

**NEW MEXICO STATEWIDE
RACE, CLASS, GENDER DATA POLICY CONSORTIUM**

*“Harmonizing Race, Gender, Class Data to Better Serve
Diverse Communities in the State of New Mexico”*

For more info on The Institute for the Study of “Race” & Social Justice: race.unm.edu

Meeting Date: Wed. Mar. 21, 2018, 12-1pm, Social Sciences Bldg. SSCO 1061

Location: Sociology Commons, SSCO 1061, Bldg #78, UNM Main Campus
Institute for the Study of “Race” & Social Justice, No Need to RSVP. Lunch provided by Dr. Lawrence Roybal, VP
Division of Equity & Inclusion. Microwave available.
Hourly Paid Parking available at the Yale & Las Lomas Parking Structure.

Agenda

12:00-12:05pm Sign-In; Brief introductions; Approval of the Agenda (5 min)

12:05-12:35pm Guests Speakers (5 min each):

Topic: What’s are the experiences of first generation graduate students?

UNM Guest Speakers (confirmed)

Stephanie Sanchez, PhD, Graduate Resource Center

Aeron Haynie, PhD, Executive Director, Center for Teaching and Learning

Conversation Questions:

1. What are the experiences of graduate students who are the first in their families to graduate college (e.g. 4-year degree or higher)?
2. What data do we collect on first generation college status for graduate students (e.g., applications, admissions, enrollment, graduation/degree completion)?
3. How could intersectional data and analysis that considers the *simultaneity* of first generation status, race and gender among other social statuses, help us advance justice and equity-based policies and practices?

12:35-12:55pm Next Steps: Goals/Action Items: Identify Potential Collection Points/Data Policy Changes

12:55-1:00pm Potential Topics for next meeting W 9/19/18; and Announcements & more info also posted at race.unm.edu

- Save the Date: Critical Race Studies in Education Association Conference at UNM Student Union Bldg., May 30-June 1, 2018. More info: crsea.org.
- Spring 2018 Lecture Series, Africana Studies@UNM: Elaine Brown, Educate to Liberate, 3/20@4:45pm
- Institute for American Indian Research IFAIR, Dr.Kimberly Huyser, 3/21, 1-3pm, Reading Stats on Native Peoples.
- M 3/23@5pm, Dr. Nolan Cabrera, “Problematizing Ethnic Studies in Education Through Critical Race Theory,” UNM Main Campus, SUB Fiesta A/B.
- First Annual NM Black Wellness Conference: W 3/24, 9am-6pm, UNM Health Sciences Campus, Domenici Bldg.
- Spring 2018 AfroLatino Lecture Talks; 3/28 & 4/18; Ethnic Centers Foyer, Mesa Vista Hall, UNM
- Cesar Chavez Day Marcha and Fiesta, Apr. 7th, 10:30-3:30, National Hispanic Cultural Center
- Latinx Racial Equity Leadership Retreat. Sat, Apr 21 2018 - Sun, Apr 22 2018, Inn and Spa at Loretto, Santa Fe, New Mexico
- Native American Pedagogies Conference, W 4/27, 9-4pm, Willard Reading Room, Zimmerman Library, UNM; Keynote: Dr. Lloyd Lee@9am.
- *Applications are now open for RISE due 3/31*: The Research Institute for Scholars of Equity (RISE): Conducting Mixed Methods Research to Improve Academic outcomes among PK-20 African American and Latino/a Children, Youth, and Young Adults. RISE is an 8-week interdisciplinary summer training and yearlong mentor program open to students from North Carolina Central University (NCCU), University of North Carolina-Wilmington, University of Pittsburgh, University of South Carolina, University of New Mexico, and the New School for Social Research. Visit:<http://www.nccu.edu/soe/rise/index.cfm>
- Applications for advanced doctoral students are now open for University of Texas-Austin Intersectional Qualitative Research Methods Institute! The Institute will take place from June 24-29, 2018; apps. due 3/15

- CBPR Indigenous and Critical Methodologies, University of New Mexico, Albuquerque, NM 2018 SUMMER DATES (9TH ANNUAL COMMUNITY BASED PARTICIPATORY RESEARCH INSTITUTE, June 4-June 8, 2018); for more info: Contact Gayle Garcia: GarciaG@salud.unm.edu.

REMINDER: The regular meeting date/time for the Consortium is 12-1pm on the third Wednesday of every odd month during the regular academic year (Jan/March/Sept./Nov). The next Consortium Meeting are: W 9/19/18 & W 11/21/18. Topics: TBA. For more information on the Institute/Consortium contact: Dr. Nancy López, nlopez@unm.edu, Associate Professor, Sociology; Director and co-founder, Institute for the Study of “Race” & Social Justice; Coordinator, NM Statewide Race, Gender, Class Data Policy Consortium. Office: SSCO 1053. Website: race.unm.edu. We need your support. We have no operating funds and operate through volunteers and partnerships. Please consider donating to the Institute/Consortium. More info: race.unm.edu.

FEDERAL DEFINITION OF FIRST GEN. STATUS ACCORDING TO THE COMMON APPLICATION:

<https://membersupport.commonapp.org/link/portal/33012/33015/Article/162/What-qualifies-a-student-as-first-generation>; What qualifies a student as first-generation? The Common App follows the Federal guidelines, as defined under the Higher Education Act of 1965, to classify students as first-generation. The term “first generation college student” means:

- (A) an individual both of whose parents did not complete a baccalaureate degree; or
 (B) in the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree.

POTENTIAL QUESTION FORMAT FOR COLLECTING PARENTAL EDUCATION ATTAINMENT

1. *What is the highest degree or level of school that Parent #1 or Legal Guardian #1 has completed? Please include highest level of schooling completed in United States or in any other country:*

- Less than high school (QUESTION: Should we collect more granular data?)*
- High school diploma or GED (General Equivalency Diploma)*
- Some college, no degree*
- Associates degree (for example: AA, AS)*
- Bachelor’s degree (for example: BA, AB, BS)*
- Graduate degree such as: Master’s degree (MA, MS, MEng, EEd, MSW, MBA); or other Professional Degree (for example: MD, DDS, DVM, LLB, JD); Doctorate Degree (PhD, EdD)*

2. *What is the relation of Parent #1 or Legal Guardian #1 to self:*

- Mother*
- Father*
- Grandparent*
- Uncle*
- Aunt*
- Sibling*
- Other: Write in _____*

**NOTE: This battery of questions would be repeated for parent #2 or legal guardian #2.*

REFERENCES ON RACE-GENDER-CLASS GAPS IN EDUCATION & BEYOND

- Binder, M., & Ganderton, P. T. 2004. The New Mexico lottery scholarship: Does it help minority and low-income students. *State merit scholarship programs and racial inequality*, 101-122
- Bowen, W. G., Chingos, M. M., & McPherson, M. S. 2009. *Crossing the finish line: Completing college at America’s public universities*. Princeton University Press.
- López, Nancy, Christopher Erwin, Melissa Binder and Mario Chavez. 2017. “Making the Invisible Visible: Advancing Quantitative Methods Through Critical Race Theory and Intersectionality for Revealing Complex Race-Gender-Class Inequalities in Higher Education, 1980- 2015.” *Race, Ethnicity and Education*,

<http://dx.doi.org/10.1080/13613324.2017.1375185>.

McCall, L. 2001. *Complex Inequality: Gender, Class, and Race in the New Economy*. New York: Routledge.

Museus, S.D., Griffen, KA. 2011. "Mapping the margins in higher education: On the promise of intersectionality frameworks in research and discourse," *New Directions for Institutional Research*, 151), 5-13.

Saenz, Rogelio and Maria Cristina Morales. 2015. *Latinos in the U.S.: Diversity and Change*. New York: Policy Press.

Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books.

Solorzano, Daniel & Ornelas, A. 2002. "A Critical Race Analysis of Advance Placement Classes: A Case of Educational Inequalities." *Journal of Latinos and Education* (1): 215-229.

Zambrana, R. E., & MacDonald, V. M. 2009. Staggered inequalities in access to higher education by gender, race, and ethnicity. *Emerging intersections: Race, class, and gender in theory, policy, and practice*, 73-100.

Zuberi, Tukufu. 2001. *Thicker Than Blood: How Racial Statistics Lie*. Minneapolis: University of Minnesota.

FOR A REPORT ON THE FIRST GENERATION COLLEGE MEMBERS OF THE AMERICAN SOCIOLOGICAL ASSOCIATION

VISIT: <http://www.asanet.org/research-and-publications/research-sociology/research-briefs/first-generation-college-status-asa-membership> OR

<http://www.asanet.org/news-events/footnotes/apr-may-jun-2017/whats-new/council-establishes-task-force-first-generation-and-working-class-people-sociology>

[generation-and-working-class-people-sociology](http://www.asanet.org/news-events/footnotes/apr-may-jun-2017/whats-new/council-establishes-task-force-first-generation-and-working-class-people-sociology)

Council Establishes Task Force on First-Generation and Working-Class People in Sociology

In response to a request from a group of ASA members, Council has voted to establish a Task Force on First-Generation and Working-Class People in Sociology. The charge to this Task Force is to:

- Develop a working definition of "first-generation" and "working-class" drawing on existing literature, ASA tradition, and the task force's substantive concerns.
- Examine existing data and, if possible, collect additional data where gaps exist, to document:

1. The pipeline into the profession, specifically the proportion of graduate students who are first-generation/working-class
2. The representation of first-generation/working-class sociologists within each academic rank, and in various types of educational institutions (community colleges, 4-year colleges, state universities, elite private universities)
3. Appointments of first-generation/working-class sociologists in new positions as a share of all appointments, by rank of appointment
4. Comparing first-generation working-class sociologists to their peers within the profession in terms of (a) salaries; (b) appointments to Department Chair and other administrative positions; (c) representation on ASA Council and on the ASA Publications Committee; (d) representation on editorial boards of ASA journals; and (e) FAD grant awardees.

- Solicit feedback from first-generation/working-class persons in sociology (at every level, from graduate student through full professor status) regarding issues or concerns related to their status within the profession.
- Review past and present efforts of other scholarly associations to address issues of underrepresentation of first-generation/working class scholars.
- Make recommendations to ASA Council as to how the Association can best address the challenge of integrating this population into our discipline in a way that maximizes equity.