

COLLECT DETAILED HISPANIC ORIGIN

Currently, UNM data collection lumps all Hispanics (e.g., Mexican, Puerto Rican, Cuban, Guatemalan, New Mexican Hispanic with nonimmigrant background outside of the U.S. are lumped into one category. The research literature documents major differences in education outcomes by racial and ethnic background among Hispanics and UNM has institutional data on these complex inequalities (Saenz and Morales 2015; Hogan 2017; LaVeist-Ramos et al., 2011; Pinheiro, P. et al. 2017; Vidal Ortiz 2006). However, the Census states that: “Hispanic origin can be viewed as the heritage, nationality, lineage, or country of birth of the person or the person’s parents or ancestors before arriving in the United States. People who identify as Hispanic, Latino, or Spanish may be any race” (Compton et al., 2012).

If we homogenize Hispanics/Latinos then we miss opportunities to advance equity. Instead, we need an intersectional approach. Baca Zinn and Zambrana (2019:2):

When we disaggregate Hispanic origin by national origin we make visible inequities that would otherwise remain unseen and inactionable (Saenz and Morales 2015:94).

These disparities are also visible in wage and salary income levels among distinct national origin groups in the Hispanic origin (Saenz and Morales 2015:115):

Hispanic origin data is a vital data point for unraveling equity in educational attainment and earnings. Below is the question format used in the Census that can help us capture these inequalities.

HISPANIC ORIGIN

Are you of Hispanic, Latino or Spanish origin? Yes or No. If Hispanic please indicate your specific national origin such as Mexican, Puerto Rican, or some other Hispanic origin. You may mark/list more than one Hispanic origin that applies to your background.

No, Not of Hispanic origin

Yes, Mexican, Mex. Am, Chicana/o

Yes, Puerto Rican

Yes, Cuban

Yes, Some other Hispanic group. For example, Dominican, Colombian, Bolivian, Argentinian, Spaniard, Hispanic from Northern New Mexico; Hispanic With roots in Southern New Mexico; Hispanic from Eastern New Mexico; Hispanic From Western New Mexico; Manito-Northern New Mexico; Nuevomexicano/a Hispanic, Tejana/o, Spanish-American / New Mexican Hispanic, etc.)

Write in: _____

DISAGGREGATE TRIBAL / INDIGENOUS ENROLLMENT FROM RACE

Currently we collect data on NM tribal status within the race questions. Given that students are often from multiple tribal statuses outside of the state it would be important to create a separate question on tribal status as separate from race.

Are you an *enrolled* member of your Tribe, Pueblo or Nation?

Yes: Please list enrolled Tribe, Pueblo or Nation: _____

No

NATIVE AMERICAN/AMERICAN INDIAN/FIRST NATIONS/TRIBAL ORIGIN(S)

American Indians/Native Americans have their roots in many different tribes, nations and national origins in the Americas (regardless of enrollment status). What are your origins in Native American/American Indian or other Indigenous nation(s). Please mark all that apply: Diné/Navajo Nation, Zuni Pueblo, Taos Pueblo; Picuris Pueblo; Ohkay Owingeh; Santa Clara Pueblo; Jicarilla Apache Nation; San Ildelfonso Pueblo; Name Pueblo; Pojoaque Pueblo; Tesuque Pueblo; Cochiti Pueblo; Santo Domingo Pueblo; San Felipe Pueblo; Santa Ana Pueblo; Sandia Pueblo; Jemez Pueblo; Isleta Pueblo; Acoma Pueblo; Laguna Pueblo; Mesacalero Apache Tribe; Cherokee Nation; Other Pueblo, Tribe, Nation, Please Write in: _____

DESCENDANT OF U.S. SLAVERY

Are you the descendent of the U.S. enslavement of African Americans?

____ Yes

____ No

____ Prefer not to answer

RACE FOR CIVIL RIGHTS MONITORING AND ENFORCEMENT

Add some other race and/or brown to capture individuals who do not identify with standard race questions

Hispanics that are phenotypically white or phenotypically Black are able to mark a race box, but the vast majority of Hispanics that are not racialized as Black or white and do not identify as Native American have no box to mark. Yet, many Brown Hispanics are subjected to unequal treatment in the voting booth, seeking housing and health care. In the absence of another racial category to capture Hispanics and others that are subject to racialization as Brown bodies, we hope to innovate by capturing this racial status by adding a “Brown” category (Telles & Murguía. 1996; Baca Zinn and Zambrana 2019; Telles 2014; Hogan 2017; Logan 2003; Sue 2014; Jones et al., 2008; Massey and Denton 1993; Tucker 2006; Rodriguez, Argeros, and Miyawaki 2011.). If this is not possible, the Census does include the “Some Other Race” category. This will allow us to identify if there are any unequal patterns in enrollment and graduation, particularly for Hispanics, but also for Native Americans, Middle Eastern and other students that may not identify as racially White, Black, Asian or Native American. Below is a sample questionnaire format:

What is your race? For the purpose of this question, race is defined as a social status that is independent and not equivalent to culture, ethnicity, ancestry, familial or genetic origin. Please mark only one box that is your primary identity for civil rights monitoring and enforcement.

American Indian, Native American, Indigenous

Asian

Black

Brown

White

Some other Race; Please write in: _____

TRANSPARENCY ON HOW INDIVIDUALS MARKING MORE THAN ONE RACE WILL BE TABULATED FOR STANDARD INSTITUTIONAL REPORTING OF GRADUATION AND HIRING OUTCOMES AND CAPITALIZING ALL RACE, INDIGENOUS, OTHER PROPER NOUNS OUT OF RESPECT

We hope that along with instructions about the equity use of demographic data collection, we can also provide standard information on how individuals marking more than one race will be tabulated for graduation. If an individual marks multiple boxes (e.g., Native American and Black or Native American and Hispanic, etc.) then there should be instructions on how they will be tabulated for graduation, pay equity assessments and other outcomes. We also need transparency on how individuals marking one along with Hispanic origin will be tabulated for standard reporting on graduation, employment, equity adjustments, etc. For instance, at this time it is not clear what will happen with individual data where people marking that they are Hispanic origin and marking Black going to be tabulated as Hispanic for graduation? What about for pay equity studies on Black Faculty? Would they be included in the equity adjustments that may be deemed necessary in analysis of Black-White pay gaps or would they be deemed to fall into the Hispanic group only? How will those leaving the race or gender question blank be counted in graduation and other outcomes such as employment, pay equity adjustments, etc. It is also important that all references to Indigenous Nations, race (e.g., Black, Asian) or origin be capitalized out of respect for entire groups of people and communities (Census Bureau 2020).

DISABILITY STATUS

We also would benefit from collecting data on Disability (Brown and Leigh 2018).

Do you have a disability? _____ Yes _____ No _____ Refused

FRAMING THE QUESTION: THE IMPORTANCE OF COMMUNICATIONS THAT THESE DATA WILL BE USED FOR BETTER SERVING OUR DIVERSE COMMUNITIES

We hope that in the spirit of transparency we provide clear description of why we are collecting this data and how individuals who mark one or more race will be tabulated for purposes of equity monitoring and interventions. For example, the current language on UNM banner demographics states that this data is only for federal compliance. It should also explain that this data are used to provide equitable opportunities for communities that have been historically underserved by institutions of higher education. IT is also not clear what will happen to data that is left blank. Will those who leave the data blank be reallocated. It is also unclear why gender identity is marked are required but all other data is optional.

RECOMMENDED ADDITIONAL QUESTIONS FOR SURVEYS: STREET RACE, ANCESTRY

Now for something a bit different. If you were walking down the street what race do you think others who do not know you would automatically assume you were based on what you look like?

This question would help us understand if there are differences in enrollment and graduation for those Hispanic, Native Americans, Blacks, Asians, etc. that may report that they believe that they are seen as white in spite of how they may identify (Jones et al., 2008; López et al., 2017a; Vargas et al., 2019).

ANCESTRY OR ETHNIC ORIGIN

What is your ancestry or ethnic origin?

For example, Italian, Chinese, German, American, French, African American, Cambodian, Cape Verdian, Brazilian, Japanese, Haitian, Moroccan, Korean, Panamanian, etc.

This question will allow us to examine ethnic diversity within racial groups such as Black ethnic groups, Asian Ethnic Groups, White Ethnic, etc.

We would benefit from data that helps us serve the LGBTQ+ communities. Below are some suggested improvements.

PRONOUNS

- She/Her/Hers
- He/Him/His
- They/Them/Theirs
- Ze, hir
- Not Listed: _____ (Please write in)
- Prefer not to answer

GENDER IDENTITY

- Woman
- Gender Variant/Non-conforming Man
- Man
- Non-Binary
- Transgender Person
- Transwoman
- Transman
- Not Listed: _____ (Please write in)
- Prefer not to answer

SEXUAL ORIENTATION

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Not Listed: _____ (Please write in)
- Prefer not to an

SEX ASSIGNED AT BIRTH

What sex were you assigned at birth, on your original birth certificate?

1. Female
2. Male_
3. Other: Write in_

COLLECT FIRST GENERATION COLLEGE STATUS FOR ALL STUDENTS

Add a question on parental education attainment (e.g., first generation college status is defined as having no parent with a four-year college degree or higher) to all applications (Connelly, Gayle, & Lambert 2016). Note: In 2015 first generation college status was added to all undergraduate applications, but not the graduate application. The current question format for collecting first generation college status on the undergraduate application does not specify a point in time for the collection of parental education (e.g., 16 years of age). See attached results for undergraduate that show very different enrollment patterns and four and five-year cohort graduation by race-gender and first gen status. Note we were not able to analyze six-year cohort graduation because 2015 was the first year that parental education was collected from all students. Eventually it will be important to collect first generation status for faculty to assess any inequities in hiring and tenure and promotion as well as for staff in terms of career trajectories and promotions. We will use this data to map inequities and chart our progress towards creating equity lifts historically underrepresented groups in the university (undergrad/grad), staff and faculty.

PARENTAL EDUCATIONAL ATTAINMENT FOR COLLECTING DATA ON FIRST GENERATION COLLEGE STATUS

This question format builds on the question format in the General Social Science Survey as well as the American Community Survey, Census Bureau.

Think back to when you were 16 years old. What is the highest degree or level of school that parent/guardian #1 completed in the U.S. or any other country?

Think back to when you were 16 years old. What is the highest degree or level of school that parent /guardian #2 completed in the U.S. or any other country?

For each question, the directions would indicate the following directions: Mark one box.

- No schooling
- Nursery School to 4th grade
- 5th grade or 6th grade
- 7th grade or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade, No Diploma
- High School Graduate; high school DIPLOMA or the equivalent (for example: GED)
- Some college credit, but less than 1 year ___
- One or more year of college, no degree
- Associates degree (for example: AA, AS)
- Bachelor’s degree (for example: BA, AB, BS)
- Master’s degree (for example: MA, MS, MEng, EEd, MSW, MBA)
- Professional Degree (for example: MD, DDS, DVM, LLB, JD)
- Doctorate Degree (for example: PhD, EdD)

