INVITATION: Next Meeting Wed. 11/19/14, 12-1pm, RWJF Center for Health Policy
(1909 Las Lomas NE, Downstairs Conference Room; bring your own lunch)

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.** *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. Established July 2014, 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 Additions (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)

Challenges & Opportunities

•   **Lack of Systematic class data**: zip code, free lunch inadequate; need parental education attainment
•   **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 1st generation, U.S.-born 2nd generation, 3rd generation, lumped with 15th

generation New Mexicans of Spanish ancestry, etc.)
• **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., pay equity reports usually report: gender inequities alone or race inequities alone leaving gender-race gaps invisible)
> • Those who work on class usually don't consider race or gender inequities (e.g., high school and college graduations reports usually report race and gender rates separately);
> • Few if any reports include class report outcomes by race and class; Strategic opportunity to develop effective policies that address race-gender and race-class gaps in different social outcomes;

• **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.)

ALL OF THESE CHALLENGES ARE OPPORTUNITIES FOR STRATEGIC VALUE-ADDED INNOVATIONS THAT POSITION UNM AS A LEADER IN HIGH QUALITY DATA POLICY THAT ADVANCES HIGH QUALITY RESEARCH FOR MEETING THE NEEDS OF DIVERSE COMMUNITIES IN THE TWENTY-FIRST CENTURY (FIRST 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.)

PROJECT 1: Collecting parental educational attainment in all UNM student application materials.

PROJECT 2: Methods & Pedagogy Working Group (e.g., Interdisciplinary Race, Gender, Class Methods Faculty Fellows that participate in on-going dialogues (convergence space) and cross-fertilization among communities of practice on methodological innovations on data collection, analysis, and reporting on race, gender and class across colleges and multiple disciplines and empirical traditions).

PROJECT 3: Policy Briefs on Statewide Data Collection

CONSORTIUM VALUES

Inclusive Leadership: Diversity is our strength
Interdisciplinary, Transdisciplinary Research
Multiple Epistemologies & 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

FOR MORE INFORMATION CONTACT: Dr. Nancy López, nlopez@unm.edu; Director, Co-Founder, Institute for the Study of "Race" & Social Justice; Associate Professor, Sociology. Downloadable PowerPoint Available: http://sociology.unm.edu/people/faculty/profile/Nancy%20López.html under "NM Statewide Race, Gender, Class Data Policy Consortium"