

**\*\*\*INVITATION\*\*\***

Meeting Time 12-1pm; third wed of every odd month; bring your own lunch

Future Meeting dates:

5/20/15, 7/15/15\*(Note: 7/22 was erroneously listed previously), 9/16/15, 11/18/15

Previous meetings: 7/31/14; 9/24/14, 11/19/14, 1/21/15; 3/18/15

Location: RWJF Center for Health Policy, University of New Mexico, UNM

1909 Las Lomas NE, Downstairs Conference Room. Everyone is welcome!

Call Center at 505 277-0130 if you want to confirm meeting date/time.

**MISSION**

*The New Mexico Statewide Race, Gender, Class Data Policy Consortium strives to be a **research design and methodology incubator-a convergence space**-that fosters dialogues that advance the exchange of ideas and innovative value-added strategies for **improving data collection, analysis and reporting that advances policy-relevant knowledge about inequities across a variety of policy arenas including education, health, employment, housing, criminal justice and early childhood**. A guiding premise of the Consortium is that examining the intersection and co-construction of race, gender, and class, as well as other axes of inequities provides a valuable framework for mapping and ameliorating social inequalities in high priority policy arenas. The Consortium aspires to be a national leader in establishing communities of practice that work in concert toward the creation of pathways—from harmonized and contextualized data collection, analysis and reporting—to effective policy solutions and interventions that address the pressing needs of the diverse communities in New Mexico. Convened by the Institute for the Study of “Race” & Social Justice, which was established January 2009, the Consortium was established in July 2014. A partial list of Consortium partners include:*

*UNM Office of Institutional Analytics (OIR)*

*Institute for Social Research (ISR)*

*Center for Educational Policy Research (CEPR)*

*Robert Wood Johnson Foundation (RWJF) Center for Health Policy*

*Diversity Council*

*Office of the Vice President for Equity & Inclusion*

*Center on Alcoholism, Substance Abuse and Addictions (CASAA)*

*Geospatial and Population Studies (GPS)*

*Institute for the Study of “Race” and Social Justice (ISRSJ)*

*The Bureau of Business and Economic Research (BBER)*

*Southwest Hispanic Research Institute (SHRI)*

*Community Engagement Center (CEC)*

*UNM Innovation Academy (UNMIA)*

*Feminist Research Institute (FRI)*

*Chicana/o Studies*

*College for Social Transformation Working Group*

*Community Engagement Center*

**Challenges & Opportunities**

- **Lack of Systematic class data:** zip code, free lunch inadequate; need detailed self

& parental education attainment as reliable class measures

- **Conflation (measurement equivalence) of race (master social status; street-level race that is ascribed by assigning meaning to a conglomeration of one's physical appearance such as skin color, hair texture, facial features, etc.) with ethnicity (cultural background) or national origin (nationality/country of residence/citizenship) or ancestry (distant lineage or geographical origins) without justification**

- **Conflation of race with class** (e.g., NM funding formula assumes PELL status is a proxy for achievement gap by race)

- **Homogenization of Latinas/os:** Lack of Detailed Hispanic origin (e.g., New Mexican Hispanic, Mexican American, Mexican, Chicana/o, Cuban, Puerto Rican, are lumped into one analytical category of Hispanic/Latina/o, etc.) and generational status (e.g., immigrant 1<sup>st</sup> generation, U.S.-born 2<sup>nd</sup> generation, 3<sup>rd</sup> generation, lumped with 15<sup>th</sup> generation New Mexicans of Spanish ancestry, etc.). It is important to underscore that the federal Office of Management and Budget (OMB) does not prohibit any institution from collecting detailed data on race, ethnicity, ancestry, generational status, or language; however whatever data is collected must be aggregated to their official categories.

- **One-dimensional analysis & reporting:** different axes of social inequalities tend to be viewed and reported as separate phenomenon

- Those who work on gender inequities do not usually consider if these inequities vary by race and visa versa (e.g., state and municipal gender pay equity analysis usually report: gender inequities alone; State Health Disparity reports usually analyze race and ethnicity inequities alone leaving gender-race gaps in health disparities invisible)

- Those who work on class usually don't consider how class inequities vary by race or gender (e.g., state and municipal high school and college graduations reports usually report race and gender 4-, 6-year graduation rates separately);

- Few if any reports include class report outcomes by race and class;

- **Lack of Longitudinal Data;** Inability to track the same individual across time (e.g., early education programming through high school/college graduation; curriculum tracking and/or disciplinary action in K-12 and contact with law enforcement; ex-offender postsecondary training and gainful employment; type of childhood housing/neighborhood and asthma or other health condition, etc.)

- **Lack of Contextual Variables:** Individual records seldom include institutional variables (e.g., linking micro/individual level variables with contextual meso/institutional, macro/local, municipal, national indicators such as urban/rural school/neighborhood, school type—private/parochial, public, charter school, de facto school level segregation, interschool and intraschool curriculum tracking and/or de facto classroom segregation, etc.)

\* **Need to Enhance Transparency re municipal, state and federal data bridging for more than one race or ethnicity:** How will individual marking more than one race be counted for Civil Rights Monitoring; the U.S. Census merely Collects the reported data from each state as white alone, Black Alone, etc., but each state institution and municipal agency has discretion as to how to report (e.g., in the past some state agencies such as NM Vital Records children who are born to a Hispanic and a non-Hispanic White

parent are “counted” as Hispanic; however, children born to a Hispanic parent any other Non-Hispanic combination including Native American, Black, Asian are allocated to the group with the lowest number in the state; however, this may be change when reporting the numbers to the federal government as officially Hispanics can be of any race according to OMB guidelines.

**\*\*\*ALL OF THESE CHALLENGES ARE OPPORTUNITIES FOR STRATEGIC VALUE-ADDED INNOVATIONS THAT POSITION THE UNIVERSITY OF NEW MEXICO (UNM) AS A LEADER IN HARMONIZING STATEWIDE AND NATIONAL DATA POLICY THAT ADVANCES POLICY RELEVANT KNOWLEDGE FOR MEETING THE NEEDS OF DIVERSE COMMUNITIES IN THE TWENTY-FIRST CENTURY**  
**\*\*\*(THE CONSORTIUM IS THE FIRST STATEWIDE RACE, GENDER, CLASS DATA POLICY CONSORTIUM IN THE COUNTRY)\*\*\***

#### **CONSORTIUM OBJECTIVES & DELIVERABLES**

- (1) **Explicit attention to intersectionality** looking at race, gender and class, etc. together for the formation of effective social policy (e.g., making the invisible visible by identifying and ameliorating historic and on-going race-class gaps or race-gender gaps in high school or college graduation, pay equity, housing, employment, law enforcement, early childhood, etc.).
- (2) **New research methodologies and innovations** in data collection, analysis and reporting that advance high quality research and collaborations among research centers across the state
- (3) **Use-inspired and accessible data policy and other policy briefs** for researchers, policy makers, practitioners and broad diverse communities by strengthening data infrastructure and strengthening research to practice collaborations
- (4) **Common collection instruments** for detailed Hispanic origin/ethnicity, race, generational status, gender, class for advancing high quality research in strategic policy areas (e.g., sexual orientation, disability, veteran status, etc.)

#### **ON-GOING CONSORTIUM PROJECTS**

**PROJECT 1:** Collecting detailed parental educational attainment on all UNM student application materials as well as other state institutions as well as early education programs and K-12 via common application/questionnaire.

**PROJECT 2:** Methods & Pedagogy Faculty Fellow Working Group (e.g., Interdisciplinary Race, Gender, Class Methods Faculty Fellows participate in on-going dialogues and cross-fertilizations among communities of practice that cross-disciplinary instructors. Modeled as a working group under the Consortium, it is our hope that the

Faculty Fellows contribute to innovations in theory and methods that focuses on race, gender and class and state policy. Faculty, instructors (both tenure and non-tenure track/including part-time instructors) are invited to join. Teaching faculty from all colleges, programs, centers/institutes and multiple disciplines as well as diverse empirical traditions are especially welcome.

**PROJECT 3:** Policy Briefs on Statewide and National Data Collection

**PROJECT 4:** Developing and piloting a common instrument for the collection of multidimensional and multilevel measures and data on race, gender, class data in K-20. Eventually the pilot instrument will be tested in different types of institutional settings of policy relevance including education and health (e.g., colleges/universities, K-12 schools and early education sites as well as well as facilities that provide health care) in the state of New Mexico.

**CONSORTIUM VALUES**

*Inclusive Leadership: Diversity is our strength*  
*Interdisciplinary, Multi-disciplinary, Transdisciplinary Research and Practice*  
*Multiple Epistemologies, Theoretical & Methodological Approaches*  
*Transparency and Self-Reflexivity*  
*Equity-Based Accountability*  
*Community Collaboration, Education & Outreach*  
*Attention to Power Dynamics & Commitment to Power Sharing*  
*Justice & Social Responsibility*  
*Ethical Research - Do No Harm*

WE WELCOME NEW CONSORTIUM PARTNERS (e.g., Data Managers at Centers, Institutes, as well as Individual Researchers, Practitioners, Community Members etc.). THERE ARE NO FEES ASSOCIATED WITH JOINING THE CONSORTIUM. FOR MORE INFORMATION AND/OR TO JOIN THE CONSORTIUM AS A PARTNER AND/OR TO BE ADDED TO THE CONSORTIUM EMAIL LISTSERVE TO RECEIVE INFORMATION MEETINGS AND ACTIVITIES PLEASE EMAIL/CALL: Dr. Nancy López, [nlopez@unm.edu](mailto:nlopez@unm.edu). Tel: 505 277-3101, Director & Co-Founder, Institute for the Study of "Race" & Social Justice; Associate Professor, Sociology.

For more information on the Consortium please refer to the Downloadable PowerPoint Available at Dr. Lopez's Sociology Faculty Webpage:  
<http://sociology.unm.edu/people/faculty/profile/Nancy%20López.html> under "NM Statewide Race, Gender, Class Data Policy Consortium" or visit:  
<http://healthpolicy.unm.edu/about/initiatives/isrsj>

**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”**

**Meeting Date: Wed. May 20, 2015, 12-1pm**

Location: Institute for the Study of “Race” & Social Justice, RWJF Center for Health Policy, 1909 Las Lomas NE, downstairs conference room, UNM Main Campus. No Need to RSVP. Feel free to bring your own lunch/beverage. Hourly Paid Parking available at the Yale & Las Lomas Parking Structure. Visa/MC Credit/Debit Cards only. No Cash. \*Note: The July date was previously listed incorrectly. The July meeting is actually on Wed. July 15, 2015 as the Consortium meets the third wed of every odd month.

Agenda

- 12:00-12:05pm      Sign-In, Brief Introductions, Approval of the Agenda (10 min)
- 12:05-12:10pm      Update: Progress on Collecting Parental Educational Attainment and Detailed Hispanic origin on undergrad applications; Detailed Hispanic Origin; Sexual Orientation (5 min.)
- 12:10-12:45pm      NM Data Warehouse, Special Guest: Larry Heard is a GIS Analyst for the New Mexico Community Data Collaborative (NMCDC) <http://nmcdc.maps.arcgis.com/>. NMCDC provides online interactive maps of health, education and environment related data. Larry will provide an overview of the NMCDC website and show samples of health, school and early childhood related maps. (35 min.)
- 12:45-12:55pm      New Business & Open Discussion (10 min.)
- 12:55-1:00pm      Announcements & Next Meeting (5 min.):
- a.      Announcement: Upcoming events, conferences, etc.
  - b.      Invitation to Next Consortium Meeting: W 7/15/15@12-1pm (\*Note: New Date). Potential Items for remaining 2015 meetings: Demographic Profile for NM; Promising Practices re: data on disability, international students, etc.; Race to the Top Initiative; Other Suggested Topics?

REMINDER: The regular meeting date/time for the Consortium is 12-1pm on the third Wednesday of every odd month. Future meeting dates are: 5/20/15, 7/15/15\*New Date, 9/16/15, 11/18/15. Previous meetings were: 7/31/14; 9/24/14, 11/19/13, 1/21/15, 3/18/15. For more information on the Consortium contact: Dr. Nancy López, [nlopez@unm.edu](mailto:nlopez@unm.edu), Associate Professor, Sociology; Director and co-founder, Institute for the Study of “Race” & Social Justice, RWJF Center for Health Policy; Coordinator, NM Statewide Race, Gender, Class Data Policy Consortium. More information: <http://healthpolicy.unm.edu/about/initiatives/isrsj>

NOTE: Everyone is welcome! If you would like to call in please email: [nlopez@unm.edu](mailto:nlopez@unm.edu) so I can send you the toll free dial in number. If you need wheelchair access, please call the RWJF Center for Health Policy, UNM Tel: (505) 277-0130 on the morning of the meeting so that you can get further instructions on how to access the downstairs conference room from the wheelchair parking behind RWJF Center for Health Policy Building, 1909 Las Lomas NE.

May 10, 2015

MEMORANDUM

To: Dr. Terry Babbitt, Vice President for Student Enrollment Services, University of New Mexico, University of New Mexico, UNM

From: Dr. Nancy López, Coordinator, New Mexico Statewide Race, Gender, Class Data Policy Consortium; Co-chair, Diversity Council; Director, Institute for the Study of "Race" & Social Justice, RWJF Center for Health Policy; Associate Professor, Sociology, UNM ([nlopez@unm.edu](mailto:nlopez@unm.edu))

Re: Request-Detailed Hispanic Origin for 2015-2016 Application Cycle

Thank for you leadership in improving the data collection, analysis and praxis at UNM. We are elated that you are leading the collection of detailed parental education for the 2015-2016 UNM undergraduate application, as this data will better help us assess who we are serving and the impact of our programming on vulnerable students. While we understand that this data will only be collected on the undergraduate application, several members of the Consortium felt that the collection of detailed parental educational attainment data may be particularly important for advancing equity among graduate students as UNM has already invested in providing a Graduate Student Resource Center and the Project New Mexico for Graduate Students of Color as programs that seek to advance equity in graduate training (See attached information sheet on UNM vs. U.S. graduate degrees earned by Hispanic origin, race and gender).

As the coordinator of the New Mexico Statewide Race, Gender, Class Data Consortium, I am writing to request detailed Hispanic origin data at the point of enrollment for all UNM students (both undergraduate and graduate/professional). Drawing on the format used by one of our neighboring peer institutions (Arizona State University), below we provided a proposed question format. We also attach two documents (2010 census data on the diversity of Hispanic origin race data as well as detailed Hispanic origin in the State of New Mexico (using American Community Survey Data). Please feel free to share these suggestions with other interested UNM entities as these proposed changes may also be of use to the office of equal employment opportunity (e.g. staff, faculty).

Since our last meeting the Consortium held a special meeting with El Centro de La Raza and we have also presented the proposed changes at the Dean's Council. Both el Centro de la Raza and El Centro unanimously voted to endorse the collection of detailed Hispanic origin data at the point of application. When we presented at the Deans Council, they endorsed the collection of gender identity and disability at the point of enrollment (not application) as a proactive way of allowing student to voluntarily select to get information that would connect them to these resource as we already do with Veterans. We are currently collecting information from our peers to assess the best questionnaire format for Gender Identity and Sexual Orientation as well as Disability and we will update you once the Consortium has reached consensus on proposed format. In the future, you may want to consider including a third ancestry question to account for the national origins and ancestry among the OMB Non-Hispanic racial groups (See sample working below). We hope that the "gold standard" for the collection of data on Hispanic origin, race and potential ancestry remains for the purpose of advancing civil rights and promoting equity.

Thank you for considering our request. As a publicly financed institution Hispanic-Serving, High Research Intensive that is also located in a majority minority state with the largest percentage of Hispanics (45%) and one of the largest percentages of Native Americans (10%) in the nation, UNM has an strategic opportunity to lead the nation in innovations in equity-based data collection and policy analysis. For example, the recent collection of detailed data on Native American Communities in NM has

the potential to provide guidance for equity-based policy. In the meantime, please let me know if you have any questions or if you would like to schedule a meeting with Consortium partners. Below is a partial list of Consortium partners endorsing this request. Our next meeting of the Consortium is scheduled on Wed 5/20/15, 12-1pm at the RWJF Center for Health Policy (1909 Las Lomas, downstairs conference room). Our main agenda item is discussing the statewide data warehouse. It is our hope that continual improvements in data collection, analysis, and reporting will provide use-inspired policy relevant data that will advance the mission of the University of New Mexico.

CONSORTIUM PARTNERS ENDORSING THIS REQUEST

*UNM Office of Institutional Analytics (OIR)*  
*Institute for Social Research (ISR)*  
*Center for Educational Policy Research (CEPR)*  
*RWJF Center for Health Policy*  
*Diversity Council*  
*Office of the Vice President for Equity & Inclusion*  
*Center on Alcoholism, Substance Abuse and Additions (CASAA)*  
*Geospatial and Population Studies (GPS)*  
*Institute for the Study of "Race" and Social Justice (ISRSJ)*  
*Bureau for Economic and Business Research (BBER)*  
*UNM Community Engagement Center (CEC)*  
*Southwest Hispanic Research Institute (SHRI)*

ABOUT THE NEW MEXICO STATEWIDE  
 RACE, GENDER, CLASS DATA POLICY CONSORTIUM

*Established in July, 2014, the New Mexico Statewide Race, Gender, Class Data Policy Consortium strives to be a research design and methodology incubator—a convergence space—that fosters dialogues that advance the exchange of ideas and innovative value-added strategies for improving data collection, analysis and reporting that advances policy-relevant knowledge about inequities across a variety of policy arenas including education, health, employment, housing, criminal justice and early childhood. The Consortium aspires to be a national leader in establishing communities of practice that work in concert toward the creation of pathways—from harmonized and contextualized data collection, analysis and reporting—to effective policy solutions and interventions that address the pressing needs of the diverse communities in New Mexico. We meet the third Wednesday of every odd month from 12-1pm at the RWJF Center for Health Policy. Everyone is welcome. Future Meeting dates include: 5/20/15, 7/15/15, 9/16/15, 11/18/15. For more information about the Consortium please contact:*

*Dr. Nancy López, Ph.D., [nlopez@unm.edu](mailto:nlopez@unm.edu); Tel: 505 277-3101*

\*\*\*\*CURRENT UNM UNDERGRAD APPLICATION QUESTION FORMAT\*\*\*\*

Race and Ethnicity: The University of New Mexico is required by Federal law to request this information for statistical reporting purposes. Your response is voluntary.

Do you consider yourself to be Hispanic/Latino(a)? Yes No

In addition, select one or more of the following racial categories to describe yourself:

American Indian or Alaska Native [Click to choose New Mexico Tribal Affiliation\(s\)](#)

Acoma Pueblo; Cochiti Pueblo; Isleta Pueblo; Jemez Pueblo; Jicarilla Apache

Laguna Pueblo; Mescalero Apache; Nambe Pueblo; Navajo Dine; Picuris Pueblo

Pojoaque Pueblo; Sandia Pueblo; San Felipe Pueblo; San Ildefonso Pueblo

Ohkay Owingeh Pueblo; Santa Ana Pueblo; Santa Clara Pueblo; Santo Domingo Pueblo

Taos Pueblo; Tesuque Pueblo; Zia Pueblo; Zuni Pueblo

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Hyperlink: Definitions of Racial Categories

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

\*\*\*\*\*PROPOSED NEW FORMAT FOR ALL UNM APPLICATIONS\*\*\*\*\*

DRAFT WORDING FOR IMPROVING HISPANIC ORIGIN AND RACE DATA COLLECTION

Hyperlink: Why do we collect this data? The University of New Mexico values diversity, equity and inclusion. As a publicly funded flagship institution, UNM uses data on the race, gender, ethnicity, parental educational attainment, veteran status, and disability to better serve all of our diverse communities. We ask this for federal reporting purposes to the U.S. Department of Education. Your response is voluntary.

Hyperlink: What is the difference between Hispanic origin, race and ancestry?

For the purposes of monitoring and ameliorating historic and contemporary inequalities as well as protecting civil rights in education and employment, as well as health, housing, law enforcement and voting, it is important to collect Hispanic origin as different from race. For example among many families, such as Hispanics as well as many other national origin groups, individuals who are from the same biological families may share the same culture, national origin, language and ancestry, but they may nevertheless have very different experiences while searching for an apartment, voting, traveling in an airport, accessing treatment in a medical facility, seeking employment or education because they are assumed to be different races. This is why in compliance with the 1997 Office of Management and Budget (OMB) Guidelines we ask two different questions on Hispanic origin and race.

QUESTION ONE: Are you Hispanic? (Mark the box(es) that apply to allow for one or more selections; see ASU format below however ASU does not allow for more than one Hispanic origin and drop down menu more susceptible to error than a "mark the box format).

No, Not Hispanic

Yes, Mexican

Yes, Mexican American

Yes, Chicana or Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, Some Other Hispanic Group: \_\_\_\_\_ (Include a drop down menu with the ability to mark one or more of the following: Dominican, Colombian, Panamanian, Guatemalan, Mayan, Aymara, Garifuna, Honduran, Bolivian, Argentinian, Spaniard, Nuevomexicano/a, Tejana/o, Californio, New Mexican Hispanic, Nuevomexicana/o, Mixteca, Indígena, Spanish American, Spaniard, Spanish-Mexican, Other: \_\_\_\_\_ Write in, etc.)

In addition, select one or more of the following racial categories to describe yourself:

What is Your Race? (Mark One or More)



Hyperlink: How will multiple race responses be are counted for Civil Rights monitoring and reporting of graduation rates, employment etc.?

For reporting graduation rates, employment and other social outcomes to federal agencies, multiple race answers such as American Indian and Asian will be reported in a category called Two or More. The only exception is those identifying as Hispanic will be identified under the Hispanic origin category regardless of how many racial groups the respondent has identified. For example if someone identifies as Hispanic and Native American they will be counted as Hispanic for outcomes. For other non federal reporting we will requests we will request that all reports include clear definitions about how multiple race reports will be reported.

American Indian or Alaska Native      [Click to choose New Mexico Tribal Affiliation\(s\)](#)  
 Acoma Pueblo; Cochiti Pueblo; Isleta Pueblo; Jemez Pueblo; Jicarilla Apache;  
 Laguna Pueblo; Mescalero Apache; Nambe Pueblo; Navajo Dine; Picuris Pueblo  
 Pojoaque Pueblo; Sandia Pueblo; San Felipe Pueblo; San Ildefonso Pueblo  
 Ohkay Owingeh Pueblo; Santa Ana Pueblo; Santa Clara Pueblo; Santo Domingo Pueblo  
 Taos Pueblo; Tesuque Pueblo; Zia Pueblo; Zuni Pueblo

Asian  
 Black  
 Native Hawaiian or Other Pacific Islander  
 White  
 Some Other Race

Hyperlink: Definitions of Racial Categories

Below we include the definitions used by Office of Management & Budget for federal reporting guidelines.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Hyperlink: Definition of Ancestry

Ancestry refers to distinct ancestral lineage. Ancestry may be different from race. For example, President Obama identified his race as Black on the 2010 Census, although he is of mixed ancestry including European ancestry that may stem from England or other parts of Europe. Many people who would be racialized as Black may have multiple ancestries. It is important to distinguish race as a social position related to the meanings assigned to physical appearance from ancestry, which refers to ancestors.

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ARIZONA STATE UNIVERSITY INCLUDES DETAILED HISPANIC ORIGIN DATA COLLECTION ON ALL UNDERGRADUATE APPLICATIONS

ETHNIC / RACIAL BACKGROUND [Hyperlink: Why do we ask this?](#)

We ask this for federal reporting purposes to the U.S. Department of Education.

Is the applicant Hispanic/Latino? No Yes

Hyperlink & Drop Down Menu: Select a Hispanic/Latino origin

Argentinian; Bolivian; Californio; Central American; Chicano; Chilean; Colombian; Costa Rican; Cuban; Dominican; Ecuadorian; Galapagos; Guatemalan; Honduran; Latin American; Mexican/Mexican American; Nicaraguan; Panamanian; Paraguayo; Peruvian; Puerto Rican; Salvadoran; South American; Spanish American; Spanish-Mexican; Uruguayan; Venezuelan

What is the applicant's race? Mark one or more races to indicate what the applicant considers himself/herself to be. Choices include: American Indian or Alaska Native; Asian; Black or African-American; Native Hawaiian or other Pacific Islander; White

\*\*\*\*POTENTIAL THIRD QUESTION AFTER HISPANIC ORIGIN AND RACE; ASK ANCESTRY\*\*\*\*

What is this person's ancestry or ethnic origin? Write in: For example: Italian, Jamaican, African American, Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.) For more information visit:

<http://www.census.gov/acs/www/Downloads/QbyQfact/ancestry.pdf>, last accessed 5/10/15.

\*\*\*\*\*RATIONALE FOR IMPROVING DATA COLLECTION AND USE\*\*\*\*\*

#### STRATEGIC USE-INSPIRED IMPROVEMENTS FOR HISPANIC ORIGIN AND RACE DATA COLLECTION AT UNM FOR ALL STUDENTS, STAFF, FACULTY AND ADVANCING EQUITY-BASED POLICY

1. Need to Contextualize Detailed Hispanic Origin; Lumping all Hispanics into one category may impede our ability to identify student needs and advance student success.
2. Need to Revise Messaging about the Civil Rights Use of Data; Provide User-Friendly Definitions & Clarify Race and Ethnicity/National Origin as Analytically Distinct.
3. Provide a write-in category for "Some Other Race" as in the Census 2010.
4. Provide Clarity & Transparency re: Bridging at the time of Data Collection (e.g., How is someone marking more or one race or some other race "counted" for graduation rates, employment, faculty diversity reports and accountability?)
5. Produce Reports that Move beyond Compliance to Use-Inspired, Equity-Based Policy Making & Praxis that examine and proactively addresses race-gender; race-class and other gaps that may be invisible.
6. Consider adding Parental Place of Birth to capture generational status
7. Add ancestry question to capture granularity among non-Hispanic groups; capture diverse national origins of other racial groups such as Black, Asian, White Groups with a question that says: What is your ancestry or origin? For example, Irish, Korean, Jamaican, Russian, Chinese, etc.

2010 Census Summary File  
American Factfinder  
New Mexico

Subject	Number	Percent
<b>HISPANIC OR LATINO</b>		
Total population	2,059,179	100.0
Hispanic or Latino (of any race)	953,403	46.3
Not Hispanic or Latino	1,105,776	53.7
<b>HISPANIC OR LATINO BY TYPE</b>		
Hispanic or Latino (of any race)	953,403	46.3
Mexican	590,890	28.7
Puerto Rican	7,964	0.4
Cuban	4,298	0.2
Dominican (Dominican Republic)	492	0.0
Central American (excludes Mexican)	6,621	0.3
Costa Rican	342	0.0
Guatemalan	2,386	0.1
Honduran	657	0.0
Nicaraguan	493	0.0
Panamanian	625	0.0
Salvadoran	2,051	0.1
Other Central American	67	0.0
South American	4,841	0.2
Argentinean	653	0.0
Bolivian	229	0.0
Chilean	569	0.0
Colombian	1,347	0.1
Ecuadorian	548	0.0
Paraguayan	53	0.0
Peruvian	913	0.0
Uruguayan	81	0.0
Venezuelan	394	0.0
Other South American	54	0.0
Other Hispanic or Latino	338,297	16.4
Spaniard	65,045	3.2
Spanish	57,021	2.8
Spanish American	10,501	0.5
All other Hispanic or Latino	205,730	10.0
<b>Subject</b>	<b>Number</b>	<b>Percent</b>

Source: U.S. Census Bureau, 2010 Census.  
Summary File 1, Table PCT 11.

2010 Census Summary File  
 American Factfinder  
 New Mexico

Subject	Number	Percent
<b>RACE</b>		
Total population	2,059,179	100.0
One race	1,982,169	96.3
White	1,407,876	68.4
Black or African American	42,550	2.1
American Indian and Alaska Native	193,222	9.4
American Indian, specified [1]	168,623	8.2
Alaska Native, specified [1]	335	0.0
Both American Indian and Alaska Native, specified [1]	32	0.0
American Indian or Alaska Native, not specified	24,232	1.2
Asian	28,208	1.4
Native Hawaiian and Other Pacific Islander	1,810	0.1
Some Other Race	308,503	15.0
Two or More Races	77,010	3.7
Two races with Some Other Race	36,057	1.8
Two races without Some Other Race	36,305	1.8
Three or more races with Some Other Race	2,067	0.1
Three or more races without Some Other Race	2,581	0.1
<b>HISPANIC OR LATINO</b>		
Total population	2,059,179	100.0
Hispanic or Latino (of any race)	953,403	46.3
Mexican	590,890	28.7
Puerto Rican	7,964	0.4
Cuban	4,298	0.2
Other Hispanic or Latino [2]	350,251	17.0
Not Hispanic or Latino	1,105,776	53.7
<b>RACE AND HISPANIC OR LATINO</b>		
Total population	2,059,179(46748)	100.0
One race	1,982,169	96.3
Hispanic or Latino	906,228	44.0
Not Hispanic or Latino	1,075,941	52.3
Two or More Races	77,010	3.7
Hispanic or Latino	47,175	2.3
Not Hispanic or Latino	29,835	1.4
Subject	Number	Percent

**\*\*\*\*\*RACIAL AND ETHNIC DIVERSITY IN PHD AWARDED IN US 2010\*\*\*\*\***

PHD DEGREES EARNED BY RACE AND ETHNICITY IN THE US IN 2010

Source: National Center for Education Statistics

Racial and Ethnic Breakdown Of all the PhDs awarded in 2010:

74.3% awarded to Whites

11.8% awarded to Asians

6.6% awarded to Blacks

5.8% awarded to Hispanic origin (\*Note: can be of any race)

.7% awarded to Native Americans

Of the PhD awarded the following represents the percent awarded to women in each racial and ethnic group in 2010:

Black 65.2% Female

Asian 56.5% Female

Hispanic origin 55% Female (Note: can be of any race)

Native American 54.8 Female

Whites 51.4% Female

Source: National Center for Education Statistics <http://nces.ed.gov/FastFacts/display.asp?id=72>

**\*\*\*\*\*UNM PHDS AWARDED IN 2012\*\*\*\*\***

NOTE: Factbook is being phased out and replaced with an interactive tool.

p. 57, UNM Factbook PhD Degrees (Scholarly and Research PhD, excludes other Doctorate Professional Degrees) awarded at UNM 2012

57% degrees awarded to Whites

12% degrees awarded to Hispanic origin (Note: Can be of any race)

24% degrees awarded to International Students (Note: Can be of any race)

Source: UNM Factbook 2012-2013, from 2007-2008 through 2011-2012 IPEDS Completion Survey (Note: Total Number = 202; Note percentages do not equal 100% because of less than one percent for following categories: Native American, Native Hawaiian, Black, Asian, Two or more races, and no response)

**\*\*\*\*\*UNM FACULTY 2012 \*\*\*\*\***

p. 68 UNM Factbook 2012-13

FACULTY DEMOGRAPHICS MAIN CAMPUS

GENDER

56.7% Male

43.3% Female

RACE:

70.5% White

10.8% \*Hispanic origin (\*can be of any race)

3.1% American Indian

1.9% Black

8.0 % Asian

.5% Two or more races

2.7% International

2.5% No Reponse

**\*\*\*\*\* UNM STUDENT DEMOGRAPHICS MAIN CAMPUS 2012\*\*\*\*\***

**Fall 2012 p. 2, UNM Factbook)**

**GENDER:**

44% Male  
55% Female

**RACE:**

41.0% White  
38.1% \*Hispanic origin (\*can be of any race)  
5.7% American Indian  
2.5% Black  
3.2 % Asian  
.5% Native Hawaiian  
.5% Two or more races  
3.6% International  
3.2% No Reponse

(Note: The Race-Gender Gap in student enrollment varies dramatically by racial group whereby it is true that in every racial and ethnic group there are more women enrolled than men, the race-gender gap is most pronounced among American Indians, Blacks and Hispanic origin communities):

**\*\*\*\*\*NM STATE DEMOGRAPHICS BY RACE AND ETHNICITY\*\*\*\*\***

**NM STATE DEMOGRAPHICS**

Hispanic or Latino, percent, 2013 (b)	47.3%
White alone, not Hispanic or Latino, percent, 2013	39.4%
American Indian and Alaska Native alone, percent, 2013 (a)	10.4%
Black or African American alone, percent, 2013 (a)	2.5%
Asian alone, percent, 2013 (a)	1.6%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.2%
Two or More Races, percent, 2013	2.4%

**\*\*\*\*\* US RACIAL AND ETHNIC DEMOGRAPHICS\*\*\*\*\***

**U.S. RACIAL AND ETHNIC DEMOGRAPHICS 2013**

White (not Hispanic origin)	62.6%
Hispanic	17.1%
Black	13.2%
Native American	1.2%
Asian	5.3%
Two or more races	2.4%

Source: U.S. Census <http://quickfacts.census.gov/qfd/states/00000.html>  
USA QuickFacts from the US Census Bureau

For more info Contact: Dr. Nancy Lopez, Sociology, [nlopez@unm.edu](mailto:nlopez@unm.edu)

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

OPPORTUNITY AND CHALLENGE: CREATING A COMMON APPLICATION QUESTION  
FORMAT FOR ALL NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION THAT COLLECTS  
HARMONIZED CLASS, RACE, ETHNICITY, GENDER AND OTHER EQUITY-BASED DATA

\*=-required question

Current question on UNM undergraduate student applications (not required):

Did either of your parents or guardians graduate from a 4-year college or university? \_\_\_ Yes \_\_\_ No

The Consortium sent a memo to Dr. Terry Babbitt in Fall 2014. Dr. Babbitt is currently working with his staff to improve our data collection by Collecting Detailed Parental Educational Attainment Data for Fall 2015 as follows:

Father/Legal Guardian:

<input type="checkbox"/> No high school	<input type="checkbox"/> some high school
<input type="checkbox"/> High school diploma or GED	<input type="checkbox"/> Some College
<input type="checkbox"/> Associate's/2-year Degree	<input type="checkbox"/> Bachelor's/4-year Degree
<input type="checkbox"/> Graduate/Professional Degree	<input type="checkbox"/> Unknown

Mother/Legal Guardian:

<input type="checkbox"/> No high school	<input type="checkbox"/> some high school
<input type="checkbox"/> High school diploma or GED	<input type="checkbox"/> Some College
<input type="checkbox"/> Associate's/2-year Degree	<input type="checkbox"/> Bachelor's/4-year Degree
<input type="checkbox"/> Graduate/Professional Degree	<input type="checkbox"/> Unknown

The Consortium is also working on improving the data collected for Hispanic origin, race, gender, disability, etc. and other data that can inform equity-based policy and praxis.

Current Questions on the UNM undergraduate application include:

\*Gender (required): \_\_\_ Male \_\_\_ Female

Race and Ethnicity (not required): The University of New Mexico is required by Federal law to request this information for statistical reporting purposes. Your response is voluntary.

Do you consider yourself to be Hispanic/Latino(a)? Yes No

In addition, select one or more of the following racial categories to describe yourself: American Indian or Alaska Native

[Click to choose New Mexico Tribal Affiliation\(s\)](#)

Acoma Pueblo

Cochiti Pueblo

Isleta Pueblo

Jemez Pueblo

Jicarilla Apache

Laguna Pueblo

Mescalero Apache

Nambe Pueblo

Navajo Dine

Picuris Pueblo

Pojoaque Pueblo

Sandia Pueblo

San Felipe Pueblo

San Ildefonso Pueblo

Ohkay Owingeh Pueblo

Santa Ana Pueblo

Santa Clara Pueblo

Santo Domingo Pueblo

Taos Pueblo

Tesuque Pueblo

Zia Pueblo

Zuni Pueblo

\_\_\_ Asian; \_\_\_ Black or African American; \_\_\_ Native Hawaiian or Other Pacific Islander; \_\_\_ White

Hyperlink: Definitions of Racial Categories

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

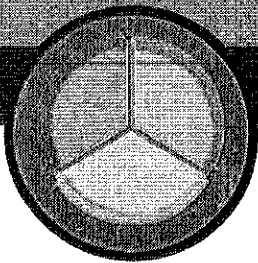
Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.





# Our Urgency

## Result 4: Close the Opportunity Gap

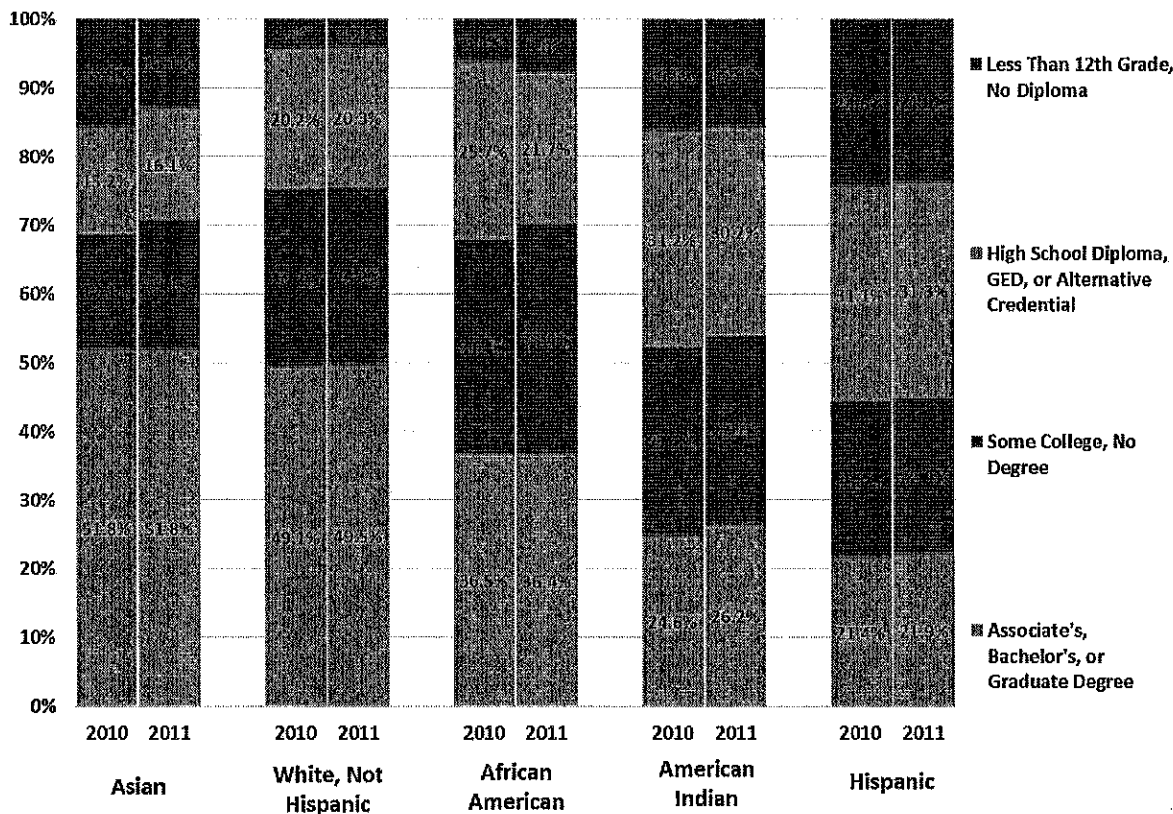
### Outcome 4A: Opportunity Gap

There are numerous ways to measure the opportunity gap. One way is to report disaggregated outcome data for key measures of student success, as we have done in the preceding pages. Our commitment to the community is to continue to report disaggregated student success data, whenever possible, to assess how well all of our students are performing as they move through the educational pipeline.

But we also want to have the ability to assess how well we are doing, as a community, in eliminating gaps in educational attainment among the population as a whole. For that reason, our outcome indicator for Result 4 draws upon educational attainment data from the U.S. Census, which provides estimates of the highest level of education completed among adults over the age of 25. As the chart shows, Asians and White, Non-Hispanics show significantly higher college degree attainment rates than African Americans, American Indians, and Hispanics. When degree attainment rates are comparable across racial and ethnic groups, we will know that we have succeeded in closing the opportunity gap.

Additionally, over the coming years, we will be developing a number of “contributing indicators” that tell the story of opportunity all along the cradle-to-career continuum. In subsequent reports, we hope to have a number of metrics that will help us assess the impact we are making toward eliminating the educational attainment gaps that we see among the population in our community.

**EDUCATIONAL ATTAINMENT, ADULTS 25 AND OVER, ALBUQUERQUE METROPOLITAN AREA**



Source: U.S. Census, American Community Survey 2010, 2011, 3-Year Estimates. Note: Data for working-age adults, 25-64, were unavailable. As a result, these data probably slightly underestimate educational attainment rates because the rate of higher educational attainment is generally lower for older Americans.

DRAFT: Feb. 28, 2015; FEEDBACK REQUESTED: Please email comments, suggestions, edits to Dr. Nancy López ([nlopez@unm.edu](mailto:nlopez@unm.edu)) as soon as possible. Also visit website for Institute for the Study of "Race" & Social Justice and NM Race, Gender, Class Data Policy Consortium: <http://healthpolicy.unm.edu/about/initiatives/isrsj>

## CHALLENGE AND OPPORTUNITY FOR COLLECTING HISPANIC ORIGIN AND RACE DATA AT UNM

- **Homogenization of Latinas/os:** Lack of Detailed Hispanic origin (e.g., Mexican, Mexican American, Mexican, Chicana or Chicano, Cuban, Puerto Rican, are lumped into one analytical category of Hispanic/Latina/o, etc.) and generational status (e.g., immigrant 1<sup>st</sup> generation, U.S.-born 2<sup>nd</sup> generation, 3<sup>rd</sup> generation, lumped with 15<sup>th</sup> generation New Mexicans of Spanish ancestry, etc.). It is important to underscore that the federal Office of Management and Budget (OMB) does not prohibit any institution from collecting detailed data on race, ethnicity, ancestry, generational status, or language; however whatever data is collected must be aggregated to their official categories.

- **Conflation (measurement equivalence) of race (master social status; street-level race that is ascribed by assigning meaning to a conglomeration of one's physical appearance such as skin color, hair texture, facial features, etc.) with ethnicity (cultural background) or national origin (nationality/country of residence/citizenship) or ancestry (distant lineage or geographical origins) without justification**

- **Conflation of race with class** (e.g., NM funding formula assumes PELL status is a proxy for achievement gap by race)

- \* **Need to Enhance Transparency re municipal, state and federal data bridging for more than one race or ethnicity:** How will individual marking more than one race be counted for Civil Rights Monitoring; the U.S. Census merely Collects the reported data from each state as white alone, Black Alone, etc., but each state institution and municipal agency has discretion as to how to report (e.g., in the past some state agencies such as NM Vital Records children who are born to a Hispanic and a non-Hispanic White parent are "counted" as Hispanic; however, children born to a Hispanic parent any other Non-Hispanic combination including Native American, Black, Asian are allocated to the group with the lowest number in the state; however, this may be change when reporting the numbers to the federal government as officially Hispanics can be of any race according to OMB guidelines.

Currently the only question that is asked on all UNM is:

Do you consider yourself Hispanic?

2010 Census Summary File  
 American Factfinder  
 New Mexico

Subject	Number	Percent
<b>RACE</b>		
Total population	2,059,179	100.0
One race	1,982,169	96.3
White	1,407,876	68.4
Black or African American	42,550	2.1
American Indian and Alaska Native	193,222	9.4
American Indian, specified [1]	168,623	8.2
Alaska Native, specified [1]	335	0.0
Both American Indian and Alaska Native, specified [1]	32	0.0
American Indian or Alaska Native, not specified	24,232	1.2
Asian	28,208	1.4
Native Hawaiian and Other Pacific Islander	1,810	0.1
Some Other Race	308,503	15.0
Two or More Races	77,010	3.7
Two races with Some Other Race	36,057	1.8
Two races without Some Other Race	36,305	1.8
Three or more races with Some Other Race	2,067	0.1
Three or more races without Some Other Race	2,581	0.1
<b>HISPANIC OR LATINO</b>		
Total population	2,059,179	100.0
Hispanic or Latino (of any race)	953,403	46.3
Mexican	590,890	28.7
Puerto Rican	7,964	0.4
Cuban	4,298	0.2
Other Hispanic or Latino [2]	350,251	17.0
Not Hispanic or Latino	1,105,776	53.7
<b>RACE AND HISPANIC OR LATINO</b>		
Total population	2,059,179 (46748)	100.0
One race	1,982,169	96.3
Hispanic or Latino	906,228	44.0
Not Hispanic or Latino	1,075,941	52.3
Two or More Races	77,010	3.7
Hispanic or Latino	47,175	2.3
Not Hispanic or Latino	29,835	1.4
Subject	Number	Percent

This is inadequate because it does not ask for specific national origin, lumps all Latinos

NM Statewide Race, Gender, Class Data Policy Consortium

\*Invitation\*Next meeting W 3/18/15, 12-1pm, RWJF Center for Health Policy, Downstairs Conference Room, 1909 Las Lomas NE

Proposed Revision to Demographic Data Collection for all UNM Staff, Students and Faculty Demographics (5 questions).

1. HISPANIC ORIGIN (AKA HISPANIC ETHNIC/CULTURAL/NATIONAL ORIGINS)  
Are you Hispanic? Yes or No. If Hispanic please indicate your specific national origin such as Mexican, Puerto Rican, or some other Hispanic origin. You may mark/write in more than one Hispanic origin that applies to your background.

No, Not of Hispanic origin

Yes, Mexican

Yes, Mexican American

Yes, Chicana or Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, Some other Hispanic group Write in: \_\_\_\_\_

For example, Mayan, Dominican, Colombian, Bolivian, Argentinian, Spaniard, Nuevomexicano/a, Tejana/o, Spanish-American, New Mexican Hispanic, etc.)

Rationale:

Hispanics have very distinct national origins, cultural backgrounds and ancestries. If we homogenize Hispanics/Latinas/os then we may miss opportunities to assess whether social outcomes such as undergraduate graduation rates, graduate degrees awarded, staff and faculty hiring and promotion vary among our diverse members (e.g., this point is also relevant for the diverse Asian and Asian American groups present at our university). This is also particularly important for interrogating inequalities in other social outcomes such as health outcomes, housing, law enforcement, etc. Federal guidelines do not prohibit any state, local or other institution from collecting detailed and contextualized data. For example UNM currently collects detailed tribal enrollment data for American Indian students, staff and faculty that reflect the pueblos, tribes and nation present in this state. States have much discretion in how this data will be collected, analyzed and reported. The only requirement from the Office of Management and Budget is that any data that is all collected for federal reporting purposes are aggregated up to the standard Office of Management and Budget (OMB) racial and ethnic categories.

2. RACIAL MASTER STATUS (AKA "STREET RACE" AS A MEASURE OF RACIALIZATION FOR THE FORMATION OF CIVIL RIGHTS POLICY FORMATION)

For the purposes of interrogating historic and contemporary inequalities as well as civil rights monitoring in education and employment (as well as health, housing, law enforcement), race is defined as a social position in society (master social status) that is often related to the meanings assigned to one's physical appearance (AKA "STREET RACE"). It is important to note that this

conceptualization of race is distinct from conceptualizing race as a national origin, cultural identity/ethnicity/ancestry (See last question #4 in this battery of questions). For example, many brothers, sisters, mothers, fathers, etc. from the same biological families may be racialized in very different ways and may have very different experiences. This social reality may result in very different experiences on the street with law enforcement, when searching for an apartment or even when walking into an emergency room or living on campus.

We collect Hispanic origin as distinct from national origin or cultural background or nationality because we want to acknowledge that knowing someone's nationality is not the same as knowing someone's race or how they look. For example, knowing that someone has an American, French or Panamanian nationality or ethnicity tells you nothing about their race as a master social status as there are French individuals that are racialized as Black and Panamanians that are racialized as white. When we ask about race we are asking about the social status of an individual based on how they are treated. For example, it's not uncommon that for many Hispanic families that are biologically related although they are all culturally similar, they may be racialized differently because one person may be racialized as white, Hispanic or Black. This does not mean that there are people who are racialized as Hispanic because they "look Hispanic/Latino." What this means is that if we ignore that not all people who are of Hispanic origin don't "look Hispanic" we may miss opportunities to interrogate inequalities among Hispanics because of the meanings attached to their physical appearance. Confronting this reality may allow us to identify inequalities that may remain unseen if we only have one measure of Hispanic origin.

What is your race? For the purposes of this data collection we are asking not about your nationality, cultural origin or even ancestry. Instead this question is intended to capture if there are differences in social outcomes based on the meanings assigned to your physical appearance. For example if you were walking down the street what race do you think other Americans who do not know you personally would *automatically* assume you were based on what you look like? (You may mark more than one) Would you say:

White

Black

Asian American (Write in: \_\_\_\_\_ Chinese, Japanese)

Asian Indian (e.g., from India)

Pacific Islander or Hawaiian

Native American/American Indian/Alaskan Native: (Drop Down Options with Specific Pueblo/Tribe): \_\_\_\_\_

Middle Eastern/Arab

Hispanic \*

\*Some other race: Write in: \_\_\_\_\_

(Rationale: Again, while undoubtedly some Hispanics are racialized as Hispanic, we cannot assume that everyone of a Hispanic origin cultural background or ancestry is racialized as Hispanic on the street. \*The "some other race" category currently in the Census is used by 37% of Hispanics but this varies widely by national origin. For example in the 2010 Census while 85% of Cubans identified their race as white, about half of Mexican origin identified their race as

white and only 30% of Dominicans identified as white. This may be important because members of the same family or even national origin they may have very different experiences in searching for housing (See 2012 Housing Study by Margaret Turner at the Urban Institute in 2012). The Census has extensive information on how "some other race" is bridged for the some other race category for federal reporting guidelines. While national origin groups are indeed subjected to discrimination, this discrimination, it is also true that much of the discrimination occurs via a pigmentocratic logic whereby those identified as visible minorities are usually subjected to different treatment when searching for homes, interacting with law enforcement or seeking employment. In other words it is important not to conflate or measure race as a master social status as interchangeable with national/cultural origin/ethnicity or ancestry. If we measure this concepts as though they are interchangeable we may have the unintended consequences of not capturing the very different lived experiences of students, faculty and staff that may even be biologically related but may have very different outcomes in their educational and employment outcomes.

### 3. GENERATIONAL STATUS (AKA IMMIGRANT STATUS)

What is the place of birth of parent 1/legal guardian 1?

What is the place of birth of parent 2/legal guardian 2?

(Note: This question would allow us to discern the educational outcomes of the children of immigrants. This is not the same as asking about documented status. It is simply a way to capture what social scientists refer to as the outcomes of the second generation – those who are the children of immigrants. (It is important to keep in mind that if we ask about the place of birth of parents we cannot assume their race. Again the conflation (i.e., measurement equivalence) of country of origin or ethnicity as a proxy for racial status as a master social status (street race) is an assumption that is not borne out with the social scientific data.

### 4. ANCESTRY (AKA DISTANT LINEAGE/GEOGRAPHIC ORIGINS/)

What is your ancestry? For example, what are the countries or geographic origins of your distant ancestors. This is different than your nationality or even race. You may list more than one.

Write in: \_\_\_\_\_ For example, Haitian, Jamaican, German, Lebanese, Polish, Italian, French, etc.

Rationale: It is also important to recognize that many Americans that check White, Black, Asian, etc., will report that they have Italian, Jamaican, German, Lebanese, Irish, Haitian or other ancestries, etc.. This question would also allow us to discern the ethnic diversity within homogenized racial categories such as White, Black, Asian, etc. by allowing individuals to identify as Haitian, Nigerian, Scottish, etc. Although this may seem redundant for Latinas/os who are asked about their Hispanic origin, previous research has found that Latinas/os who may not clearly identify as Mexican, Argentinian or Colombian will do so if asked about their ancestry.

### 5. INTERNATIONAL STUDENT, STAFF, FACULTY STATUS (Note: Right now we have no data collection on the race of International students, faculty or staff).

Where you born in the U.S? Yes or NO. If no, please answer the following question.

At what age did you move to the U.S.?

Are you an international undergraduate or graduate student? Yes or No. If yes, list country of origin.

Are you an international faculty or staff member or independent scholar on a work visa? Yes or No. If yes list country of origin.

Rationale:

Race and ethnicity data is used to assess civil rights monitoring and enforcement in fair housing, voting rights, and employment and educational opportunities in the U.S.. While we want to collect this data from everyone, both international graduate students and faculty as well as U.S.-born scholars, in our data collection we want to be able to distinguish between international graduate students and faculty who came to the United states as adults or those that would be part of the second generation or even 1.5 generation.

THANK YOU FOR YOUR TIME AND FEEDBACK!

**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"**

**Meeting Date: March 18, 2015, 12-1pm\*New Date**

Location: Institute for the Study of "Race" & Social Justice, RWJF Center for Health Policy, 1909 Las Lomas NE, downstairs conference room, UNM Main Campus. No Need to RSVP. Feel free to bring your own lunch/beverage. Hourly Paid Parking available at the Yale & Las Lomas Parking Structure. Visa/MC Credit/Debit Cards only. No Cash. \*Note: Date was previously incorrectly listed as 3/25/15. The meeting is actually on Wed. March 18, 2015.

Agenda

- |               |  |
|---------------|--|
| 12:00-12:10pm | Sign-In, Brief Introductions, Approval of the Agenda (10 min)  |
| 12:10-12:15pm | Update: 2/5/15 Meeting with Deans Council; Vote Endorsing Equity-Based Data Collection: Parental Educational Attainment and Detailed Hispanic origin on undergrad applications; Gender Identity, Disability, Sexual Orientation optional collection after admission at the point of registration to proactively connect with Resource Centers for student success including ethnic centers, accessibility, LGBTQ, etc.; sex and veteran status already collected on all applications (5 min.)  |
| 12:15-12:45pm | Improving Hispanic Origin Data Collection, Analysis & Reporting: Promising Practices for Contextualized Equity-Based Policy Research & Praxis (30 min.):<br>(1) Review Draft Consensus Points on Improving Hispanic Origin and Race Data (see last page of agenda)<br>(2) Identify Potential Uses of Data in Reporting, Policy & Service Delivery: 6-yr Graduation; Graduate Degrees awarded; Pay Equity; Faculty & Staff Diversity, Recruitment/Retention, Tenure & Promotion; Student Success Services Assessments & Impact; Other Outcomes?<br>(3) Identify Potential Collection Points:<br>a. Students: <del>UNM Undergrad Application, UNM Graduate Application, IPEDS, Banner, Other?</del> <i>Process Program/Agency -&gt; LSAT -&gt;</i><br>b. Employees (Staff, Faculty, Administrators): UNM Jobs Applications; Employee Demographics on MyUNM at the point of hiring; Internal Administrative Appointments, UNM Administration, Faculty & Staff Governance Demographic Sheet; Other?<br>c. Patients: Health Sciences Intake Forms?<br>d. Other? Subcontractors, Temp Employees, NonMatriculated Students, Online/MOOCs? |
| 12:45-12:55pm | New Business & Open Discussion (10 min.)   |
| 12:55-1:00pm  | Announcements (5 min.):<br>a. Save the Date: NM Early Childhood Symposium, Thurs. Apr. 23-Fri. Apr. 24, 2015. For more info visit: RWJF Center for Health Policy, healthpolicy.unm.edu.<br>b. Invitation to Next Consortium Meeting: W 5/20/15@12-1pm. Potential Item: Consortium Research and Policy Report: Hispanic Origin Communities in New Mexico: Opportunities & Challenges for Equity-Based Policy & Community Development in New Mexico. Please send Potential Agenda Items to Dr. Nancy López, nlopez@unm.edu. ~  |

REMINDER: The regular meeting date/time for the Consortium is 12-1pm on the third Wednesday of every odd month. Future meeting dates are: 5/20/15, 7/22/15, 9/16/15, 11/18/15. Previous meetings were:



7/31/14; 9/24/14, 11/19/13, 1/21/15, 3/18/15. For more information on the Consortium contact: Dr. Nancy López, [nlopez@unm.edu](mailto:nlopez@unm.edu), Associate Professor, Sociology; Director and co-founder, Institute for the Study of "Race" & Social Justice, RWJF Center for Health Policy; Coordinator, NM Statewide Race, Gender, Class Data Policy Consortium. More information: <http://healthpolicy.unm.edu/about/initiatives/isrsj>

NOTE: Everyone is welcome! If you would like to call in please email: [nlopez@unm.edu](mailto:nlopez@unm.edu) so I can send you the toll free dial in number. If you need wheelchair access, please call the RWJF Center for Health Policy, UNM Tel: (505) 277-0130 on the morning of the meeting so that you can get further instructions on how to access the downstairs conference room from the wheelchair parking behind RWJF Center for Health Policy Building, 1909 Las Lomas NE.

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CURRENT UNM UNDERGRADUATE APPLICATION QUESTION WORDING

Race and Ethnicity: The University of New Mexico is required by Federal law to request this information for statistical reporting purposes. Your response is voluntary.

Do you consider yourself to be Hispanic/Latino(a)? Yes No

In addition, select one or more of the following racial categories to describe yourself:

American Indian or Alaska Native [Click to choose New Mexico Tribal Affiliation\(s\)](#)

Acoma Pueblo; Cochiti Pueblo; Isleta Pueblo; Jemez Pueblo; Jicarilla Apache

Laguna Pueblo; Mescalero Apache; Nambe Pueblo; Navajo Dine; Picuris Pueblo

Pojoaque Pueblo; Sandia Pueblo; San Felipe Pueblo; San Ildefonso Pueblo

Ohkay Owingeh Pueblo; Santa Ana Pueblo; Santa Clara Pueblo; Santo Domingo Pueblo

Taos Pueblo; Tesuque Pueblo; Zia Pueblo; Zuni Pueblo

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Hyperlink: Definitions of Racial Categories

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

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DRAFT WORDING FOR IMPROVING HISPANIC ORIGIN AND RACE DATA COLLECTION

Hyperlink: Why do we collect this data? The University of New Mexico values diversity, equity and inclusion.

As a publicly funded flagship institution, UNM uses data on the race, gender, ethnicity, parental educational attainment, veteran status, and disability to better serve all of our diverse communities. We ask this for federal reporting purposes to the U.S. Department of Education.

Your response is voluntary.

Hyperlink: What is the difference between race and ethnic origin?

Ethnicity or ethnic origin is defined as one's ethnic or national origin, cultural identity, or ancestry. The federal office of Management and Budget (OMB) collects Hispanic origin (ethnicity) as distinct from race. Race is defined as a social position in society that is often related to the meanings assigned to an individual's physical appearance in a given context regardless of their cultural or ethnic origin ( e.g., "street race" or the race that people who do not know you would automatically assume you were if you were walking down the street based on what you look like). For the purposes of monitoring and ameliorating historic and contemporary inequalities as well as protecting civil rights in education and employment, as well as health, housing, law enforcement and voting, it is important to collect ethnic or national origin as different from race. For example among many families, such as Hispanics as well as many other national origin groups, individuals who are from the same biological families may share the same culture, national origin and ancestry, but may nevertheless be assumed to be different races based on the meanings attributed to a conglomeration of individual-level physical characteristics such as skin color, hair texture, and other physical features. Consequently, individuals that may have the same national origin may have very different experiences while searching for an apartment, voting, traveling in an airport, accessing treatment in a medical facility, seeking employment or education because they are assumed to be different races.

Are you Hispanic? (Drop Down Menu that allows for one or more selections; see ASU format below)

No, Not Hispanic

Yes, Mexican

Yes, Mexican American

Yes, Chicana or Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, Some Other Hispanic Group: \_\_\_\_\_ (Write in for example: Dominican, Colombian, Panamanian, Guatemalan, Mayan, Aymara, Garifuna, Honduran, Bolivian, Argentinian, Spaniard, Nuevomexicano/a, Tejana/o, Californio, New Mexican Hispanic, Nuevomexica/o, Mixteca, Indígena, Spanish American, Spaniard, Spanish-Mexican, etc.)

In addition, select one or more of the following racial categories to describe yourself:

What is Your Race? (Mark One or More)

[Hyperlink: How will multiple race responses be are counted for Civil Rights monitoring and reporting of graduation rates, employment etc.?](#)

For reporting graduation rates, employment and other social outcomes to federal agencies, multiple race answers such as American Indian and Asian will be reported in a category called Two or More. The only exception is those identifying as Hispanic will be identified under the Hispanic origin category regardless of how many racial groups the respondent has identified. For other non federal reporting we will request we will request that all reports include clear definitions about how multiple race reports will be reported.

American Indian or Alaska Native [Click to choose New Mexico Tribal Affiliation\(s\)](#)

Acoma Pueblo; Cochiti Pueblo; Isleta Pueblo; Jemez Pueblo; Jicarilla Apache;

Laguna Pueblo; Mescalero Apache; Nambe Pueblo; Navajo Dine; Picuris Pueblo

Pojoaque Pueblo; Sandia Pueblo; San Felipe Pueblo; San Ildefonso Pueblo

Ohkay Owingeh Pueblo; Santa Ana Pueblo; Santa Clara Pueblo; Santo Domingo Pueblo

Taos Pueblo; Tesuque Pueblo; Zia Pueblo; Zuni Pueblo

Asian; Write in Specific Ethnic or National Origin \_\_\_\_\_ (For example, Chinese, Korean, etc.)

Black; Write in Specific Ethnic or National Origin \_\_\_\_\_ (For example, African American, Haitian, Nigerian, etc.)

Native Hawaiian or Other Pacific Islander: Write in Specific Ethnic or National Origin \_\_\_\_\_ (For Example: Samoa, Guam, etc.)

White: Write in Specific Ethnic or National Origin \_\_\_\_\_ (For example, German, Irish, Italian, etc.)

Some Other Race: (Write in Specific National Origin \_\_\_\_\_)

[Hyperlink: Definitions of Racial Categories](#)

Below we include the definitions used by Office of Management & Budget for federal reporting guidelines.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

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#### ARIZONA STATE UNIVERSITY INCLUDES DETAILED HISPANIC ORIGIN DATA COLLECTION ON ALL UNDERGRADUATE APPLICATIONS

ETHNIC / RACIAL BACKGROUND Hyperlink: [Why do we ask this?](#)

We ask this for federal reporting purposes to the U.S. Department of Education.

Is the applicant Hispanic/Latino? No Yes

Hyperlink & Drop Down Menu: Select a Hispanic/Latino origin

Argentinian; Bolivian; Californio; Central American; Chicano; Chilean; Colombian; Costa Rican; Cuban; Dominican; Ecuadorian; Galapagos; Guatemalan; Honduran; Latin American; Mexican/Mexican American; Nicaraguan; Panamanian; Paraguayo; Peruvian; Puerto Rican; Salvadoran; South American; Spanish American; Spanish-Mexican; Uruguayan; Venezuelan

What is the applicant's race? Mark one or more races to indicate what the applicant considers himself/herself to be. Choices include: American Indian or Alaska Native; Asian; Black or African-American; Native Hawaiian or other Pacific Islander; White

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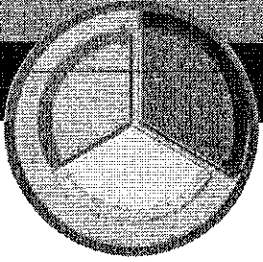
#### POTENTIAL CONSENSUS TALKING POINTS FOR DRAFT MEMO TO UNM ADMINISTRATION FOR STRATEGIC USE-INSPIRED IMPROVEMENTS FOR HISPANIC ORIGIN AND RACE DATA COLLECTION AT UNM FOR ALL STUDENTS, STAFF, FACULTY FOR ADVANCING EQUITY

1. Need to Contextualize Detailed Hispanic Origin; Lumping all Hispanics into one category may impede our ability to identify student needs and advance student success.
2. Need to Revise Messaging about the Civil Rights Use of Data; Provide User-Friendly Definitions & Clarify Race and Ethnicity/National Origin as Analytically Distinct.
3. Provide a write-in category for "Some Other Race" as in the Census 2010.
4. Provide Clarity & Transparency re: Bridging at the time of Data Collection (e.g., How is someone marking more or one race or some other race "counted" for graduation rates, employment, faculty diversity reports and accountability?)
5. Produce Reports that Move beyond Compliance to Use-Inspired, Equity-Based Policy Making & Praxis that examine and proactively addresses race-gender; race-class and other gaps that may be invisible.
6. Other potential consensus points? For example consider adding Parental Place of Birth to capture second generation; add ancestry question to capture diversity national origins of other racial groups such as Black, Asian, White Groups with a question that says: What is your ancestry or origin? For example, Irish, Korean, Jamaican, Russian, Chinese, etc.

2010 Census Summary File  
 American Factfinder  
 New Mexico

Subject	Number	Percent
<b>HISPANIC OR LATINO</b>		
Total population	2,059,179	100.0
Hispanic or Latino (of any race)	953,403	46.3
Not Hispanic or Latino	1,105,776	53.7
<b>HISPANIC OR LATINO BY TYPE</b>		
Hispanic or Latino (of any race)	953,403	46.3
Mexican	590,890	28.7
Puerto Rican	7,964	0.4
Cuban	4,298	0.2
Dominican (Dominican Republic)	492	0.0
Central American (excludes Mexican)	6,621	0.3
Costa Rican	342	0.0
Guatemalan	2,386	0.1
Honduran	657	0.0
Nicaraguan	493	0.0
Panamanian	625	0.0
Salvadoran	2,051	0.1
Other Central American	67	0.0
South American	4,841	0.2
Argentinean	653	0.0
Bolivian	229	0.0
Chilean	569	0.0
Colombian	1,347	0.1
Ecuadorian	548	0.0
Paraguayan	53	0.0
Peruvian	913	0.0
Uruguayan	81	0.0
Venezuelan	394	0.0
Other South American	54	0.0
Other Hispanic or Latino	338,297	16.4
Spaniard	65,045	3.2
Spanish	57,021	2.8
Spanish American	10,501	0.5
All other Hispanic or Latino	205,730	10.0
<b>Subject</b>	<b>Number</b>	<b>Percent</b>

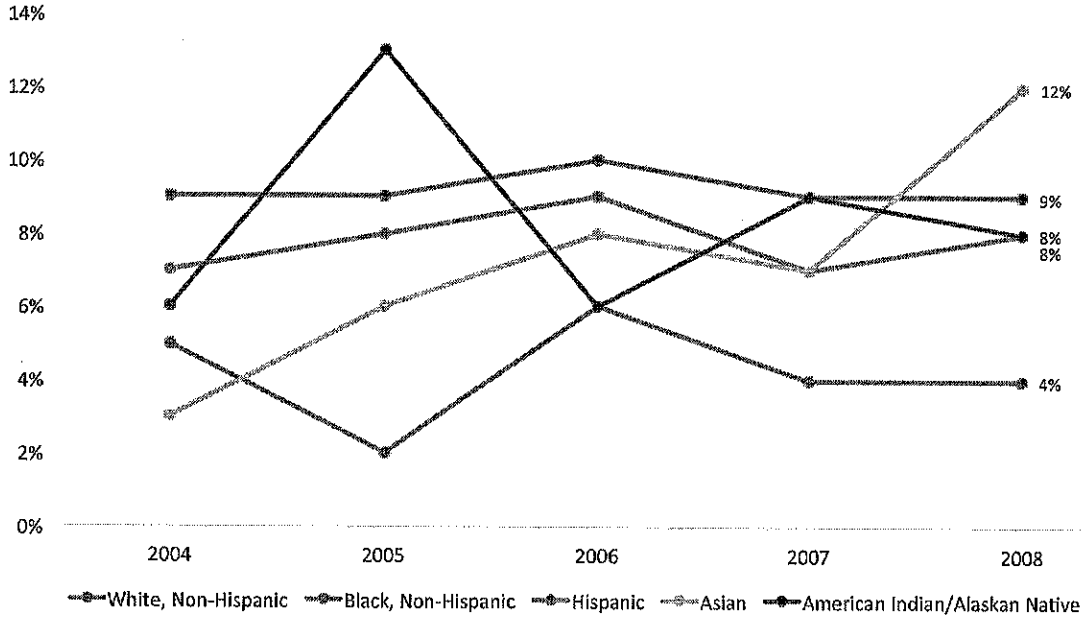
Source: U.S. Census Bureau, 2010 Census.  
 Summary File 1, Table PCT 11.



# Our Urgency

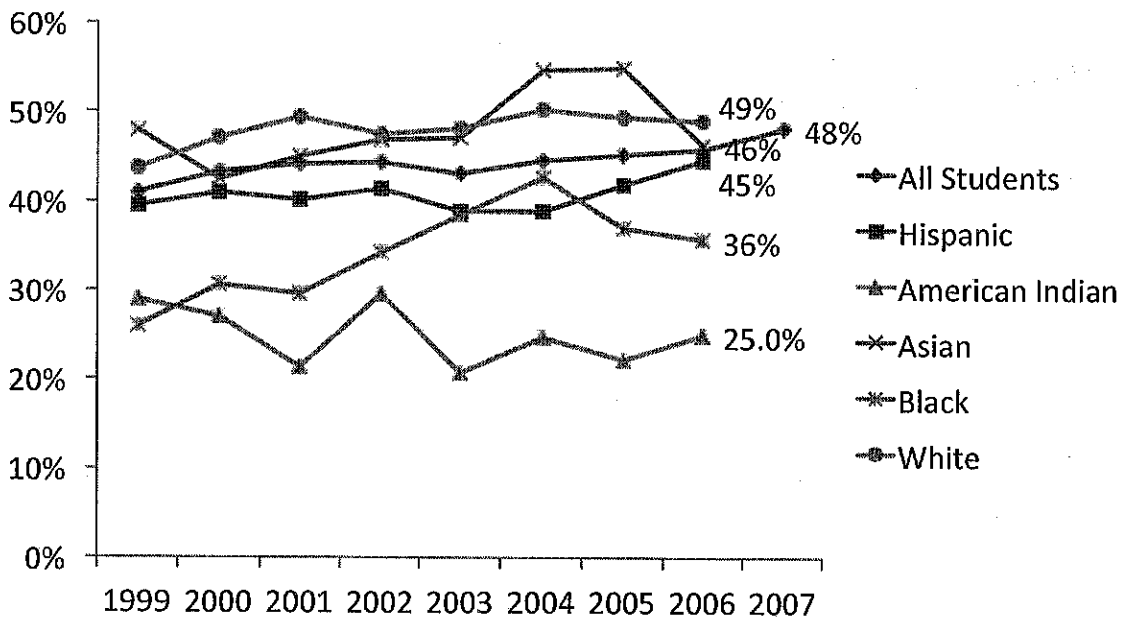
## Outcome 2C: Certificate or Degree Attainment

### CNM PERCENTAGE OF FIRST-TIME, FULL-TIME, DEGREE-SEEKING STUDENTS WHO COMPLETE AN ASSOCIATE'S DEGREE OR CERTIFICATE ON TIME, BY RACE AND ETHNICITY



Source: CNM Office of Institutional Research. Data as of 9.23.2013

### UNM SIX-YEAR GRADUATION RATE, BY RACE AND ETHNICITY



Source: UNM, Office of Institutional Research, OIR Freshman Cohort Tracking Report, Fall 2011 + 2007 overall graduation rate data. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students who enroll at UNM in the given year and graduate with a Bachelor's degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years. Data from the 2007 Cohort is available in aggregate form only.

**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”*

**Meeting Date: Jan. 21, 2015, 12-1pm**

*Location: Institute for the Study of “Race” & Social Justice, RWJF Center for Health Policy, 1909 Las Lomas NE, downstairs conference room, UNM Main Campus; No Need to RSVP. Feel free to bring your own lunch/beverage. Hourly Paid Parking available at the Yale & Las Lomas Parking Structure. Visa/MC Credit/Debit Cards only. No Cash.*

**Agenda**

- 12:00-12:10pm Sign-In, Brief Introductions, Approval of the Agenda (10 min.)
- 12:10-12:15pm Update: 12/2/14 Meeting with UNM Centro De La Raza on Hispanic origin and Race Data Collection (5 min)
- 12:15-12:40pm Sex, Gender and Sexual Orientation Data Collection, Analysis & Reporting: Promising Practices for Equity-Based Policy Research (25 min):
- a.) UNM Division of Equity and Inclusion: Campus Climate Survey (Spring 2013)
  - b.) New Mexico Behavioral Risk Factor Surveillance System (BRFSS is National Annual Survey conducted in all fifty states; 25 states collect sexual orientation); challenge and opportunity: sex assigned by phone voice;
  - c.) Reporting Race-Gender Gaps: Graduation; Pay Equity; Health Equity; Other Outcome
- 12:40-12:55pm New Business & Open Discussion (15 min.)
- 12:55-1:00pm Announcements (5 min.):
- a. Save the Date: NM Early Childhood Symposium, Thurs. Apr. 23-Fri. Apr. 24, 2015, For more info visit: RWJF Center for Health Policy, [healthpolicy.unm.edu](http://healthpolicy.unm.edu).
  - b. Invitation to Next Consortium Meeting: W3/25/15@12-1pm. Potential Agenda Items:
    - i. Creating New Pilot Instruments for the Collection of Use-Inspired Race, Gender, Class, Ethnicity, Generational Status Multi-dimensional and Multilevel/Contextual Data at UNM & Beyond; \*Reminder: The Office of Management and Budget (OMB) allows for the contextualization of data collection; the only requirement is that whatever data is collected needs to be aggregated to the standard OMB categories for compliance purposes. Data can be contextualized and leveraged to go beyond compliance to embrace Equity-based Policy Use & Practice.
    - ii. Review Draft of Policy Brief of the Consortium Data Policy  
The Diversity of the NM Hispanic Community: National Origin, Immigrant Status; Race: Promising Practices for Equity Based Research; The Diversity of the NM Native American Community;  
Promising Practices in the Collection of Gender, Sex & Sexual Orientation Data; Promising Practices for the Collection of Multidimensional Class Data; Promising Practices for Bridging Race and Ethnicity Data; Other data policy topics? (Target Date for First Brief: May 2015)
    - iii. Other Suggested Agenda Items/Topics for March & May meetings?

REMINDER: The regular meeting date/time for the Consortium is 12-1pm on the third Wednesday of every odd month. Future meeting dates are: 1/21/15, 3/25/15, 5/20/15, 7/21/15, 9/16/15, 11/18/15. Previous meetings were: 7/31/14; 9/24/14, 11/19/13. For more information on the Consortium contact: Dr. Nancy López, [nlopez@unm.edu](mailto:nlopez@unm.edu), Associate Professor, Sociology; Director and co-founder, Institute for the Study of “Race” & Social Justice, RWJF Center for Health Policy; Coordinator, NM Statewide Race, Gender, Class Data Policy Consortium.

*NOTE: Everyone is Welcome! If you would like to call in please email: [nlopez@unm.edu](mailto:nlopez@unm.edu) so I can send you the toll free dial in number. If you need wheelchair access, please call the RWJF Center for Health Policy, UNM Tel: (505) 277-0130 on the morning of the meeting so that you can get further instructions on how to access the downstairs conference room from the wheelchair parking behind RWJF Center for Health Policy Building, 1909 Las Lomas NE.*

SAMPLE QUESTIONNAIRE FORMATS FOR SEX, GENDER, SEXUAL ORIENTATION

UNM Division of Equity and Inclusion, Campus Climate Student Survey (Spring 2013). For more information visit: [diverse.unm.edu](http://diverse.unm.edu).

1. What best describes your gender:

- |                          |                           |
|--------------------------|---------------------------|
| a. male                  | b. female                 |
| c. transgender           | d. transmale              |
| e. transfemale           | f. gender queer           |
| g. gender non-conforming | h. intersex               |
| i. two-spirit            | j. other: Write in: _____ |

2. What best describes your sexual orientation?

- |                 |                           |
|-----------------|---------------------------|
| a. heterosexual | b. lesbian                |
| c. bisexual     | d. gay                    |
| e. pansexual    | f. queer                  |
| g. questioning  | h. other: Write in: _____ |

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Behavioral Risk Factor Surveillance System Questionnaire (BRFSS) Sexual Orientation & Gender Identity Module (2014 Questionnaire for Phone Survey). For BRFSS instructions to interviews re: participants who ask about transgender and gender non-conforming visit: [http://www.cdc.gov/brfss/questionnaires/pdf-ques/2014\\_BRFSS.pdf](http://www.cdc.gov/brfss/questionnaires/pdf-ques/2014_BRFSS.pdf), last accessed 1/19/15.

Optional Module: Sexual Orientation & Gender Identity; Note: The BRFSS module on gender identity is optional. Only 25 states have used it at some point. NM has used it once.

The next two questions are about sexual orientation and gender identity.

1. Do you consider yourself to be:

- |                   |                         |
|-------------------|-------------------------|
| Read              | Don't Read              |
| a. Lesbian or gay | e.) Don't Know/Not Sure |
| b. Straight       | d.) Refused             |
| c. Bisexual       |                         |
| d. Other          |                         |

2. Do you consider yourself to be transgendered?

If yes, ask "Do you consider yourself to be male-to-female, female-to-male, or nonconforming?"

- Yes, Transgender, male-to-female
- Yes, Transgender, female-to-male
- Yes, Transgender, nonconforming
- No
- Don't know/not sure
- Refused

**BRFSS SEX & ADULT STATUS QUESTION**

1. Are you 18 years old or older?

- Yes, Respondent is male
- Yes, Respondent is female
- No, (If not 18 years old or older stop)

- NOTE: Challenge and Opportunity: This is the only sex/gender question that is required for all 50 states on the BRFSS national phone survey. Sex assessed by phone voice only; it never directly asked. Again, please keep in mind that the questions on gender identity and sexual orientation are optional. For more information Visit: Centers for Disease Control and Prevention (CDC). Behavioral Risk Factor Surveillance System Survey Questionnaire. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. <http://www.cdc.gov/brfss/> last accessed 1/19/15.

2010 U.S. CENSUS SEX: What is this person's sex? Mark one box \_\_\_male \_\_\_female

CHALLENGES & OPPORTUNITIES IN REPORTING: How can we leverage data for equity-based policy making?

One-dimensional analysis & reporting: state and municipal pay equity reports usually report race or gender alone; K-12 and university graduation reports report race and gender alone; health equity reports usually report race and gender alone; law enforcement usually report race and gender alone; equal employment opportunity monitoring, etc.

**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”*

**Meeting Date: November 19, 2014, 12-1pm**

*Location: RWJF Center for Health Policy, 1909 Las Lomas NE, Downstairs conference room, UNM Main Campus; No Need to RSVP. Feel free to bring your own lunch/beverage.*

Agenda

- 12:00-12:15pm      Sign-In, Brief Introductions, Approval of the Agenda (15 minutes)
- 12:15-12:25pm      Update on Meetings with Provost, Associate Provost, VPs, Deans re: Systematic Collection of Parental Educational Attainment Data on all UNM Applications for Undergraduate and Graduate Study (10 minutes)
- 12:25-12:40pm      Bridging Multiple Race and Ethnicity Responses: Promising Practices for Enhancing Transparency at the Point of Data Collection & Inviting Community Dialogue on How Individuals are Counted/Bridged for Official Institutional, Statewide and National Reporting (15 min)
- 12:40-12:55pm      New Business & Open Discussion (15 min)
- 12:55-1:00pm      Announcements (5 min):
- a.      Save the Date: NM Early Childhood Symposium, April 23-24, 2015, RWJF Center for Health Policy, UNM. For more info visit: [healthpolicy.unm.edu](http://healthpolicy.unm.edu).
  - b.      Next Consortium Meeting: W1/21/15@12-1pm. Potential Agenda Items may include:
    - i.      Creating New Pilot Instruments for the Collection of Use-Inspired Race, Gender, Class, Ethnicity, Generational Status Multi-dimensional and Multilevel/Contextual Data at UNM & Beyond; \*Reminder: The Office of Management and Budget (OMB) allows for the contextualization of data collection; the only requirement is that whatever data is collected needs aggregated to the standard OMB categories for compliance purposes. Data can be leveraged to go beyond compliance to embrace Equity-based Policy Use/Practice.
    - ii.     Creating First Consortium Data Policy Research Brief; potential topics could be: “Establishing Pathways: From Harmonized Race, Gender, Class Data to Effective Equity-Based Policy”; Promising Practices in Hispanic Origin and Race Data; Promising Practices in the Collection of Gender & Sexual Orientation Data; Promising Practices in Bridging Data; Other items? (Target Date for First Brief: March 2015)
    - iii.    Other Agenda Items Suggestions for January and March meetings?

REMINDER: Regular meeting date/time is 12noon-1pm on the third Wednesday of every odd month.  
Future Meeting dates are: 11/19/14, 1/21/15, 3/25/15, 5/20/15, 7/21/15, 9/16/15, 11/18/15  
Previous meetings were: 7/31/14; 9/24/14.

*NOTE: Everyone is Welcome! If you would like to call in please dial the main # for the RWJF Center for Health Policy Tel: 505 277-0130 for assistance. If you need wheelchair access, please call the RWJF 277-0130 on the morning of the meeting so that you can get further instructions on how to access the downstairs conference room from the wheelchair parking in the back of the RWJF Center building.*



## AGENDA

**New Mexico Statewide Race, Gender, Class Data Policy Consortium  
Wed. 9/24/14, 12-1pm, RWJF Center for Health Policy (1909 Las Lomas NE),  
Downstairs conference Room; RWJF Center Main Tel: 505 277-0130**

1. Sign-in & Introductions (10 min)
2. Finalize Memo Requesting Systematic Collection of Parental Educational Attainment on all UNM Student Applications (10 min)
3. Plan Methods and Pedagogy Working Group Initiative for Spring 2015 (10 min)
4. Discuss Potential Funding Opportunities (e.g., Creating a Consortium Webpage; Creating Consortium-Endorsed Data Policy Briefs; Convening Methods & Pedagogy Working Group (10 min)
5. Institute/Center Updates/Announcements, Meeting with Provost 9/30/14; other Business (10 min)
6. Set Next Meeting Time & Agenda Items; Invitations to Other Research Institutes/Center Data Managers/Directors (both university-based and state & local agencies) across the state (10 min)

### FOR MORE INFORMATION CONTACT

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Nancy López, Ph.D., Associate Professor, Sociology  
Director & Co-founder, Institute for the Study of "Race" & Social Justice,  
RWJF Center for Health Policy; Co-Chair, Diversity Council  
Chair, Race, Gender, Class Section, American Sociological Association  
MSCO5 3080, 1 University of New Mexico (Office Rm: Soc. Science Bldg. 1053)  
Albuquerque, NM 87131-0001, nlopez@unm.edu; Office: 505 277-3101

.....

*"In addition to the obvious benefit of deepening our insights into social inequalities and how they interact, the study of intersectionality ...[examining the co-construction of race, gender, class and other axes of inequality together] has the potential to provide critical guidance for policies and programmes. By giving precise insights into who is affected and how in different settings, it provides a scalpel for policies rather than the current hatchet. It enables policies and programmes to identify whom to focus on, whom to protect, what exactly to promote and why. It also provides a simple way to monitor and evaluate the impact of policies and programmes on different sub-groups from the most disadvantaged through the middle layers to those with particular advantages."*

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<sup>1</sup> Sen, Gita, Iyer, Aditi and Mukherjee, Chandan(2009) 'A Methodology to Analyse the Intersections of Social Inequalities in Health', Journal of Human Development and Capabilities, 10: 3, 397 — 415.

July 24, 2014

INVITATION

TO: Directors and Data Managers, UNM Research Centers, Institutes, Divisions, Committees

FROM: Nancy López, Ph.D., Director & Co-founder, Institute for the Study of "Race" & Social Justice, RWJF Center for Health Policy; Associate Professor, Sociology, University of New Mexico [nlopez@unm.edu](mailto:nlopez@unm.edu), Tel: 505 277-3101 (Sociology Office)

WHAT: Dialogue on Establishing a New Mexico Statewide Race, Gender, Class Data Policy Consortium

DATE: Thurs. July 31, 2014, 1-3pm

WHERE: 1909 Las Lomas, NE 87131, downstairs conference room, RWJF Center for Health Policy (RWJF Main Tel: 505 277-0130)  
\*Note: Paid Parking available at the UNM Yale and Lomas Parking Structure behind the RWJF Center; credit cards only-no cash.

RSVP: [nlopez@unm.edu](mailto:nlopez@unm.edu)

Thank you for your leadership and contributions to high quality research that informs policy related issues in the state of New Mexico. As director and co-founder of the Institute for the Study of "Race" & Social Justice, housed at the RWJF Center for Health Policy, it is my pleasure to invite you to a dialogue on establishing a New Mexico Statewide Race, Gender, Class Data Policy Consortium. The dialogue will take place on Thurs. July 31, 2014 from 1-3pm in the downstairs conference room at the RWJF Center for Health Policy (1909 Las Lomas NE). The goal of this initial meeting is to provide a space for dialogue among research directors and data managers located within research centers within the University of New Mexico. Below I have included a tentative agenda. I have also included a one-page summary of proposal I recently submitted to the National Institutes of Health (NIH) that outlines a three-year statewide conference sequence entitled, "Establishing Pathways: From Harmonized Race, Gender, Class Data to Effective Health Policy."

Thank you for considering this invitation. Below is a tentative agenda. In the meantime, please do not hesitate to contact me if you have any questions. It would be helpful if you can RSVP by emailing me ([nlopez@unm.edu](mailto:nlopez@unm.edu)) by Wed. 7/30 so that I can make sufficient copies of materials for our meeting.

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### MEETING AGENDA (tentative)

1:00pm-1:20pm	Sign-in & Introductions
1:20pm-1:40pm	Vision/Mission/Specific Aims/Deliverables of NM Statewide Race, Class, Gender Data Policy Consortium
1:40pm-2:10pm	Discussion: What data do you currently collect, analyze and report? What needs to be improved? How can we establish high-quality data that looks at race, gender and class together for effective statewide policy in: (1) Education & Early Childhood (2) Health & Housing (3) Employment & Criminal Justice
2:10pm-2:25pm	Review List of Potential Consortium Partners
2:25pm-3:00pm	Announcements, Other Business, and Next Steps (e.g., working groups? Next meeting?)

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### BACKGROUND INFORMATION

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One-Page Description of Conference Grant Proposal Submitted to National Institutes of Health (NIH), Agency for Healthcare Quality Research (AHRQ) in May 2014; Notification by Feb. 2015

### SPECIFIC AIMS

AHRQ NIH R 13 PA-13-017

The "Establishing Pathways: From Harmonized Race, Gender, Class Data to Effective Health Policy" conference convenes 50 diverse scholars, policy makers, civic leaders and practitioners as panelists and on-going data policy working groups at the Institute for the Study of "Race" and Social Justice for a series of three free annual two-day conferences. Additional scholars, students and community members will be invited to attend and participate. We expect a total of 300 attendees at each annual conference. The Institute is housed within the Robert Wood Johnson Foundation (RWJF) Center for Health Policy, a National Institutes of Health (NIH) Center of Excellence at the University of New Mexico (UNM). Each conference will take place in Albuquerque on \*April 20-21, 2015 (Theme: Sharing Existing Questionnaires & Reports), \*April 21-22, 2016 (Theme: Exploring Innovations in Multi-Dimensional and Multilevel Measures) and \*April 20-21, 2017 (Theme: Consensus Policy Briefs on Race, Gender and Class Data Statewide Collection Tools). \* NOTE: These dates are tentative, pending notification re: funding request.

Building on the insights from our previous April 2011 NIH-funded R13 workshop on promising practices for conceptualizing and operationalizing race in Health Policy, we will develop new research methodologies that are built on an explicit attention the intersection of race, gender and class for the formation of effective health policy. The guiding questions for the conference is: How can an intentional focus on the intersection of race, gender and class in our data collection, analysis and reporting yield new insights

for research and policy briefs that advance health equity, particularly for vulnerable populations? Invited panelists will write five-page data policy briefs that address the following questions:

- (1) How can we harmonize data collection, analysis and reporting on race, gender, class and ethnicity to guide effective health policy? What data collection instruments and data sets do we already have for race, gender, class, ethnicity, etc.?
- (2) What innovations in data collection, analysis, and reporting do we need? What statewide data collection tools can be developed that could be of value to the entire state?
- (3) What are the common structural inequalities that undergird inequities in health systems, education, criminal justice, housing and employment? And how can policies address them?
- (4) What are the barriers to and opportunities for advancing sustainable institutional transformations, policies and practices that advance health equity?

The aims for the annual three-year conference sequence are:

- (1) Creating a website portal that archives all current statewide data collection questionnaires, instruments, analytical strategies, protocols, and reports on race, gender, class and social determinants of health
- (2) Creating three-year data policy working groups to harmonize statewide data collection on race, gender, class and ethnicity in health, education, criminal justice, employment and housing across the state of New Mexico
- (2) Creating and piloting new data collection instruments that make possible the analysis of the intersection of race, gender, class together and employ more than one measure

At the end of the three-year project, we will seek publication of the expanded conference and working group policy briefs as chapters for an edited volume, tentatively entitled, "Establishing Pathways: From Harmonized Data—Race, Gender, Class—to Effective Health Policy." It is our hope that these efforts will generate innovations in New Mexico that can inspire similar systems changes in Health Research Quality Data across the nation that establish pathways from harmonized data collection to effective health policy.

Discussion Questions for Day One of Conference:

- (1) What instruments and data do we already have?
- (2) What innovations or new data do we need? How can we leverage multi-dimensional and multilevel measures?
- (3) How can we link individual level data with multi-level data? How can we conduct effective longitudinal and trend analysis?
- (4) How can be attentive to the complex ways in which race, gender, class and ethnicity interact in the social determinants of health?
- (5) What are the most pressing policy relevant questions and issues that need attention in health, education, criminal justice, housing and employment?
- (6) How can we establish pathways from effective data collection, analysis, and reporting to effective policy?

Discussion Questions for Day Two of Conference:

- (1) What are the top key action items? If you had to prioritize three to four high impact action items, what would they be?
- (2) What are the barriers and opportunities for improving data collection? What is the technical feasibility? What are the funding challenges and opportunities?
- (3) Who are the key leaders for advancing these key action items in data collection, analysis and reporting and data policy change?
- (4) How can we advance transparency, accountability and foster public involvement and the involvement of diverse community partners in sustained dialogues about data collection and the advancement of policies that address the intersection of race, gender and class to promote health equity?

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**INSTITUTE FOR THE STUDY OF "RACE" AND SOCIAL JUSTICE**

Robert Wood Johnson Foundation (RWJF) Center for Health Policy  
University of New Mexico

**Mailing Address:** Dr. Nancy López, Sociology Department, MSC05 3050  
1 University of New Mexico, 1915 Las Lomas NE, Albuquerque, NM 87131

**Phone** 505-277-3101

**Email** nlopez@unm.edu

**Website** <http://healthpolicy.unm.edu/about/initiatives/isrsj>

**Director** Nancy López, PhD (Director & co-founder)

**Founded** January 2009

**Mission** To promote the establishment of empirical, theoretical and methodological clarity about "race" that draws on cutting-edge thinking from multiple disciplines and diverse empirical traditions  
To develop ways of empirically measuring "race" and assessing racialization processes in order to develop strategies for ameliorating race-based inequality

**Institute Principal Funding**

RWJF Center for Health Policy (initiative seed funding; in-kind staff support); 2010  
National Institutes of Health Workshop Grant (2010)

**Institute Objectives**

- Provide best practices expertise (i.e., empirical, theoretical, methodological) and consulting to researchers in the natural and social sciences seeking to incorporate racial variables and racialization processes and dynamics into their studies.
- Provide expertise and consulting community members and policy-makers at the tribal, state, county and municipal levels for measuring (assessing) and ameliorating (addressing) racial disparities; create successful research partnerships between the university and surrounding local and national communities.

- Foster an institutional context for ongoing scholarly conversations about the empirical, theoretical and methodological understanding and empirical study of "race."
- Mentor RWJF Center fellows in their predoctoral, dissertation, and postdoctoral studies; career development of the next generation of scholarship on "race" disparities, equity and social justice.
- Nurture research agendas of UNM faculty as they relate to mapping and interrupting racial disparities and promoting equity and social justice in health and community viability, education, law and criminal justice.
- Improve national and local race data collection (e.g., Census, NM Hospitals Association, K-20)

### **Institute Activities**

2009	"Race" Study Group, 20 participants (Fall)
2009-2010	Speaker series, "Troubling 'Race': Cutting Edge Research Design Across the Disciplines," 300-400 participants over four lectures
2011	Symposium, "Counting 'Race': Racial & Ethnic Measurements for the 2020 Census," 150 participants (September 9)
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Gómez, Laura and Nancy López. 2013. Mapping "Race": Critical Approaches to Health Disparities Research. New Brunswick, NJ: Rutgers University Press

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## NANCY LOPEZ BIO

Nancy López ([nlopez@unm.edu](mailto:nlopez@unm.edu)), Ph.D., is associate professor of sociology at the University of New Mexico (UNM). She directs and co-founded the Institute for the Study of "Race" and Social Justice (2009-present), housed at the Robert Wood Johnson Foundation (RWJF) Center for Health Policy. Dr. López earned a B.A. in Regional Studies in Latin America with a minor in Spanish (1991) from Columbia College, Columbia University. Dr. López earned a Ph.D. in Sociology (1999) from the Graduate School and University Center, City University of New York (GSUC-CUNY).

López's scholarship, teaching and service is guided by the insights of intersectionality (the importance of examining race, gender, class, together) for interrogating inequalities across a variety of social outcomes including education, health, employment, housing, etc.. Dr. López co-edited a volume entitled, *Mapping "Race": Critical Approaches to Health Disparities Research* (Rutgers, 2013). Her book, *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education* (Routledge, 2003) focuses on the race-gender experiences of Dominicans, West Indians, and Haitians to explain why girls are succeeding at higher rates than boys.

The daughter of Dominican immigrants, Dr. López's first language is Spanish. Dr. López was born in the Lower East Side of Manhattan and she was raised in Baruch Public Houses. In 1987 she graduated from the last large public vocational high school for girls.

**- INVITATION TO A DIALOGUE -**

**New Mexico Statewide  
Race, Gender, Class Data Policy  
Consortium, *established July 2014***

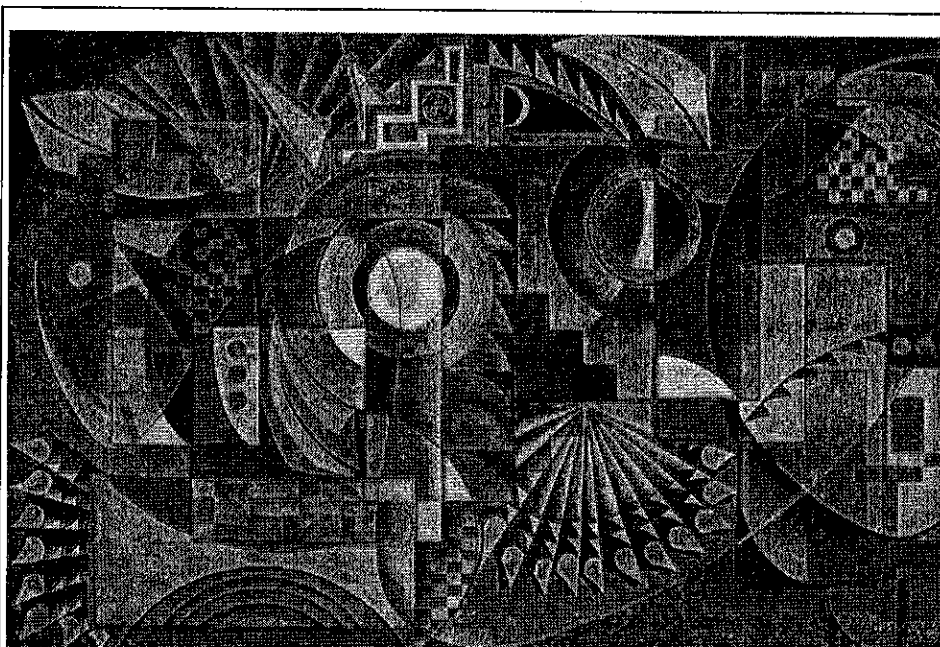
**2014 Meetings: 7/31, 9/24, 11/19  
2015 Meetings: 1/21, 3/25, 5/20, 7/21, 9/16, 11/18  
@12-1pm, RWJF Center for Health Policy**

**Convener:  
Institute for the Study of "Race"  
& Social Justice, established Jan. 2009**

**CONVERSATION TOPIC ...**

How can scholars, policy makers, practitioners, civic leaders engage in productive dialogues about equity-focused data collection, analysis and reporting in health, education, criminal justice, employment, housing?





*HARMONIZING RACE, GENDER, CLASS DATA  
FOR EFFECTIVE POLICY FOR DIVERSE COMMUNITIES IN STATE OF NEW MEXICO*

## VISION

*THE NEW MEXICO STATEWIDE RACE, GENDER, CLASS  
DATA POLICY CONSORTIUM WILL BE A*

**research design and methodology incubator** – convergence space that fosters the exchange of ideas and innovative value-added strategies anchored in the insights of **examining race, gender, class together for improving** data collection that advances **contextualized policy-relevant knowledge about inequities in a variety of policy arena including health, employment, housing, criminal justice, education and early childhood.**

*THE CONSORTIUM ASPIRES TO BE A NATIONAL LEADER IN  
ESTABLISHING PATHWAYS --*

*FROM HARMONIZED DATA COLLECTION,  
ANALYSIS, AND REPORTING --*

*TO EFFECTIVE POLICY THAT ADDRESSES THE NEEDS OF THE DIVERSE  
COMMUNITIES IN NEW MEXICO AND BEYOND*

*For More Info email: Dr. Nancy Lopez, [nlopez@unm.edu](mailto:nlopez@unm.edu)*

**\*\*\*FIRST IN THE COUNTRY\*\*\***

## POINT OF DEPARTURE ... INTERROGATING INEQUALITY

The ultimate purpose of the collection of racial and ethnic, gender, class, etc. data in the state of New Mexico is to **monitor historic and on-going inequalities & civil rights policy and enforcement in:**

- Health
- Housing
- Education
- Employment
- Criminal justice
- Political Representation/Voting and other policy arenas

See **Civil Rights Act of 1964**

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## GUIDING QUESTIONS ...

- (1) What are the **most pressing policy relevant questions and issues** that need attention in health, education, criminal justice, housing and employment?
- (2) **How can we harmonize data collection, analysis and reporting** on race, gender, and class (as well as other axes of inequality, including ethnicity/national origin, generational status, sexual orientation, disability, veteran status, etc.) to **guide effective health policy**?

## Communication, Coordination & Collaboration

- What data collection instruments and data sets do we already have?
- What innovations in data collection, analysis, and reporting do we need?
- What statewide data collection tools can be developed that could be of value to the entire state?

## CONSORTIUM VALUES

- Inclusive Leadership: Diversity is our strength
- Interdisciplinary, Transdisciplinary Research
- Multiple Epistemologies & Methodological Approaches
- Transparency
- Equity-Based Accountability
- Community Collaboration, Education & Outreach
- Attention to Power Dynamics & Commitment to Power Sharing
- Justice & Social Responsibility
- Do No Harm

## STRATEGIC POLICY ARENAS FOR DATA HARMONIZATION ...

Health & Housing

Employment & Criminal Justice

Education & Early Childhood

- In 2010 HB 60 Educational Data System – Data Warehouse
- In 2013 HB 112 Data in School Accountability Reports
- National Forum on Education Statistics, Race/Ethnicity Data Implementation Task Force. (2008). *Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories* (NFES 2008 802). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Requires that all schools implement plan for 2-part questions on Ethnicity and Race as per OMB standards, but need contextualization.

### Consortium Objectives & Deliverables

- (1) **explicit attention to intersectionality** looking at race, gender and class, etc. together for the formation of effective health policy
- (2) **new research methodologies and innovations** in data collection, analysis and reporting
- (3) **use-inspired** and **accessible** data policy and other **policy briefs** for researchers, policy makers, practitioners and broad diverse communities
- (4) **common collection instruments** for detailed Hispanic origin/ethnicity, race, gender, class and other policy areas (sexual orientation, disability, veteran status, etc.)

## Challenges & Opportunities

- Lack of Systematic class data (zip code, free lunch inadequate; need parental education attainment)
- Conflation (measurement equivalence) of race (master social status) with ethnicity (cultural background) or national origin (nationality) or ancestry (distinct lineage/geographic origin) without justification
- Conflation of race with class (e.g., NM funding formula)
- Homogenization of Latinos: Lack of Detailed Hispanic origin and generational status
- Outcomes seldom leverage intersectionality-reports do not disaggregate by multiple indicators (Graduation rates; Pay equity)
- Lack of longitudinal data; Inability to track same individual across time
- Lack of contextual variables; little multi-level data (e.g., residential segregation; school level segregation or curriculum tracking)



## RACE-GENDER-EDUCATION GAPS IN LIFE EXPECTANCY (1990-2008)

NEW YORK TIMES HEADLINE:

Tavernise, Sabrina. 2012. "***Life Spans Shrink for Least-Educated Whites in the U.S.***" New York Times, Sept. 10<sup>th</sup>.

ORIGINAL STUDY:

Olshansky et. al., 2012. "***Differences in Life Expectancy Due To Race And Educational Differences Are Widening, And Many May Not Catch Up,***" Health Affairs, 31(8):1803-1813.

\* Reports that Latin@s have highest life expectancy; however not disaggregated by racial status or national origin or generational status – implications for policy????

Hispanic/Latin@s Within the Same Biological Families  
May Occupy VERY Different Racial Statuses



**Expensive "Real Estate"? Unintended consequences of conflation/measurement equivalence...**

Do all of these national origin and racial subgroups groups have the same life expectancy, ed. attainment, employment, earnings, experience with law enforcement, experience going to the voting booth or in seeking health care, looking for an apartment/house?

Do co-ethnics all they occupy the same STREET-LEVEL RACE (See Bonilla-Silva, 2014)?

STREET-LEVEL RACE  $\neq$  ETHNICITY  $\neq$  NATIONAL ORIGIN  $\neq$  ANCESTRY  $\neq$  GENERATIONAL STATUS

2010 Hispanic Origin In U.S. (*National Average)	White (53%*)	Some Other Race (37%*)	Black (3%*)
Mexican, Mex. Am., Chicana/o	53%	40%	1%
Puerto Rican	53%	28%	9%
Cuban	85%	6%	5%
Dominican	30%	46%	13%
South American	66%	25%	1%

## Limits of Homogenization ...

- Kaplan et al., (2014) Body Mass Index, Sex, and Cardiovascular Disease Risk Factors Among Hispanic/Latinos, The Journal of the American Heart Association

### STRENGTHS

- Diverse Sample (Multiple Hispanic Origin); class data: educational attainment; disaggregated by gender (but not for each national origin group)

### LIMITATIONS

- No data on generational status; no contextual variables/housing/residence; no disaggregation by race

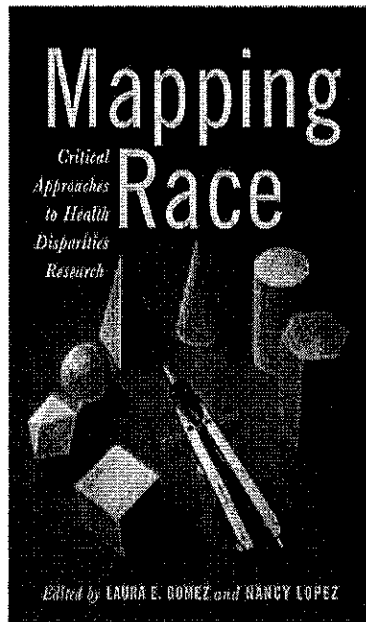
## National Center for Education Statistics 2008 Guidelines

- Call for the two-question format in school data collection
- No analysis of this recommendation
- Why hasn't it been utilized?
- Why are we throwing out the baby with the bath water?

## Value-added by two questions on Hispanic origin & race for equity-based research and policy

- HEALTH:
  - LaVeist-Ramos et al., (2012)
  - Gravlee et al., (2005)
  - Jones et al., (2008)
  - McIntosh (2013)
- CRIMINAL JUSTICE
  - Steffensmeier & Demuth (2000)
  - Sampson & Lauritsen (1997)
  - Walker et al., (2011)
- EDUCATION & EMPLOYMENT:
  - Rodriguez et al., (2011)
  - Telles & Murgia (1996)
  - López (2003)
- HOUSING:
  - Logan (2003)
  - Turner et al., (2013)
  - Massey & Denton (1994)





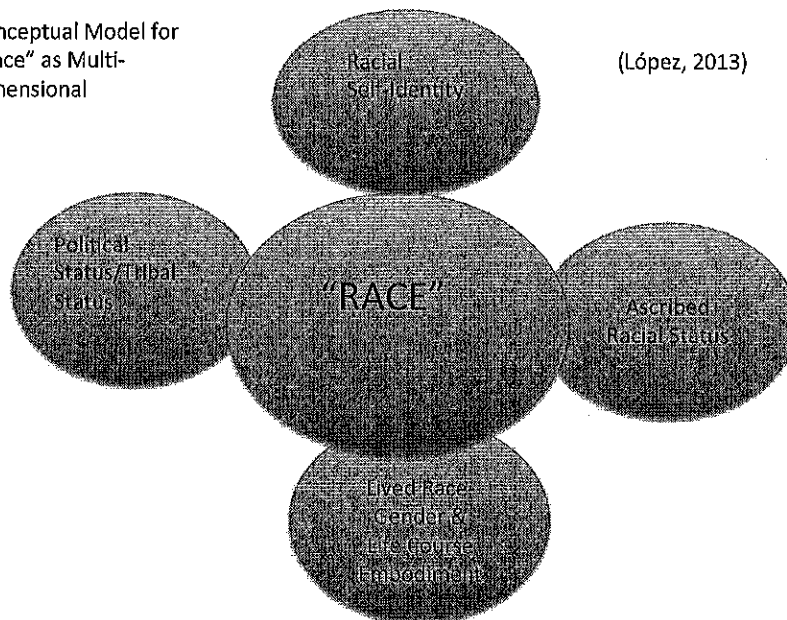
Rutgers University Press

Provides an arsenal of multidisciplinary, conceptual, and methodological tools for studying "race" specifically within the context of health inequalities and beyond.

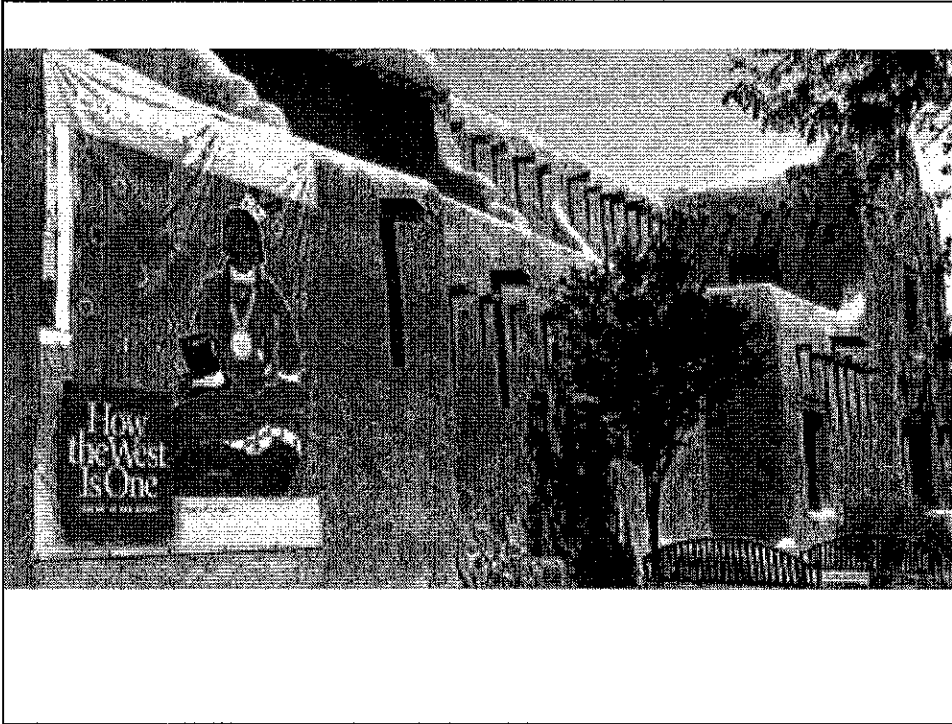
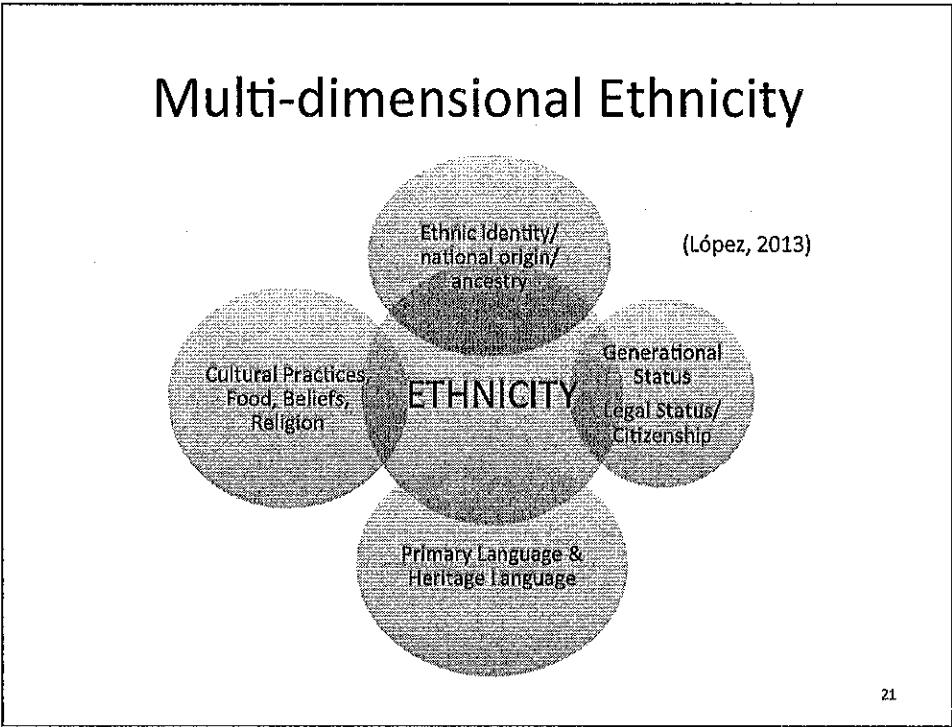
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Conceptual Model for "Race" as Multi-dimensional

(López, 2013)

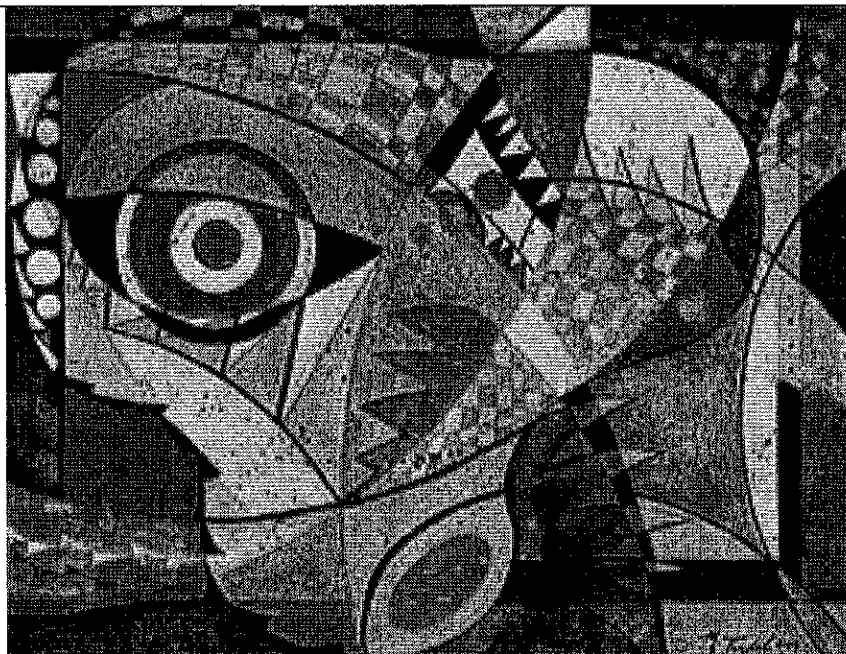


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### Race-Gender Gaps in UNM 6-Year Undergraduate Graduation Rates

Race, Ethnicity, Immigration Status, Gender	(Entering in 2005, Graduated by 2011)	Male	Female
American Indian	22%	22%	22%
Asian	67%	47%	62%
Black	37%	41%	34%
Hispanic	43%	38%	44%
White	57%	45%	53%
International Students	70%	67%	73%
Female	47%		
Male	41%		
Total Student	45%		



## UNM RACE-CLASS GRADUATION GAPS (Entering Fall 2005-Graduated by Spring 2011)

Race and Ethnicity	> \$ 78,000 Parental Income
American Indian	38%
Asian	58%
Black	28%
Hispanic	51%
White	57%

NM HB 112 DID NOT SPECIFY CLASS COLLECTION

## 1<sup>st</sup> yr entering Fall 2005 & Graduating Spring 2010 (6-yr graduation rate: 47%)

Race or Ethnicity	No Pell	Pell	Race and Ethnic Graduation Gap for Pell recipients
Hispanic	46%	39%	-8%
White	50%	46%	-1%
Native American	17%	30%	-17%
Black	41%	32%	-15%
Asian	52%	57%	+10%

## OPPORTUNITIES FOR TRANSFORMATIVE RESEARCH & POLICY

***ALL OF THESE CHALLENGES ARE OPPORTUNITIES FOR STRATEGIC VALUE-ADDED INNOVATIONS THAT POSITION THE UNIVERSITY OF NEW MEXICO (UNM) AS A LEADER IN HARMONIZING STATEWIDE AND NATIONAL DATA POLICY THAT ADVANCES POLICY RELEVANT KNOWLEDGE FOR MEETING THE NEEDS OF DIVERSE COMMUNITIES IN THE TWENTY-FIRST CENTURY***

**THE CONSORTIUM IS THE FIRST STATEWIDE RACE, GENDER, CLASS DATA POLICY CONSORTIUM IN THE COUNTRY**

## Transformative Policy for NM Prisons?

- NYTimes, 5/30/14, "Prison Programs Turns Inmates into Intellectuals"
- Bard Prison Initiative, begun in 1999, which provides a Bard College education to prisoners in New York State, has reported that **two-thirds of program alumni are employed, finishing college degrees or enrolled in graduate school**, including at New York University, Columbia and Yale. Most who are working are doing so in social service, which is also true of the graduates of another program in New York, known as College and Community Fellowship, that helps women leaving prison finish college.
- See also **Prison Reentry Institute, John Jay College, CUNY**

## On-going Consortium Projects...

**PROJECT 1:** Collecting detailed parental educational attainment on all UNM student application materials as well as other state institutions as well as early education programs and K-12 via common application/questionnaire.

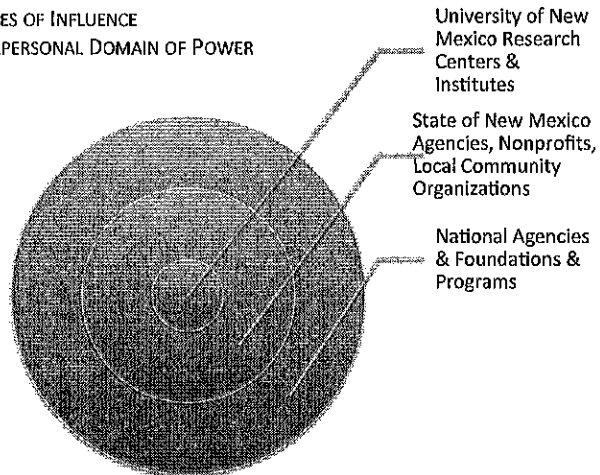
**PROJECT 2:** Methods & Pedagogy Faculty Fellow Working Group; Interdisciplinary Race, Gender, Class Methods Faculty Fellows participate in on-going dialogues and cross-fertilizations among communities of practice that cross-disciplinary instructors. Modeled as a working group under the Consortium, it is our hope that the Faculty Fellows contribute to innovations in theory and methods that focuses on race, gender and class and state policy. Faculty, instructors (both tenure and non-tenure track/including part-time instructors) are invited to join. Teaching faculty from all colleges, programs, centers/institutes and multiple disciplines as well as diverse empirical traditions are especially welcome.

**PROJECT 3:** Policy Briefs on Statewide and National Data Collection

**PROJECT 4:** Developing and piloting a common instrument for the collection of multidimensional and multilevel measures and data on race, gender, class data in K-20. Eventually the pilot instrument will be tested in different types of institutional settings of policy relevance including education and health (e.g., colleges/universities, K-12 schools and early education sites as well as facilities that provide health care) in the state of New Mexico.

## GOT INFLUENCE? KEY PARTNERS

CIRCLES OF INFLUENCE  
INTERPERSONAL DOMAIN OF POWER



## Ten Years From Now

### How we will know that our efforts have been successful?

- intersectional analysis (race, gender, class together) become the "gold standard"
- Robust Portal Showcasing our questionnaires, reports
- Working groups focused on policy areas effective statewide policy
- Data Warehouse and policy briefs
- Contextualized Multi-dimensional and Multi-Level Data tied to individual level measures
- Transformational Policy that Addresses the Needs of Diverse Communities in the State

## Detailed ...

- Class data (Parental Educational Attainment) early education; K-20
- Detailed Hispanic origin and generational status
- Longitudinal & Trend Analysis of Graduation Rates disaggregated by race-gender-class
- Key Transformations in all social outcomes in Key Policy Arenas that improve the outcomes of all people in the state of New Mexico

## Next Steps: Implementation

- Consortium Name? Website? Listserv?
- Invite Other UNM Research Data Centers/ Institutes?
- Other State/NonProfit/Private Partnerships beyond UNM?
- Who are the key leaders for advancing improvements in data policy vis-a-vis collection, analysis and reporting and data policy change?
- What are the top key policy arenas? If you had to prioritize 3-4 high impact data policy action items, what would they be?

## Thank you!

- Diversity Council Data Subcommittee
  - Dr. Meriah Heredia-Griego
  - Dr. Sonja Robinson
  - Dr. Tyson Marsh
- Co-PIs, NIH-AHRQ (Submitted May 2014, not funded):  
Dr. Sonia Bettez & Dr. Kimberly Huyser; Carmela Roybal, RWJF Fellow
- RWFJ Leadership Team & Staff
- QUESTIONS : Dr. Nancy López, [nlopez@unm.edu](mailto:nlopez@unm.edu)
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