responsibilities are not part of a position description and are uncompensated. BIPOC employees, in particular, are asked to undertake this work disproportionately to white colleagues and it places significant additional time and emotional burdens on those individuals. Women, of all backgrounds, often take on the lion’s share of work - particularly at the program level. While they are compensated for these roles, the expectations for meeting the job responsibilities outmatch available compensation. There are differences in compensation, overall, between men and women which must be critically interrogated as well. Members of the LGBTQ+ community, like BIPOC community members bear the additional costs associated with advocating for and supporting EDI efforts while also providing additional support to other LGBTQ+ students, faculty, and staff without any additional compensation. We would like to explore the hidden labor phenomenon at PSU for all three of these groups - recognizing that there will be intersection and overlap between each of these groups. The result can be inequitable pay, inequitable workloads, burnout and, ultimately, failed retention and recruitment. We would ask four multi-layered analytical questions:

- In what ways do BIPOC faculty, staff, and students at PSU experience “hidden labor” associated with their visibility as members of racially, ethnically, and linguistically minoritized populations and how does this contribute to their overall wellbeing at PSU?;
- Is there a workload imbalance between men and women faculty at PSU? Are women faculty, particularly at the program level, expected to take on additional work and are they fairly compensated for doing so?
- Do out LGBTQ+ faculty, staff, and students experience additional uncompensated labor at PSU because they are expected to advocate for and support EDI initiatives while supporting other LGBTQ+ faculty, staff, and students?

- What mechanisms can be put into place to recognize hidden labor and provide individuals with adequate recognition and compensation for engaging in this important work at PSU?

Motivating Rationale, Conditions And Concerns

- Expresses the values of the institution
- Time/money can be a reflection of values
- Disproportionate impacts on BIPOC folks
- Employee frustration and burnout or exhaustion
- Inequitable compensation
- Inequitable workload
- BIPOC employees/students want to help, but are overwhelmed
- Retention impacts

Primary Activities, Efforts Or Strategies Anticipated

- Review of task force and committee policies
- Review of compensation for affected staff
- Consideration of compensation for external BIPOC community participants
- Mechanisms to limit requests or manage requests?

Primary Goals or Objectives

- Compensation for “hidden” or “invisible” labor
- Adjustments to position descriptions for employees

Resources Likely Needed To Undertake This Work

- Unknown, could be significant if compensation changes
- Could be less significant if position description changes, but would likely require reconsideration and shifting of work load.

Suggested Home Base For This Initiative

Human resources