



**BOARD OF REGENTS  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE**

**MEETING AGENDA**

**March 31, 2016  
1:00 PM  
Roberts Room  
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING

March 31, 2015 – 1:00 p.m.  
Roberts Room, Scholes Hall

**AGENDA**

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** **TAB A**
- III. Reports/Comments:**
  - Provost's Administrative Report
    - i. Chaouki Abdallah, Provost & EVP for Academic Affairs*
  - Member Comments
  - Advisor Comments
- IV. Action Items:**
  - A. Form C: Associates Degree in Mathematics, Valencia Campus** **TAB B**
    - Laura Musselwhite, Dean, Valencia*
    - Julie DePree, Chair of Mathematics, Valencia Campus*
  - B. Form D: Race & Social Justice Interdisciplinary Grad Certificate** **TAB C**
    - Nancy Lopez, Director, Institute for the Study of Race & Social Justice*
  - C. Posthumous Degree: Markel Byrd** **TAB D**
    - Amy Neel, Associate Professor & Faculty Athletics Representative*
- V. Information Items:**
  - A. Form C: Population Health** **TAB E**
    - Deborah Heilitzer, Dean, College of Population Health*
  - B. Research Office Update** **TAB F**
    - Gabriel Lopez, Vice President for Research*
  - C. Emergency Planning** **TAB G**
    - Byron Piatt, University Emergency Manager*
- VI. Faculty Presenter**
  - Trish Henning, Professor of Physics & Astronomy** **TAB H**
    - "Discovering Hidden Galaxies Behind the Milky Way"
- VII. Public Comment**
- VIII. Adjournment**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

March 3, 2015 – 1:00 p.m.  
Roberts Room, Scholes Hall

**Meeting Summary  
(All “TABS” correlate to the March 3rd ASAR E-Book)**

**Committee members present:** Regent Bradley Hosmer, Regent Ryan Berryman, Senior Vice Provost Carol Parker, Staff Council President Crystal Davis, Faculty Senate President Stephan Posse  
**Regents’ Advisors present:** ASUNM Chief of Staff Tori Pryor, GPSA President Texanna Martin, Parent Association President Daniel Perea

**I. Call to Order – 1:03 p.m.**

**II. Approval of Summarized Minutes from Previous Meeting:**

**TAB A**

**Motion to Approve:** Provost Abdallah

**Second:** Staff Council President Davis

**Motion Passed**

**Reports/Comments:**

Provost’s Administrative Report

*i. Chaouki Abdallah, Provost & EVP for Academic Affairs*

- *Budget Update*
  - There is concern over next year’s budget
  - Academic Affair eliminated over \$800k from staffing
  - This was through a variety of ways including a service center model, & freezing & elimination of positions
  - The budget implications could result in elimination of some services
  - The university will look to cut more expenses by combing university functions
- The following organizations went through accreditation
  - Anderson School of Management
  - Accounting
  - Landscape Architecture
  - College of Education
- UNM was a top ranked school in terms of producing Fulbright Scholars

**Member Comments**

**Staff Council**

- Precinct elections are coming up
- There will be another staff as student event in April

**Faculty Senate**

- Echoed concerns over the budget
- Would like to figure out a way to capture high school students who want to go out of state for college
- Expressed opinions over the brand initiative outcome

**Advisor Comments**

**ASUNM**

- Re-organization of the budget that created four new scholarships
- Holding a summit with parking and transportation
- ASUNM SB 79 passed, this bill was related to the lottery scholarship

**GPSA**

- Library commons opened on February 25<sup>th</sup>
- Grants cycle is up and running & will close on March 11<sup>th</sup>

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS’  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

March 3, 2015 – 1:00 p.m.  
Roberts Room, Scholes Hall

- Women’s leadership conference will be held on April 22<sup>nd</sup>
- “Are you Smarter a Grad Student” trivia event will held at the Faculty & Staff Club
- Working on creative ways to streamline communication to students

Parent Association

- Would like to use the branding initiate to sell the value of UNM

**III. Action Items:**

**A. Posthumous Degree**

*Aubrey Arnold, Anderson School of Management*

**TAB B**

**Motion to Approve:** Regent Berryman

**Second:** Faculty Senate President Posse

**Motion Passed**

**IV. Information Items:**

**A. Campus Climate Update (Difficult Conversations)**

*Virginia Scharff, Associate Provost*

*Josephine De Leon, Vice President for Equity & Inclusion*

**TAB C**

- Presentation available upon request
- A look at and description of campus events aimed opening up dialogue about hard issues
- Discussions surrounding race and equality at UNM

**B. HLC Update**

*Greg Heileman, Associate Provost*

**TAB D**

- Presentation available upon request
- Look at the HLC process
- Winter accreditation event held on February 16
- Environmental scan completed

**C. General Education, Transfer & Articulation Update**

*Greg Heileman, Associate Provost*

**TAB E**

- Presentation available upon request
- Breakdown of the NM state laws relating to transfer credit
- Breakdown of the initiatives, stakeholders and workflow
- UNM is hosting the committee meetings

**D. Honors College Update**

*Kate Krause, Dean, Honors College and University College*

**TAB F**

- Presentation available upon request
- Breakdown of Honors College metrics in regards to students entering the college
- Breakdown of the growth, diversity & student populations of the Honors College

**V. Public Comment - None**

**VI. Adjournment – 3:02**

**Motion to Approve:** Provost Abdallah

**Second:** Faculty Senate President Posse

**Motion Passed**

March 26, 2015

Dr. Laura Musselwhite, Dean of Instruction and Chief Academic Officer  
University of New Mexico–Valencia Campus

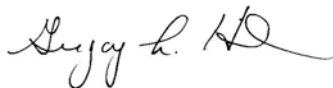
Dr. Musselwhite,

Thank you for providing a well-thought-out proposal for the creation of the Associate Degree in Mathematics at the UNM-Valencia campus, and for collaborating with the Department of Mathematics and Statistics on main campus to ensure program graduates will have a clear articulation pathway to the bachelor's degree.

The proposed degree addresses state workforce needs related to the production of STEM graduates, and the development of a STEM Center that will provide support services is commendable and should improve student success.

In summary, you have the full support of the Academic Affairs Office on main campus in pursuing the creation of this degree program. Please let me know if you need any assistance in this regard.

Thanks,



Greg Heileman  
Associate Provost for Curriculum



THE UNIVERSITY *of* NEW MEXICO

*New Mexico's Flagship University*

Office of the Provost and Executive Vice President for Academic Affairs  
MSC05 3400  
1 University of New Mexico  
Albuquerque, NM 87131-0001  
505.277.2611

**NEW ASSOCIATE DEGREE/UNDERGRADUATE CERTIFICATE PROGRAM  
PRELIMINARY REVIEW AND PROPOSAL OUTLINE  
UNM-Valencia, Associate Degree in Mathematics**

**Executive Summary**

Please see below for a brief summary of the first seven elements listed for the full proposal, namely: program description, evidence of need, program content, evaluation and assessment, required resources, projected enrollment and costs, and additional information (as appropriate).

**1. Program Description**

The Associate of Science in Mathematics degree will provide the first two years of study for a student who plans to transfer to a four-year institution and pursue a bachelor's degree in mathematics. An Associate of Science in Mathematics degree would benefit the students at UNM-Valencia because they could seamlessly transfer to UNM-Main Campus or to another four-year university with the potential of completing a bachelor of science in mathematics or a bachelor of science in a related field in reduced time.

The major program learning goals are to provide students with quality instruction that includes high expectations to facilitate the mastery of broad-based knowledge in mathematics, as well as mastery in core courses in the other disciplines to promote success with their continued studies in the pursuit of a bachelor's degree in mathematics.

This program fits into the mission of UNM-Valencia which is: "*A quality education – a lifetime of success.*" This program will provide students with a high quality education offered in a supportive environment in which active learning is an integral component. The UNM-Valencia strategic plan includes goals to increase pass rates in algebra courses, increase participation in STEM related courses, and increase transfer rates. In addition, UNM-Valencia, through the support of Title III STEM Grant, has established a STEM Center that provides students with tutoring and additional support. These services help provide what is needed to be successful in mathematics courses. As a result, we have seen our calculus program grow and have seen more

students with an interest in pursuing a degree in mathematics. Therefore, this program aligns with the mission of UNM-Valencia.

This degree will articulate to UNM-Main Campus's Bachelor of Science in Mathematics. In the development of the associate degree course requirements, Dr. Julie DePree, the department chair at UNM-Valencia, has collaborated with the department chair at UNM main, Dr. Terry Loring. In addition, she has worked with the advisors at both institutions. This program has the support of the Mathematics Department at UNM-Main campus. In addition, Dr. DePree serves on the New Mexico Mathematics Articulation Task Force. This task force meets on a yearly basis to ensure and decide how courses articulate to the various colleges in the state of New Mexico. The Task Force then creates a math articulation matrix which is recognized by the State. All of the mathematics courses in this degree plan should articulate not only to UNM, but to all the four-year colleges in New Mexico with the exception of the "Exploring Topics and Careers in Mathematics" course. It is expected that this course will transfer as an elective.

We would like to offer this program by fall 2015.

## **2. Evidence of Need**

More students declare the Associate of Science in General Science as their degree than any other degree program at UNM-Valencia. Many of these students have an interest in mathematics, and advisors have noted that several students have wanted to declare mathematics as their major, but it is not currently an option at UNM-Valencia. We will recruit students by advertising in the STEM Center and at new student orientations. In addition, we will use our dual credit contacts in the high schools to recruit new students. We will also have a scholarship that is specifically designated for mathematics majors.

According to the Mathematical Association of America (MAA) ([www.maa.org/careers](http://www.maa.org/careers)), "One of the benefits of studying mathematics is the variety of career paths it provides. Mathematics provides careers as diverse as teaching, actuarial work, and finance. *CareerCast* ranked mathematician as best job for 2014 based on four factors: environment, income, outlook, and stress. Statistician was ranked third and actuary was ranked fourth. A study by *PayScale* shows that the top fifteen highest-earning college degrees have one common element: mathematics."

## **3. Program Content and Quality**

The curriculum will require the full thirty-five credit-hour general education common core and an additional seventeen to twenty-six credit hours in mathematics and statistics. One new course will be created. The title of the course is "Exploring Topics and Careers in Mathematics." This course will help students determine an area of interest so that when they transfer to main campus or another four-year college they will have established their area of concentration, i.e. pure mathematics, applied mathematics, statistics, mathematics education, etc.

The student learning outcomes for this program are listed below. Upon successful completion of the required courses for the Associate of Science in Mathematics degree, students will demonstrate that they have developed the ability to:

- 1) demonstrate and apply a broad-based knowledge of concepts in algebra, statistics and calculus.
- 2) determine an area of concentration in mathematics and then take the courses that are needed to continue with a mathematics or related degree at a four-year institution.

The faculty members of the mathematics department have high expectations for their students. They also have access to the highest levels of technology, and this is integrated in all courses. Most courses include supplemental computer assignments and class capture. In addition, student engagement and active learning are highly valued and implemented in all courses.

#### **4. Evaluation and Assessment**

Currently, the student learning outcomes for the majority of the mathematics courses offered at UNM-Valencia are assessed and reported annually. This new program's learning outcomes will also be measured and reported annually. Data from final examinations and projects in the statistics, algebra and calculus courses will be collected and analyzed to determine if students have developed a broad-based knowledge of statistics, algebra and calculus and if they are applying critical thinking skills. In addition, students will have a capstone project that will be submitted in the "Exploring Topics and Careers in Mathematics" course which will address their future goals and plans for success at a four-year institution. Additionally, the program itself will go through a periodic program review process, as do all programs at UNM-Valencia.

#### **5. Required Resources**

We are currently offering all of the required courses at UNM-Valencia other than the new two-credit "Exploring Topics and Careers in Mathematics" course with existing, qualified faculty. We expect little to no impact on the workload of current faculty and staff. No additional faculty or staff will be required. Since all of these courses are currently being offered, with one exception, no additional resources will be needed and no additional costs will be incurred.

#### **6. Projected Enrollment and Costs**

We project approximately ten students to declare the Associate of Science in Mathematics as a major and hope to increase this each year. No additional costs will be incurred as a result.



# Mathematics

## Associate of Science in Mathematics description

The associate of science in mathematics provides the first two years of study for a student who plans to transfer to a four-year institution and pursue a bachelor's degree in mathematics.

## Career and educational advancement opportunities

The associate of science in mathematics degree program provides students with quality instruction in mathematics, statistics and other core courses to facilitate the mastery of knowledge and the attainment of the skills necessary to complete a bachelor's degree in mathematics or a related field. A student who completes this degree would also be prepared to enter jobs that require one or two years of college.

## Program requirements

Total credit hours required: 60 (see checklist for specific requirements). Please refer to The University of New Mexico Core Curriculum for a list of allowable core curriculum elective courses.

## Program learning goals

The associate of science in mathematics degree program provides students with quality instruction in mathematics, statistics and other core courses to facilitate the mastery of knowledge and the attainment of the skills necessary to complete a bachelor's degree in mathematics or a related field. Course syllabi describe the student learning outcomes that contribute to the program learning goals and explain how students' learning is evaluated.

Upon successful completion of the required courses for the associate of science in mathematics degree, our students will demonstrate that they have developed the ability to:

- 1) Demonstrate and apply a broad-based knowledge of concepts in algebra, statistics and calculus.
- 2) Determine an area of concentration in mathematics and take the courses that are needed to continue with a mathematics or related degree at a four-year institution.

## Contact and Advising Information

Information about the associate of science in mathematics degree program is available from Advisement Center at 505-925-8560 or [vcadvise@unm.edu](mailto:vcadvise@unm.edu), or the Mathematics Department Chair, Dr. Julie DePree at 505-925-8607 or [jdepree@unm.edu](mailto:jdepree@unm.edu).

## Course prerequisites

Students must meet the prerequisites by achievement of minimum placement scores on the COMPASS or ACT or through completion of course work.

**Course:** ENGL 100 & UNIV 101 or equivalent – or place into ENGL 111/112, 113 or 110

**Credit hours:** variable (3-6) depending on course track; **COMPASS/ACT Minimum Scores:** 78/59

**Course:** MATH 120 or MATH 101/102/103 – or place into MATH 121

**Credit hours:** 3; **COMPASS/ACT Minimum Scores:** 55/22

## **Associate of Science in Mathematics Degree Requirements**

*The following are the course requirements for completion of an Associate of Science in Mathematics degree. Students should see an advisor to customize their educational plans.*

### **Writing and Speaking: (9 credits)**

ENGL 110 or ENGL 112 or ENGL 113 (3 credits)\*

\*Completion of both ENGL 111 and ENGL 112 (6 credits) is an option to completing the first level of Writing and Speaking core. ENGL 111 counts as an elective, ENGL 112 is applied to the core requirement. ENGL 113 is a 4-credit course; three credits are Writing and Speaking core and one is an elective towards graduation.

ENGL 120: Composition III (3 credits)

CJ 130 or PHIL 156 or ENGL 219 or ENGL 220 (3 credits)

### **Mathematics and Statistics: (17 - 26 credits)**

Math 121: College Algebra (3 credits)

Math 123: Trigonometry (3 credits)

Math 150: Pre-Calculus (3 credits)

Math 130: Exploring Topics and Careers in Mathematics (2 credits)

Math 162: Calculus I (4 credits)

Math 163: Calculus II (4 credits)

Math 264: Calculus III (4 credits)

Stat 145: An Introduction to Statistics (3 credits)

### **Physical and Natural Sciences: (7 credits)**

Select two courses from the UNM Core Curriculum, one of which must include a lab.

**Social and Behavioral Sciences: (6 credits)**

Select two courses from the UNM Core Curriculum in Social and Behavioral Sciences

**Humanities: (6 credits)**

Select two courses from the UNM Core Curriculum in Humanities.

**Foreign Language: (3 credits)**

Select one course from the UNM Core Curriculum in Foreign Languages

**Fine Arts: (3 credits)**

Select one course from the UNM Core Curriculum in Fine Arts

**General Electives: (0 - 9 credits)**

**Total Required: (60 credits)** Students transferring to UNM-Main and other four-year institutions should be aware that core curriculum requirements are not necessarily met upon completion of this degree.

Form C

Associate of Science in Mathematics

Justification

This program will have little, to no impact, on the budget or faculty workload. All of the courses with the exception of the new two-credit course (Exploring Topics and Careers in Mathematics) are currently being taught with the existing faculty members and the existing budget.

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE  
FORM D**

**UNIT PREPARES IN QUADRUPPLICATE**  
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: September 29, 2015

\*Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.

Nancy López  
(Name of Individual Initiating Graduate Degree or Graduate Certificate)

Associate Professor, Sociology; Director, Institute for the Study of "Race" & Social Justice  
(Title, position, telephone number)

nlopez@unm.edu  
(Email address)

Sociology Department; Institute for the Study of "Race" & Social Justice  
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (In the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes  No  If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2016

Required Signatures:

Department Chair	<u>Nancy Lopez</u>	Date	<u>9/29/15</u>
College Curricula Committee	<u>[Signature]</u>	Date	<u>10/20/15</u>
College or School Dean	<u>[Signature]</u>	Date	<u>10/20/15</u>
Dean of Library Services	<u>[Signature]</u>	Date	<u>10/27/15</u>
Office of the Registrar—Catalog	<u>Elizabeth A. Braxton</u>	Date	<u>11/30/15</u>
FS Graduate Committee	<u>[Signature]</u>	Date	<u>1/1/16</u>
Dean of Graduate Studies	<u>[Signature]</u>	Date	<u>2/11/16</u>
FS Curricula Committee		Date	
Office of the Provost		Date	
Faculty Senate		Date	
Board of Regents		Date	

Additional Approvals for Degrees:

Board of Regents	Date
Council of Graduate Deans	Date
Academic Council of Higher Education	Date
Higher Education Department	Date
State Board of Finance	Date

Entered Banner

Entered Catalog

For Registrar's Office ONLY

Copies Mailed

*University Libraries*

October 27, 2015

Dr. Nancy Lopez  
Department of Sociology  
University of New Mexico

Dear Nancy,

The University Libraries has reviewed the proposed Interdisciplinary Graduate Certificate in Race and Social Justice. As all courses for this certificate are already offered at UNM, the University Libraries has the resources to support this proposed Certificate program.

Sincerely,

*Susanne K. Clement*

Susanne K. Clement  
Director of Collections  
University Libraries  
[sclement@unm.edu](mailto:sclement@unm.edu)  
505-277-5176



*Office of the Dean*

October 19, 2015

Dr. Nancy López  
Department of Sociology  
University of New Mexico

Dear Nancy,

It gives me great pleasure to endorse the proposed Interdisciplinary Graduate Certificate in Race and Social Justice. As you know, this initiative aligns very nicely with my desire to make UNM a national leader in delivering a flagship university education for the emerging American majority. The University of New Mexico is the only flagship university that is also a federally designated Hispanic-serving institution. We are the only one in which a majority of undergraduates are Hispanic, Native American and/or African American. We also have more Pell-eligible students per capita than just about any other flagship university. As American society becomes more diverse, and more inequitable, everyone's student populations are likely to look more like ours today.

To be national leaders in delivering flagship excellence to our undergraduates, we need to be national leaders in graduate education and research on race and social justice. This certificate program will provide an important tool in this endeavor. Many departments in Arts and Sciences and across the university have already developed graduate courses and research expertise in this area, but this certificate program will provide an institutional mechanism that will encourage students to reach outside their disciplines and/or professions to broaden their understanding of race and social justice. I am hopeful that this certificate program will also create communities of scholarship across disciplinary boundaries that can provide important support and solidarity for students struggling to succeed in their home disciplines. In time, this certificate program could increase the number of students of color in our graduate programs.

Such interdisciplinary programs often help build communities of scholarship among the faculty who teach in the programs. UNM will always have a comparative advantage in the humanities and social sciences in the study of diverse communities at home and abroad, with special attention to Hispanic and Native American communities within the U.S. and to Latin America. I expect the collaborations forged through participation in this certificate program to also enhance faculty research on race and social justice among these communities and others.

I am very pleased that the Department of Sociology and the Robert Wood Johnson Foundation Center for Health Policy at UNM, both in the College of Arts and Sciences, have taken the

leadership in supporting this important initiative and look forward to the active participation of students and faculty throughout the College in making this program a success.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Mark Peceny', written in black ink.

Mark Peceny, Dean  
College of Arts and Sciences



June 11, 2015 (Updated 8/20/15 as per email request 8/18/15)

## PREPROSAL: FORM D GRADUATE CERTIFICATE PROGRAM

To: Dr. Greg Helleman, Associate Provost, Curriculum  
From: Institute for the Study of Race & Social Justice Advisory Board ([race@unm.edu](mailto:race@unm.edu))  
Re: Preproposal for 15-credit Graduate Certificate in Race & Social Justice

### PROGRAM DESCRIPTION

The 15-credit interdisciplinary Graduate Certificate in Race & Social Justice is designed as an area of specialization for students pursuing a master's degree or a doctorate in disciplines in the humanities, social sciences, fine arts, or the professional schools at the University of New Mexico. The certificate provides students the opportunity to complete an education program that is anchored in a critical examination of normative understandings of contemporary and historic racial inequalities. The key student learning outcomes include investigating and interpreting the social construction of race in a given sociohistorical context as well as reflecting on the premises, concepts and categories used in different disciplines to conceptualize race and racism. Other major student learning outcomes include critical appraisals, investigations and applications of theories of race, racialization, decolonization and social justice across a variety of social domains and institutions.

### EVIDENCE OF NEED

The transcripted certificate positions our graduates to stand out among potential applicants for academic, policy and other social service employment. A Google search for jobs in "race and social justice" found over a hundred hits. A common theme in these job postings was a demand for professionals that have the ability to understand, do research and influence social and public policy to promote social justice for racially marginalized groups. Given the on-going historic and contemporary racial inequalities, the city of Seattle Washington has launched a race and social initiative that seeks employees with training in race and social justice. Similarly a search for, jobs in public policy, human relations, criminal justice, social work, K-12 and higher education administration, seek applicants that demonstrate this expertise.

The proposed certificate formally recognizes the specialized knowledge that many graduate students are already completing at UNM but lack any official mechanism for certifying this specialization and expertise on their transcripts. It is important to highlight that the proposed certificate does not duplicate any existing graduate certificate and all of the courses that have been identified as meeting the student learning outcomes for the certificate already exist in a variety of graduate programs across diverse disciplines, departments and colleges at UNM.

### PROGRAM CONTENT

The program will consist of several student learning outcomes: (1) Students will illustrate and interpret the historical, political, social, psychological, cultural, and/or economic dimensions of race, racialization, difference and power, integrating these into an interdisciplinary perspective; (2) Students will be able to critically read/write about, discuss, and engage in scholarly inquiry and problem-solving related to race and social justice; (3) Students will acquire a basic level of knowledge about U.S. and/or local, global social justice movements that are anchored in racial justice; (4) Students will be aware of community-engaged research and teaching opportunities as well as career and

post-graduate opportunities their certificate makes possible. While other universities and colleges offer trans or cross-disciplinary graduate certificates in race, ethnicity or social justice (e.g., University of Iowa-Education for Social Justice Certificate; Ethnic Studies Graduate Certificate, Northern Arizona University), we would be the first to establish a graduate certificate in "Race & Social Justice."

#### EVALUATION & ASSESSMENT

Each of the student learning outcomes listed for a given class will be assessed once every year via a portfolio evaluation of student projects, examinations, assessment activity or other student work. The assessment of the certificate program will be accomplished by tracking the types of job placement and substantive work pursued by certificate earners five years after the certificate is instituted as well as ten years after the certificate is instituted. The certificate will be continually updated to build on the assessments and advance improvements in student success.

#### REQUIRED RESOURCES

Graduate students already enrolled in a graduate level program (MA, Ph.D., etc.) may apply for admission to the 15-credit race and social justice graduate certificate program on a rolling enrollment basis. Thus students may submit their materials at any time. In any given year, there will be two-co-advisors appointed by the Institute for the Study of "Race" Social Justice Advisory Board. The Dean of the Office of Graduate Studies has agreed to post advertisements for the graduate certificate in the general graduate studies Website. We still need administrative support for the certificate and we have been engaging in conversations with the Sociology Department, College of Arts and Sciences and the Department of Language, Literacy and Sociocultural Studies in the College of Education. Both departments are both scheduled to take a vote on providing administrative support for the graduate certificate in their August/September Faculty Meetings, respectively.

#### PROJECTED ENROLLMENTS & COSTS

We expect that 15-20 students will pursue the certificate in any given year. We also expect that enrollments in all courses listed in the certificate will increase as students seek a formal recognition of this certificate on their transcripts. Graduate seminars can range from 6 to 20 students/class. We also expect that this type of program will be attractive to all students and in particular many students from racial and ethnic underrepresented communities. A potential benefit of this certificate program is that the cross-disciplinary faculty-student mentoring and peer-to-peer collaborations that will result from the certificate will create the conditions for innovation and simultaneously enhance the retention of students who may be marginalized within traditional discipline-specific departments.

#### ADDITIONAL INFORMATION

If we want to nurture the next generation of leaders who understand race as a social construction and work in diverse professions to bring about social justice and inclusive democracy, the graduate certificate in race and social justice will contribute to the development of critical thinking, analytical and praxis that can have a lasting impact on society. Ten years from now we will know that we have been successful because of our certificate earners graduates will be successfully practicing their diverse professions and advancing innovative solutions to entrenched racial inequities across a variety of social arenas including education, housing, employment, law enforcement and health.

INSTITUTE FOR THE STUDY OF "RACE" & SOCIAL JUSTICE (REVISED 11/4/15)

PROPOSAL FOR A 15-CREDIT "RACE & SOCIAL JUSTICE  
INTERDISCIPLINARY GRADUATE CERTIFICATE"

EXECUTIVE SUMMARY

The 15-credit transcripted "Race & Social Justice Interdisciplinary Graduate Certificate" is designed as an area of specialization for students pursuing a master's degree or a doctorate in disciplines in the humanities, social sciences, fine arts, or the professional schools at the University of New Mexico. Against the backdrop of on-going contemporary and historic racial inequities in housing, health, education, employment and criminal justice, the certificate provides students the opportunity to become part of a vibrant interdisciplinary community as they complete an education program that is anchored in a critical examination of normative understandings of contemporary and historic racial inequalities. It is important to underscore the word "interdisciplinary" in the title of the certificate. This will be particularly attractive to both U.S. and international students seeking the benefits of interdisciplinary dialogues, reflection and collective insights that are facilitated when faculty and students from different disciplines converge to explore the contours of race and social justice in the U.S and global context. While other universities and colleges offer trans or cross-disciplinary graduate certificates in race, ethnicity or social justice (e.g., Iowa State University-Education for Social Justice Certificate; Ethnic Studies Graduate Certificate, Northern Arizona University), we would be the first to establish an interdisciplinary graduate certificate in "Race & Social Justice."

The following are key student learning outcomes:

- (1) Students will illustrate and interpret the historical, political, social, psychological, cultural, and/or economic dimensions of race, racialization, difference and power, integrating these into an interdisciplinary perspective;
- (2) Students will read write about, discuss, and engage in critical scholarly inquiry, problem-solving and public presentations related to race and social justice;
- (3) Students will acquire a basic level of knowledge about U.S. and/or local, global social justice movements that are anchored in racial justice;
- (4) Students will be aware of opportunities to go from theory to practice by exposure to community-engaged research and teaching opportunities as well as career and post-graduate opportunities their certificate makes possible.

The transcripted certificate positions our graduates to stand out among potential applicants for academic, policy and other social service employment. The critical thinking and analytical skills that students will develop will prepare them to compete in the multicultural workforce and international and global job markets that increasing

values interdisciplinary approaches. A Google search for jobs in "race and social justice" found over a hundred hits (8/19/15). A common theme in these job postings is a demand for professionals in the non-profit and government sectors that have the ability to understand, do research and influence social and public policy to promote social justice for racially marginalized groups. The city of Seattle, Washington launched a race and social initiative that seeks employees with training in race and social justice. Similarly job searches positions in public policy, human relations, criminal justice, social work, K-12 and higher education administration, seek applicants that demonstrate this expertise.

The proposed certificate formally recognizes the specialized knowledge that many graduate students are already completing at UNM but lack any official mechanism for certifying this specialization and expertise on their transcripts. Graduate students are very interested in having a specialization that helps them stand out in the job market. We have a list of graduate students that have expressed an interest in this specialization. We have gathered email and contact information at a number of recent UNM events including the Race and Media conference in September 2015 sponsored by the Department of Communication and Journalism, as well as several of the speakers series sponsored by the Centro de la Raza and Raza Graduate Student Association in Fall 2014, Spring 2015 and Fall 2016 and American Studies lecture series September 2015.

It is important to highlight that the proposed certificate does not duplicate any existing graduate certificate and all of the courses that have been identified as meeting the student learning outcomes for the certificate already exist in a variety of graduate programs across diverse disciplines, departments and colleges at UNM. We have identified over seventy courses that have the potential to meet the student learning outcomes of the certificate. We have emailed every department chair for any course included in this list requesting that they forward any other syllabi or indicate which if any courses needed to be removed from the list due to restrictions, etc. For a complete list of courses that have the potential to be included see appendix. In the appendix we also indicate whether we have received a syllabus or not. We have also included an excel spreadsheet with information on the frequency of course offerings as well any restrictions on enrollment. We anticipate being able to offer the proposed graduate certificate as early as Fall 2016 (if approved). Because we anticipate that the first year the certificate is inaugurated we may have a larger than normal number of students seeking this designation, Dr. Tyson Marsh and Dr. Ricky Allen will serve as the co-advisors during the 2016-2017 academic year. During the following year we anticipate that one advisor will suffice; Dr. Nancy López will serve as advisors. Building on the Women Studies model for tailored mentoring of graduate certificate seekers, each semester, certificate advisors will work with students to plan a contextualized course of study that addresses students' individual interests and career plans. Student seeking approval for topics courses will need to provide a syllabus and indicate how the course. The faculty advisor will make approval of courses that will be counted for the certificate. We will also invite all faculty that teach courses that potentially meet the learning outcomes to two meetings during the semester in order to share syllabi and create convergence spaces for dialogues on race and social justice research, pedagogy and praxis. It is important to underscore that this is not a stand-alone certificate; it is only open to currently enrolled graduate students at UNM.

We have secured administrative support for the certificate from the Graduate program in Sociology (See commitment letter appended to the proposal).

The "Race & Social Justice Interdisciplinary Graduate Certificate" will contribute to the development of critical and analytical thinking and praxis (dialogue, reflection and action) that can have a transformative and lasting impact on society. The certificate provides students the opportunity to become part of a vibrant interdisciplinary community as they complete an education program that is anchored in a critical examination of normative understandings of contemporary and historic racial inequalities. Ten years from now we will know that we have been successful because our certificate earning graduates will be engaged in advancing innovative research, teaching and solutions to entrenched racial inequities in their respective diverse professions across a variety of fields including education, housing, employment, law enforcement and health.

## INSTITUTE FOR THE STUDY OF "RACE" & SOCIAL JUSTICE

### PROPOSAL FOR 15-CREDIT "RACE & SOCIAL JUSTICE INTERDISCIPLINARY GRADUATE CERTIFICATE"

#### 1. Program Description and Purpose

1. What is the program and why should we offer it? Include the program's major goals.

The 15-credit "Race & Social Justice Interdisciplinary Graduate Certificate" is a transcribed certificate that recognizes advanced cross-disciplinary graduate expertise and training in the area of race and social justice. The key student learning outcomes include investigating and interpreting the social construction of race in a given sociohistorical context as well as reflecting on the premises, concepts and categories used in different disciplines to conceptualize race and racism. Other major student learning outcomes include critical appraisals, investigations and applications of theories of race, racialization, decolonization and social justice across a variety of social domains and institutions.

There are several reasons why the proposed graduate certificate adds value to UNM's portfolio of innovative, interdisciplinary, community engaged scholarship and praxis:

1. Transcribed Certificate Formally Acknowledges Student Specialization  
The proposed certificate formally recognizes the work that many graduate students are already completing but lack any formal mechanism for certifying this specialization and expertise on their official transcripts or on their curriculum vitae. It is important to highlight that the proposed certificate does not duplicate any existing graduate certificate and all of the courses that have been identified as potentially meeting the learning outcomes for the certificate already exist across a variety of graduate programs across diverse disciplines, departments and colleges at UNM. We have collected over thirty syllabi in colleges spanning the College of Education, College of Arts and Science, Business School, Community and Regional Planning, and the College of Fine Arts. The array of departments that are represented in the list of courses identified for the certificate include: Art History, Anthropology, Political Science, Sociology, American Studies, Communication and Journalism, Language Literacy and Sociocultural Studies, among others.
2. Enhances UNM Brand as a World Class University; First Interdisciplinary "Race and Social Justice" Graduate Certificate in the Country

Innovation and forward-thinking strategic programs are the hallmark of twenty-first century universities. As a research one university in majority minority state with one of the most diverse student populations in the country, UNM has a strategic opportunity to serve as an incubator for high quality interdisciplinary, research, teaching and praxis in the area of race and social

justice. A graduate certificate in this area will allow UNM to establish a national and international reputation for this specialization. While other universities and colleges offer interdisciplinary graduate certificates in related areas, our proposed certificate will brand UNM as a leader and cutting edge hub of interdisciplinary research in this area (See Appendix A: List of Graduate Certificates in Other Universities). The Institute for the Study of "Race" & Social Justice is the first in the country to be dedicated to both establishing empirical, conceptual and methodological clarity about race that is also explicitly interdisciplinary and committed to engaging issues of pedagogy and praxis. Indeed our internet search of similar programs has yet to uncover any other Institute or graduate certificate entitled, "Race & Social Justice," making UNM the first in the country to establish this brand.

3. Cumulative Deep Interdisciplinary Learning and Long-term Value-Added for both Students and Faculty Success; Nurtures Diverse Scholarly Communities of Solutions-Oriented Practice

We believe that the value-added by the proposed certificate is cumulative and multifaceted as both prospective and current graduate students as well as prospective, current junior and senior faculty will not only be attracted to UNM but they will thrive in a vibrant and innovative community that embraces engaged and solutions-oriented scholarship that builds on interdisciplinary knowledge, teaching and practice in race and social justice. Both domestic and international graduate students and faculty will find the proposed graduate certificate in race and social justice particularly appealing because it is anchored in interdisciplinary and the value-added via the convergence of scholarship, teaching and community engagement.

Ten and twenty years from now we will know that we have been successful because we will observe an increase in the number of talented graduate student applications that reflect our commitment to inclusive excellence—namely the idea that excellence and inclusion are interdependent (For definition of inclusive excellence visit: [diverse.unm.edu](http://diverse.unm.edu) as well as <http://www.du.edu/cme/resources/inclusive-excellence.html>). Most importantly, because it is an interdisciplinary certificate, the proposed graduate certificate in race and social justice has the potential to create a welcoming scholarly home and community for both graduate students and faculty who will be attracted to UNM because our public face will demonstrate that we value innovative interdisciplinary research, teaching and service in the area of race and social justice. This brand will be particularly those students and faculty interested in community engaged research as well as those students and faculty that come from racial and ethnic as well as other communities that continue to be underrepresented in academia. The certificate will create the structural conditions for innovation and simultaneously enhance the retention of students who may lack a community of scholars and researchers interested in race and social justice within traditional discipline-specific departments. According to the National Center for Education

Statistics on Doctoral degrees earned in 2010, 74% are awarded to Whites, 12% to Asians, but only 7% are awarded to Blacks, 6% to Hispanics and less than 1% to American Indians and these trends have not seem major improvements over the decades. Unless deliberate programs are developed that attract diverse graduate students, we will continue to see little progress in advancing inclusive excellence in higher education, which may limit the potential for innovation and groundbreaking scholarship across many disciplines. (For a list of Ph.D. earned by race and gender across social sciences visit:

[http://www.asanet.org/research/stats/race\\_ethnicity/doctorate\\_recipients\\_1977-2006.cfm](http://www.asanet.org/research/stats/race_ethnicity/doctorate_recipients_1977-2006.cfm))

The Value-Added for the New Mexico Context:

Challenges & Opportunities for Race & Social Justice Scholarship & Praxis

This certificate is of particular relevance to New Mexico. As a majority minority state we face multiple challenges and opportunities for ameliorating contemporary and historic inequalities among racial and ethnic marginalized communities. According to the New Mexico Kids Count 2015 Report, New Mexico has the 2<sup>nd</sup> highest poverty rate in the nation with 21% of children living at or below the poverty rate. We also have the 2<sup>nd</sup> highest rate of working families who are low income (42%). Not surprisingly, New Mexico also ranks 49th in child wellbeing. Children growing up in concentrated poverty continues to be at the bottom of quality of life for children and marginalized populations. Data from the Population Reference Bureau from the U.S. Census 2008-2013 found many racial and ethnic patterns of inequity for children growing up in concentrated poverty. Specifically, 59% of Native American, 25% of Hispanic, 20% of Black and 10% of White children grow up in concentrated poverty (See: <http://www.nmvoices.org/wp-content/uploads/2015/09/LHHS-Presentation-9-21-15.pdf>). More over the 2014 Mission Graduate Report finds that while 24% of Hispanics in the state have less than high school, for whites this figure is 4% (see 2013 Charting Our Course Report, Website: [missiongraduate.org](http://missiongraduate.org)). These challenges can be opportunities for innovation via high quality research and practice that builds on connecting scholarship on race and social justice across the disciplines.

This certificate can serve as a catalyst for change in policies, programs, and practices in our state and beyond. We anticipate that students that complete this certificate will be part and parcel of empowering local communities and improving measurable outcomes for diverse communities vis-à-vis P-20 education, health, criminal justice, housing, employment and wealth. It is our hope that this certificate program can fill an urgent need for an incubator for new ideas, policies and practices that will benefit the people of the state of New Mexico and beyond.

4. How does the program fit within the participating unit's future plans?



The Institute for the Study of "Race" and Social Justice was established in January 2009 with seed funding from the RWJF Center for Health Policy. The Institute mission is 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. The Institute seeks to develop ways of empirically measuring "race" and assessing racialization processes in order to develop strategies for ameliorating race-based inequality. We place "race" in quotes to underscore its nature as a socially constructed category of social status in particular historical contexts, rather than as a reified category that is essential or fixed. Despite the fact that "race" is neither rooted in biology (or genetics) or fixed in time and space, racial inequality persists and often remains at the root of socioeconomic inequality, health disparities and other measurements of social stratification in the United States (More info: [race.unm.edu](http://race.unm.edu)).

Over the last six years the Institute has sponsored a study group, speakers series, transdisciplinary working group that came to a consensus about Transdisciplinary Guidelines for Researching "Race," among other activities. We have also been active in ongoing national debates regarding how racial and ethnic measurements will be counted for the 2020 census and sponsored an interdisciplinary symposium at UNM in September 2011 that included the former director of the Census and key personal in the Office of Management of Budget, current staff at the Census as well as diverse leading scholars across the disciplines with expertise on underrepresented groups, such as Native Americans, Latinas and Latinos and Asian Americans, etc.. We also convened an American Sociological Association Working Group (2012) that forwarded a memo to the Census offering recommendations on the on-going tests in questionnaire formats for the race and ethnicity questions that included major proposed changes to the Census. With Support from the National Institutes of Health we also convened an interdisciplinary workshop with leading scholars on health disparities on the topic of conceptualizing race across the biological, health and social sciences in 2012. Part of the deliverables of this conference included a peer-reviewed co-edited volume entitled, "Mapping 'Race': Critical Approaches to Health Disparities Research (2013)," which was recently reviewed in the American Journal of Sociology (2015) and described as "necessary reading" and "masterful" precisely because the interdisciplinary contributions in the volume included innovative models for measuring and conceptualizing race that are only possible through the convening of scholars across the disciplines.

Building on this interdisciplinary initiatives in July 2014, the Institute applied for Agency for Health Research Quality (AHRQ) National Institutes of Health (NIH) grant to harmonize race, gender, and class data collection in the state for equity-based policy. Although the proposal was not funded, in July 2014 we launched the New Mexico Statewide Race, Gender, Class Data Policy Consortium in July 2014, the first of its kind in the nation. Although the Consortium has only been in existence for just over a year, in partnership with a number of UNM and statewide

research centers, we have already improved the collection of detailed parental educational attainment on all UNM applications beginning Fall 2015. We have also been working with LGBTQ Resource Center on improving data on these communities. Because all Institute and Consortium faculty are volunteers, we have also established a UNM Fund with the UNM Foundation so we can enhance the sustainability of the Institute and Consortium. See attached information with flyers and other Institute/Consortium deliverables and publications or visit: [race.unm.edu](http://race.unm.edu).

Our future plans for the Institute include reinstating our inaugural lecture series on cutting edge approaches to researching race and obtaining research grants for graduate students to conduct interdisciplinary research on race and social justice. Another major goal of the Institute is to connect graduate students with faculty mentors that can guide interdisciplinary workshops on race and social justice. To that end we will hold a potluck over the lunch hour at the Institute for the Study of "Race" and Social Justice (currently housed at the RWJF Center for Health Policy, 1909 Las Lomas NE) once a semester with students enrolled in the certificate program and faculty doing research, teaching and service in the area of race and social justice. In the future, we anticipate applying for significant funding that will sponsor predoctoral and postdoctoral fellowships for scholars conducting research in race and social justice as well as an endowed chair in race and social justice. Eventually we will explore the possibility of establishing a journal on race and social justice theory and praxis. We will continue to partner with the UNM Foundation in order to identify resources to ensure the continued improvements in the quality of the certificate. The Institute has generated much interest across the nation and may be serving as a source of innovation for other institutes. To be sure in October 2015, we have received an invitation to co-found a sister Institute at the Southern University of New Orleans that is inspired by our work. It is our intention that the Institute achieves national recognition for excellence in interdisciplinary research and teaching on race and social justice. Please refer to 2012-2017 Strategic Plan enclosed in the Institute information packet as well as the Transdisciplinary Guidelines for Researching Race embedded in the information packet and also available at [race.unm.edu](http://race.unm.edu).

2. How does the program fit within the UNM mission and strategic plan? Does this program address particular research priorities?

The interdisciplinary strength of the proposed graduate certificate strategically positions UNM as convergence space for innovation and discovery in addressing the ongoing racial inequalities in housing, health, education, employment and criminal justice, etc. The New Mexico context is ripe for innovation in high quality research and praxis in the area of race and social justice. Among the challenges that remain are historic and contemporary gaps in educational attainment, income and wealth among racial and ethnic minority groups such as Native Americans, Hispanics and Blacks. The proposed certificate program will provide a convergence space for innovations and solutions oriented approaches to

multiple inequities experience by entire categories of people and adds to the portfolio of work already underway in the Innovation Academy.

The high-quality and innovative curriculum along with potential research synergies that emerge from this proposed certificate will contribute to UNM's brand as a destination university and leader in interdisciplinary teaching, research and service. More importantly, this will provide students with the tools to engage in creative solutions to entrenched and long-lasting racial inequities that have the potential to inform policies and practice that advance transformations in historic and contemporary inequalities (See NM 2015 Progress Report: A Snapshot of NM Status in Education, Health, Economy and Water produced by NM First; last accessed 11/4/15 <http://nmfirst.org/library/2015/2015-new-mexico-first-progress-report/index.html>). It is our hope that the interdisciplinary certificate will create bridges among race scholars across disciplines and create scholarly homes for both students and faculty, who would otherwise not engage in regular interdisciplinary dialogue.

3. Does the program overlap or duplicate any existing program within UNM? In the state and/or region?

Currently there is no overlap with any other graduate certificates in at UNM or any of the other certificates at universities in the state. While there are other graduate certificates at other universities in Race or Social Justice, if this proposed certificate is established at UNM we would be the first in the country.

5. What is the governance structure of the program?

The Institute for the Study of Race and Social Justice Advisory Board will govern the certificate. The director of the Institute will serve as the director of the program. As previously mentioned, for any given academic year (Fall 2016 Spring 2017, one or more Institute Advisory faculty advisor(s) will be advise students for every academic year. Each Spring a new advisor will be appointed by the Institute Advisory Board for a term beginning in July of that year through June of the following year. All past and current faculty and staff advisors will be posted on the Institute website: [race.unm.edu](http://race.unm.edu).

The Institute for the Study of "Race" and Social Justice Advisory Board as well as a number of faculty across the colleges at the University of New Mexico center race and social justice in their research, teaching and service and participate in Institute activities and/or offer courses that contribute to the "Race & Social Justice Interdisciplinary Graduate Certificate."

The Institute for the Study of "Race" and Social Justice consists of nine voting members of the UNM Faculty and one non-voting visiting faculty member. All Institute Advisory Board member have earned a doctoral degree or medical degree. All members of the Institute advisory a record of scholarship, research,

publications, teaching and service in the area of race and social justice. These members are: Dr. Ricky Lee Allen, Associate Professor, Language, Literacy, Sociocultural Studies, College of Education; Dr. Lisa Cacari-Stone, Associate Professor, Family and Community Medicine Department, School of Medicine; Dr. Shiv Desai, Assistant Professor, Teacher Education and Educational Leadership and Policy, College of Education; Dr. Kiran Katira, Director, Community Engagement Center; Instructor, Peace Studies, College of Arts and Sciences; Dr. Karla Kingsley, Associate Professor, Teacher Education and Educational Leadership and Policy, College of Education; Dr. Tyson Marsh, Assistant Professor, Teacher Education and Educational Leadership and Policy, College of Education; Dr. Jamal Martin, Director, Peace Studies; Lecturer III, Africana Studies, College of Arts and Sciences; Clinical Assistant Professor Family and Community Medicine Department, School of Medicine; Dr. Nancy López, Associate Professor, Sociology, College of Arts and Science; Director & Co-founder, Institute for the Study of Race and Social Justice, RWJF Center for Health Policy; Founding Coordinator, New Mexico Statewide Race, Gender, Class Data Policy Consortium; Dr. Anne Simpson, Professor, Internal Medicine, Geriatrics; Vice Chancellor for African American Health; Director, Institute for Ethics, School of Medicine; Dr. Steven Verney, Associate Professor, Psychology, College of Arts and Sciences.

We welcome submission of syllabi from any faculty member teaching courses that they would like considered in the certificate. Faculty interested in supervising independent studies and field experiences; please contact the individual faculty if you wish to work with them on an independent study or field experience. A Faculty Advisor who serves as the point person for the certificate and is in charge of signing program of study and certificate completion forms as well as mentoring students administers the certificate. If you have questions about the certificate, please contact the faculty advisor. For Fall 2016-2017 we will have two faculty advisors: Dr. Tyson March ([publicpedagogy@unm.edu](mailto:publicpedagogy@unm.edu)) and Dr. Ricky Lee Allen ([rlallen@unm.edu](mailto:rlallen@unm.edu)); for Fall 2017-2018, Dr. Nancy López: ([nlopez@unm.edu](mailto:nlopez@unm.edu)) will serve as the faculty advisor. The staff coordinator is Shoshana Handel ([shandel@unm.edu](mailto:shandel@unm.edu)); Tel.: 505 277-2501, Rm 1103 Social Sciences Bldg (main office of the Sociology Department).

6. For interdisciplinary programs, describe the responsibilities of each participating unit?

The 15-credit transcripted "Race & Social Justice Interdisciplinary Graduate Certificate" will not require formal responsibilities for participating units. As previously mentioned, the Sociology Department has agreed to provide administrative support for processing applications.

7. What is the program development and implementation timeline?

Conceived as an interdisciplinary experience a total of 15-credits of graduate level courses will be required. No more than six (6) credits can be completed in the same department, including the student's home department. No more than three (3) credits may be designated as independent study or field courses; no more than six (6) credits in one department apply to independent study credits. While students can request that independent study courses count toward the certificate, it will be subject to the approval by the faculty advisor. It is important that students meet with the faculty and staff advisor at the beginning of the certificate program of study so that they can design a coordinated course of study for the student.

#### Who may participate?

The 15-credit transcripted "Race & Social Justice Interdisciplinary Graduate Certificate" is open to all graduate students currently enrolled in any college or school at the University of New Mexico in any degree program. It not a stand-alone graduate certificate and therefore not open to nonmatriculated students. Please keep in mind that for some of the preprofessional graduate programs, there may be restrictions on enrollment for specific courses. This information will be posted on the [race.unm.edu](http://race.unm.edu) website. To our knowledge none of these restrictions exist for the College of Arts and Sciences and the College of Fine Arts. For more information about course enrollment restrictions by individual programs, please consult the course catalog, class schedule and website for the Institute: [race.unm.edu](http://race.unm.edu).

#### APPLYING FOR THE CERTIFICATE

The certificate is only available to current graduate students already matriculated in a graduate degree-granting program (e.g. master's or doctoral program) at the University of New Mexico, regardless of field of study. To apply you must submit a two-page letter of intent. This application must be approved by the faculty advisor and processed by the staff advisor. Only courses with a grade of B or better will count towards the certificate credits. For a current listing of the faculty and staff advisor, please visit: [race.unm.edu](http://race.unm.edu). Students are strongly encouraged to complete this process before they have completed more than six (6) credits toward the certificate.

#### 2. Student Impact

1. How many students are projected to enroll?

We expect 15-20 students to enroll in any given year.

2. From where will these students be drawn?

Graduate students from a variety of graduate programs have expressed interest in applying for the transcripted "Race & Social Justice Interdisciplinary Graduate Certificate." These students span the social

sciences including, anthropology, economics, sociology, psychology, as well as the fine arts and professional schools including business, public health, nursing, law, etc. After completing this certificate, students will have a firm foundation in understanding race as a social construction and they will be better prepared to compete for academic positions and/or work that requires these skill sets.

3. What are the demographic characteristics and educational goals of the target students?

We expect this certificate will be of interest to an array of students from across the disciplines that include diverse racial, ethnic, class, sexual orientation and other backgrounds. This graduate certificate will be particularly attractive to students interested in conducting collaborative, participatory, community-engaged research that may inform the local community, policy makers and equity-oriented research and praxis. We expect that this certificate will be particularly attractive to students from traditionally underrepresented backgrounds. For example, this certificate may be particularly attractive to graduate students who may be the first in their families to have access to higher education.

4. What are the employment goals of the typical target student?

This certificate will be attractive to future scholars, journalists, policy makers, social workers, teachers, lawyers, and teachers alike. It may be particularly attractive to those seeking public office who hope to arrive at large scale solutions to entrenched historic and contemporary inequalities in many policy arena such as early childhood and education, health and housing as well as employment and criminal justice.

We also expect that many of these students will seek to work in professions that are directly serving underrepresented racial and ethnic communities and particularly those that are planning to engage in policy-relevant research on inequities in education, health, housing, criminal justice as well as employment.

### 3. Curriculum Plan

1. Describe the curriculum and its impact on existing courses, including courses in other departments. NOTE: Certificates with new courses must be reviewed by the HED.

As previously mentioned, all of the courses for the certificate already exist in the UNM catalog. We include a list of courses that we have identified as potentially meeting the student learning outcomes (See Appendix and Spreadsheet). We are in the process of requesting syllabi for other courses that have the potential to meet the learning outcomes for the graduate list.

**RESTRICTIONS:** In order to ensure an interdisciplinary experience, no more than six (6) credits may be from the same department. This includes a maximum of three (3) credits of independent study and/or field experience. Please keep in mind that each department may have restrictions on student enrollment from other departments. Students may transfer up to three (3) credits from a previous graduate program; however the restrictions mentioned above will still apply.

2. What instructional model(s) will be used in delivering the program?

The interdisciplinary list of courses cover a variety of instructional modes for delivery the program. The gamut spans from seminar with a focus on reading, critical dialogue and research papers to praxis oriented workshops that focus on community-based action research. Because no more than six of the fifteen credits, can be in one department we will ensure that students have exposure to all types of instructional modes including pedagogies anchored in on-going critical reflection, dialogue and action.

3. What are the expected student learning outcomes for the program? How will the learning outcomes be measured?

A major goal of the certificate is to provide students with the opportunity to critically interrogate the relationship between race and social justice theory and practice, while coming to broader understandings of how to connect research on racial inequities to inform research and practice that can be translated into their communities. This can be the beginning of having students consider/rethink the relationship of research on race and social justice to communities that are affected by inequities related to race across a variety of policy arenas.

The program consists of several student learning outcomes:

(1) Students will illustrate and interpret the historical, political, social, psychological, cultural, and/or economic dimensions of race, racialization, difference and power, integrating these into an interdisciplinary perspective;

(2) Students will be able to critically read/write about, discuss, and engage in scholarly inquiry, problem-solving and public presentations related to race and social justice;

(3) Students will acquire a basic level of knowledge about U.S. and/or local, global social justice movements that are anchored in racial justice;

(4) Students will be aware of community-engaged research and teaching opportunities as well as career and post-graduate opportunities their certificate makes possible.

#### 4. Budgetary Impact

1. How many faculty are necessary for program delivery and what are their qualifications?

It is important to highlight that the proposed certificate does not duplicate any existing graduate certificate and all of the courses that have been identified as meeting the student learning outcomes for the certificate already exist in a variety of graduate programs across diverse disciplines, departments and colleges at UNM.

2. How will this program affect the workload of current faculty and support staff?

Again, all of the courses already exist so it will not require any new courses. Enclosed is a letter from the chair of sociology who has agreed to provide staff support for processing applications for the certificate. We anticipate 15-20 student seeking this certificate every year. While the faculty advisor assigned to any given year will experience a modest increase in advising load, this responsibility will rotate yearly among members of the Institute Advisory board and the volume of work would fall in the realm of regular advising duties.

3. Will additional faculty or staff be required? What is the cost?

No additional faculty will be required. Some staff support will be required; however the sociology department has agreed to provide the staff support necessary to process the applications and transcribed graduate certificate.

4. What faculty and staff development services will be needed?

No additional faculty will be required. Some staff support will be required; however the sociology department has agreed to provide the staff support necessary to process the applications and transcribed graduate certificate.

5. What impact will enrollments in the certificate program have on student support (GA &TA positions, scholarships, etc.)?

This certificate will not have any impact on student support, GA or TA positions.



6. What technology, media, equipment and instructional supplies are needed to reach these learning outcomes? Are these resources available? What is the estimated cost?

Again, since all of these courses already exist, we do not anticipate that any of these courses will require any additional equipment or instructional supplies.

7. Are there any needs for additional or renovated space?

All of the advising will take place in the office of the faculty for the academic calendar year. All of the processing of forms will take place in the Sociology Department main office by the administrative assistant serving as the Graduate Coordinator.

8. What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?

There will not be any need for additional student support services beyond those already available to graduate students in the Graduate Resource Center.

9. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

Not applicable.

#### 5. Accreditation Plan

1. How does the program affect any existing accreditation and licensure requirements?

Not applicable.

2. If new accreditation is required, describe the accreditation process and the expenses involved

Not applicable.

#### 6. Additional Information

a. Provide any additional information needed to make the case for development of a full proposal. *(For full proposal, provide any additional information to support the request for the proposed degree program.)*

#### EVALUATION AND ASSESSMENT

The Institute Advisory via a portfolio evaluation of student projects, examinations, assessment activity or other student work will assess each of the student learning outcomes every five years. Each year we will email the four student learning outcomes to all instructors teaching courses listed as part of the certificate and ask for volunteers for assessing these learning outcomes. We will then develop a three year rotation for all courses taught in the Fall and Spring semester. We will then select two departments for voluntary evaluation of all four learning outcomes in their listed classes. In addition, every five years the Institute will designate an assessment committee to assess the long-term impact of the certificate program by tracking the types of job placement and substantive work pursued by certificate earners five years after the certificate has been earned. In order to build ensure quality control, the student learning outcomes for the certificate will be continually assessed and updated to build on the lesson learned from previous assessments with the overall goal of creating improvements in student success.

7. Additional Attachments for submission to NMHED for CIP Code approval (submitted by Provost's Office)

1. A copy of the Form D with signatures
2. The final executive summary, proposal, and supporting documentation
3. Minutes from the Board of Regents meeting, noting approval

## PROPOSED CATALOG NARRATIVE

The fifteen (15) credit transcripted "Race and Social Justice Interdisciplinary Graduate Certificate," aims to expose students to a vibrant interdisciplinary community of scholars at the University of New Mexico doing research, teaching and service in the area of race and social justice. The key student learning outcomes include investigating and interpreting the social construction of race in a given sociohistorical context as well as reflecting on the premises, concepts and categories used in different disciplines to conceptualize race and racism. Other major student learning outcomes include cross-disciplinary critical appraisals, investigations and applications of theories of race, racialization, decolonization and social justice across a variety of social domains and institutions. The interdisciplinary focus provides an opportunity to examine how social justice can be embedded in all policies at the individual, institutional and structural levels across the disciplines. Up to six (6) credits can be in one department, including a maximum of three (3) credits of independent study. Courses can double count with any departments core or elective requirements. For information on the current faculty advisor and staff advisor as well as a list of approved courses for the certificate, please visit the website for the Institute for the Study of "Race" and Social Justice: [race.unm.edu](http://race.unm.edu).

## Courses on Race at UNM

### UNM Courses for the Proposed Race and Social Justice Interdisciplinary Graduate Certificate

(Last Updated: 2/2/16)

#### Spring 2016

- AMST 500 Topics in Race & Cultural Theory, *Cynthia Young*
- AMST 530 Decolonizing Queer Studies, *Amy Brandzel*
- AMST 560 Topics in Southwest Studies, Borderlands Ethnography, *Michael Trujillo*
- ARCH 662 Race, Space, & Architecture, *Brian Goldstein*
- CJ 517 Culture, Identities, & Subjectivities, *Patricia Covarrubias*
- CJ 555 Culture, Disparities, and Health Communication, *Julia Meredith Hess*
- CJ 506 Critical and Cultural Studies, *Myra S Washington*
- CJ 602 Theorizing Culture & Communication, *Shinsuke Eguchi*
- CRP 535 Community Economics, *Claudia Isaac*
- CRP 572 Indigenous Planning, *Ted S. Jojola*
- LLSS 524 Critical Race Theory, *Ricky Lee Allen*
- MGMT 566 Diversity in Human Relations, *Robert Delcampo*
- PSY 636 Diversity/Multicultural Perspectives in Clinical Psychology, *Kamilla Venner*
- SPAN 536 Colonial Literature, *Kathryn McKnight*
- WMST 512 Feminist Research Methodology, *Adriana Ramirez de Arellano*
- LAW 531 Health Law, *Mary Leto Pareja*
- LAW 541 Human Rights Law, *Jennifer Moore*
- LAW 584 Indian Law, *John P Lavelle*
- LAW 593 Race and the Law, *Sonia Maria Gipson Rankin*
- LAW 593 Pueblo Indian Law, *Christine P Zuni Cruz*
- LAW 634 Children's Law, *Yael Cannon*

#### Fall 2016 (Partial List)

- LLSS 530 Whiteness Studies, *Ricky Lee Allen*
- SOC520 Race and Ethnic Relations, *Nancy López*
- SOC 507/LLSS 593 Race & Social Justice: Interdisciplinary Insights (*Nancy López & Ricky Lee Allen*, co-taught)



68	SOC	595	Community-Engaged Research: Methods for Health & Social Justice	Jessica Goodkind	iboschj@unm.edu	Richard Wood	rwwood@unm.edu
69	SOC	490*	Integrating Race, Gender, & Class for Policy	Lopez	nlopez@unm.edu	Richard Wood	rwwood@unm.edu
70	SOC	528	Sociology of Mexican Americans	Gonzalez	gonzales@unm.edu	Richard Wood	rwwood@unm.edu
71	SPAN	536	Colonial Literatures	Kathryn McKnight	mcknight@unm.edu	Anthony Cardenas	acard@unm.edu
72	SPAN	639	Women & Blacks in the Colonies	Kathryn McKnight	mcknight@unm.edu	Anthony Cardenas	acard@unm.edu
73	WMST	510	Feminist Theories	Adriana Ramirez de Arellano	arad@comcast.net	Rajeshwari Vallury	rvallury@unm.edu
74	WMST	512	Feminist Research Methodologies	Adriana Ramirez de Arellano	arad@comcast.net	Rajeshwari Vallury	rvallury@unm.edu

### Courses Offered Spring 2016

AMST 500 Topics in Race & Cultural Theory, *Cynthia Young*  
 AMST 550 Decolonizing Queer Studies, *Amy Brandzel*  
 AMST 580 Topics in Southwest Studies, Borderlands Ethnography, *Michael Trujillo*  
 ARCH 662 Race, Space, & Architecture, *Brian Goldstein*  
 CJ 517 Culture, Identities, & Subjectivities, *Patricia Covarrubias*  
 CJ 555 Culture, Disparities, and Health Communication, *Julia Meredith Hess*  
 CJ 506 Critical and Cultural Studies, *Myra S Washington*  
 CJ 802 Theorizing Culture & Communication, *Shinsuke Eguchi*  
 CRP 635 Community Economics, *Claudia Isaac*  
 CRP 572 Indigenous Planning, *Ted S. Jojola*  
 LLS 524 Critical Race Theory, *Ricky Lee Allen*  
 MGMT 566 Diversity in Human Relations, *Robert Deicampo*  
 PSY 636 Diversity/Multicultural Perspectives in Clinical Psychology, *Kamilla Venner*  
 SPAN 586 Colonial Literature, *Kathryn McKnight*  
 WMST 512 Feminist Research Methodology, *Adriana Ramirez de Arellano*  
 LAW 591 Health Law, *Mary Lebo Pareja*  
 LAW 541 Human Rights Law, *Jennifer Moore*  
 LAW 584 Indian Law, *John P. Lavelle*  
 LAW 593 Race and the Law, *Sonia Maria Gipson Rankin*  
 LAW 595 Pueblo Indian Law, *Christine P. Zuni Cruz*  
 LAW 634 Children's Law, *Yael Cannon*

### Courses Offered Fall 2016 (Partial List)

LLS 550 Multilingual Studies, *Ricky Lee Allen*  
 SOC 520 Race and Ethnic Relations, *Nancy Lopez*  
 SOC 507/LLS 593 Race & Social Justice: Interdisciplinary Insights (*Nancy Lopez & Ricky Lee Allen*, co-taught)

Number	Dept. Code	Course	Title	Instructor	Syllabus
1	AMST	511	Social Movements		No
2	AMST	508	Cultural Autobiography		No
3	AMST	550	Topics in Race, Class & Ethnicity		No
4	AMST	556	Topics in Native American Studies		No
5	AMST	557	Topics in African American Studies		No
6	AMST	558	Topics in Latino/a Studies		No
7	ANTH	530	Race & Natural Resources	Cristobal Valencia	Yes
8	ANTH	539	Human Rights in Anthropology		No
9	ARCH	662	Race, Space, and Architecture	Brian Goldstein	Yes
10	ARTE	577	Social Justice Issues in Art Education	Laurel Lampela	Yes
11	CJ	514	Seminar in Intercultural Communication	Shinsuke Eguchi	Yes
12	CJ	519	Culture, Borderlands, & Change: Queer Interc	Shinsuke Eguchi	Yes
13	CJ	602	Theorizing Culture and Communication	Shinsuke Eguchi	Yes
14	CJ	506	Critical/Cultural Studies	Susana Martinez Guillem	Yes
15	CJ	518	Culture, Places, and Spaces	Susana Martinez Guillem	Yes
16	CJ	517	Culture, Identities, & Subjectivities		No
17	CJ	555	Culture, Disparities & Health Communication		No
18	CRP	535	Community Economics	Claudia Isaac	Yes
19	CRP	503	Community Based Practice	Claudia Isaac	Yes
20	CRP	572	Indigenous Planning		No
21	CRP	573	Planning on Native American Lands		No
22	CRP	586	Planning Issues in Chicano Communities		No
23	EDUC	552	Social Justice in Education		No
24	EDUC	652	Teacher Education & Social Justice	Shiv Desai	Yes
25	HIST	500	Slavery and Race Relations in the Americas, 1	Judy Bieber	Yes
26	HIST	666	Historiography of Comparative Slavery: Class	Judy Bieber	Yes
27	HIST	671	1968 in Global Perspective	Tiffany Florvil	Yes
28	HIST	645	History of Mexican Immigration	Garcia y Griegos	No
29	LEAD	620	Democracy, Ethics, & Social Justice in Trans	formational Leadership	No
30	LSS	593	Race, Ethnicity, and Education	Ricky Allen	Yes
31	LSS	524	Critical Race Theory	Ricky Allen	Yes
32	LSS	530	Whiteness Studies	Ricky Allen	Yes
33	LSS	587	Education & Gender Equity	Ruth Trinidad Galvan	Yes
34	LSS	588	Feminist Epistemologies & Pedagogies	Ruth Trinidad Galvan	Yes
35	POLS	521	Class, Race, and Gender		Yes

36	MGT	566	Diversity & Human Relations Laboratory	Robert DelCampo	Yes
37	NURS	693	Native American/ Alaska Native Health Resea	Emily Haozous	Yes
38	PH	501	Principles of Public Health	Nina Wallerstein	Yes
39	PH	DRAFT	Race, Ethnicity, Social Class & Public Health	Joaquin Baca	Yes
40	PH	505	Social & Cultural Theories Models: Community Interventions		No
41	POLS	521	Comparative Welfare States	Sara Niedzwiecki	Yes
42	POLS	511	Research Seminar in American Minority Grou	Gabriel Sanchez	Yes
43	PSYC	636	Diversity /Multicultural Perspectives	Kamilla Venner	Yes
44	PSYC	650	Health Disparities	Steven Verney	Yes
45	PH	554	Health Policy, Politic and Social Equity	Cacari-Stone	Yes
46	SOC	507	Race & Education	Nancy Lopez	Yes
47	SOC	507	Race & Gender	Nancy Lopez	Yes
48	SOC	520	Race & Ethnic Relations	Nancy Lopez	Yes
49	SOC	595	Community Engaged Research: Methods for	Jessica Goodkind	Yes
50	SOC	528	Sociology of Mexican Americans	Gonzales	No
51	SPAN	536	Colonial Literatures	Kathryn McKnight	Yes
52	SPAN	639	Women & Blacks in the Colonies	Kathryn McKnight	Yes
53	WMST	510	Feminist Theories	Adriana Ramirez de Arella	Yes
54	WMST	512	Feminist Research Methodologies	Adriana Ramirez de Arella	Yes
55	LAW		Children's Law		No
56	LAW		Constitutional Rights		No
57	LAW		Environmental Justice		No
58	LAW		Health Law		No
59	LAW		Human Rights		No
60	LAW		Immigration		No
61	LAW		Indian Civil Rights		No
62	LAW		Indian Law		No
63	LAW		Poverty Law		No
64	LAW		Pueblo Indian Law		No
65	LAW		Race and the Law		No
66	LAW		Sexuality and the Law		No
67	PH	556	Community Based Participatory Research for Multiple		Yes
68	ARTS	529	Politics of Performance	Ho	Yes
69	SOC	430*	Integrating Race, Gender & Class for Policy	Lopez	Yes
70	LAW		Immigrant Rights	Carey	Yes
71	PA	535	Comparative Public Administration	Rivera	Yes



72	PA	522	Program Evaluation	Rivera	Yes
73	PA	553	Instructional Television, Professional Paper C	Rivera	Yes
74	POLS	521	Seminar: Race and Ethnic Politics		
75	POLS	520	Comparative Politics		

LAST UPDATE: 10/27/15

RACE AND SOCIAL JUSTICE GRADUATE CERTIFICATE (15 credits)

FORM D PROSOSAL TO UNM FACULTY SENATE (Draft: 5/4/15)

Email Syllabi to: [race@unm.edu](mailto:race@unm.edu)

In partnership with the Diversity Council, the Institute for the Study of "Race" & Social Justice Advisory Board at the University of New Mexico is in the planning stages of developing a graduate certificate that offers graduate and professional students across schools, colleges and departments the opportunity to have a transcribed specialization in "Race and Social Justice." Envisioned as an interdisciplinary experience, the proposed graduate certificate in race and social justice contributes to UNM's portfolio of innovative engaged scholarship, teaching and service.

We invite you and your colleagues to submit syllabi for consideration for a Form D application to the UNM Faculty Senate to create a graduate certificate in "Race & Social Justice" at the University of New Mexico (UNM). To submit syllabi please email: [race@unm.edu](mailto:race@unm.edu). Please forward this invite to colleagues that may be interested in having their syllabi included in the proposed graduate certificate in "Race & Social Justice" at UNM Program, Department, or College. If you have any questions please contact Dr. Nancy López, Director, Institute for the Study of "Race" & Social Justice, Email: [nlopez@unm.edu](mailto:nlopez@unm.edu). We plan to submit the Form D to the UNM Faculty Senate in early Fall 2015 for inclusion in the 2016-2017 Catalog.

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INSTITUTE FOR THE STUDY OF "RACE" & SOCIAL JUSTICE

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For more information on the work of the Institute please visit:

<http://healthpolicy.unm.edu/about/initiatives/isrsj> or email: [race@unm.edu](mailto:race@unm.edu).

## GRADUATE CERTIFICATE IN RACE AND SOCIAL JUSTICE

### LEARNING GOALS AND STUDENT LEARNING OUTCOMES

#### (FORM D PROPOSAL)

#### Broad Learning Goals

- A. Students will understand and identify the historical, political, social, psychological, cultural, and/or economic dimensions of race, racialization, difference and power, integrating these into an interdisciplinary perspective.
- B. Students will be able to critically read/write about, discuss, and engage in scholarly inquiry related to race and social justice.
- C. Students will acquire a basic level of knowledge about U.S. and/or local, global race and social justice movements.
- D. Students will be aware of community engaged research and teaching opportunities as well as career and post-graduate opportunities their certificate makes possible.

#### Student Learning Outcomes

1. Students will recognize, assess and apply the major theoretical frameworks for understanding racial inequality and equity across a variety of social outcomes, including health, housing, education, early childhood, employment and criminal justice, the arts and other arenas.
2. Students will learn to recognize the macro (global, national, municipal/local), meso (institutional) and micro (experiential/individual) dimensions of the social construction of race and racialization processes in a given sociohistorical context.

3. Students will learn how to understand the national and international processes and issues to identify and describe at least two dimensions of race as a social construction (e.g., historical, political, social, cultural, economic) and identify solutions to contemporary racial inequalities.
  4. Students will integrate knowledge and scholarly approaches across disciplines, apply an interdisciplinary approach, and account for the international context of race and social justice as they prepare for comprehensive exams, dissertations and masters theses in their respective disciplines.
  5. Students will develop critical thinking about the social construction of race and its intersections with other social/structural inequalities, such as class, ethnicity, gender, sexuality, citizenship, disability, religion, etc.
  6. Students will enhance their research, writing and public speaking skills as they will present and discuss their research on race and social justice in compelling, coherent, clear analytical arguments.
  7. Students will complete their coursework with a minimum grade of B.
  8. Students will develop the ability to engage in deep self-reflection and develop competency for dialogues on race and social justice and/or communication skills.
  9. Students will find and evaluate career and post-graduate opportunities available to students who have a transcribed graduate certificates in race and social justice.
-

## TRANS-DISCIPLINARY GUIDELINES FOR RESEARCHING "RACE"

August 15, 2010

Trans-disciplinary "Race" Working Group, Spring 2010

Institute for the Study of "Race" & Social Justice,

Robert Wood Johnson Foundation Center for Health Policy

The University of New Mexico

<http://healthpolicy.unm.edu/about/initiatives/lrsrj>

### Preamble

As scholars committed to teaching, research and service that promote social justice, we ground our work in the fundamental assumption that social hierarchies based on race impact U.S. society at all levels and in multi-faceted ways. We view race as a social construction that has for centuries shaped our society and continues to do so today, and therefore we do not consider races to be genetically homogenous populations (see also, AAPA, 1996; AAA, 1998; ASA, 2003; APA, 2002). We place "race" in quotes to underscore its nature as a socially constructed category of social status in particular historical contexts, rather than as a reified category that is essential or fixed. Given persistent racism as shown by a wide range of indicators of racial inequality and the continuing role of race as a fundamental organizing principle in American society, we believe that we have a professional and an ethical imperative to engage in research that both advances scientific knowledge and contributes to social justice. While some policymakers and scholarly associations have called for the elimination of the collection of racial data, we believe that collecting such data is a crucial step in fighting racism and structural racial inequality. "Scholarship on 'race' provides scientific evidence in the current scientific and civic debate over the social consequences of the existing categorizations and perceptions of race; allows scholars to document how race shapes social ranking, access to resources, and life experiences; and advances understanding of this important dimension of social life, which in turn advances social justice" (ASA, 2003:2). We believe it is necessary to recognize racial categories as they have been and are used, processes of racialization, and racism in order to analyze and understand historic and persistent inequalities and the dynamics of contemporary racism.

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Scholars can and should contribute to an anti-racist, social justice agenda (APA, 2002:18). As scholars and members of disciplines and universities, we are in a strategic position to transform research and policy. In an effort to create guidelines for research on race that transcend disciplines and the divides between the social, biological and health sciences, Drs. Laura Gómez, Professor, Law & American Studies, and Nancy López, Associate Professor, Sociology, convened a group of UNM scholars that met over the course of three months to discuss how their respective disciplines conceptualized and operationalized race and to formulate strategies for trans-disciplinary best practices for researching race.

The members of the working group at the University of New Mexico were:

*Sonia Bettez, Robert Wood Johnson Foundation Doctoral Fellow, Center for Health Policy & Sociology*

*Lisa Cacarl-Stone, Assistant Professor, Social Policy, Family & Community Medicine*

*Laura Gómez, Professor, Law & American Studies*

*Alexis Handal, Assistant Professor, Epidemiology/Family & Community Medicine*

*Nasreen Khan, Assistant Professor, Pharmacy*

*Jeffrey Long, Professor, Anthropology*

*Nancy López, Associate Professor, Sociology*

*Jamal Martín, Clinical Assistant Professor, Public Health/Family & Community Medicine*

*Kathy Powers, Assistant Professor, Political Science*

*Steven Verney, Associate Professor, Psychology*

The following ten points highlight our collective, trans-disciplinary guidelines for effectively researching race. We urge researchers and policy makers to consider them at all stages of the research process, including research design, analysis, and interpretation, as well as ethical conduct and professional responsibility as researchers and scholars.

#### Trans-disciplinary Guidelines for Researching "Race"

1. "Race" is a socially constructed phenomenon. Scholars should challenge popular notions of "race" as a fixed trait (that is often perceived as biologically and/or genetically based).
  - a.) Researchers should question why and how the notion of race as biologically and/or genetically based persists despite scientific challenges over several generations.
  - b.) Scholars should question who gains from maintaining and/or who is invested in the idea of race as biology.

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2. Researchers should explicitly define and operationalize race.
  - a.) Do not use race, ethnicity and culture interchangeably without justifying why.
  - b.) Do not use race interchangeably with biological populations; racial categories (or terms) are not a proxy for genetic variation.
3. In order to capture the complexity of the construct of race in research, we recommend the following strategies:
  - a.) Rather than only measure race in one way (e.g. self-identification from a list of pre-selected options), use multiple measures of race (e.g., add a question such as, What race do others think you are?).

- b.) Use a variety of methods to conduct research on race (e.g., mixed methods).
  - c.) Collect data over time (e.g., longitudinal data).
  - d.) Engage in multi-dimensional research, recognizing how race operates at the micro (interpersonal), meso (institutional), macro (structural) levels of society.
  - e.) Interpret results with care so as not to misrepresent or exaggerate findings (e.g., correlation is not causation).
  - f.) Recognize and state the limitations of one's data. For example, when one data source does not adequately define race, consider merging or combining data sources.
4. Scholars should be attentive to race and intersectionality, or how a variety of identities and social categories operate simultaneously and interact in complex ways (e.g., gender, class, sexuality, immigration status, etc.).
  5. Race and class interact in complex ways; researchers should not use them as proxies for each other.
  6. Social, historical, and geographic context matter--from the local to the continental levels. Researchers should always account for context in data collection, analysis and interpretation.
  7. Researchers should not conflate race and racism. Measure racism in its complexity.
    - a.) micro/interpersonal level (e.g., individual lived experiences).
    - b.) meso/institutional level (e.g., formal and informal policies and practices).
    - c.) macro/structural level (e.g., media representation, political discourse).
  8. Each researcher should address how his/her social position and personal experiences and understandings of race (whether conscious or not) may shape the research questions and analysis.
  9. Scholars and policy makers should consider the ethical implications of their work. Whether intended, or not, research has social consequences. Research should be anchored in the following principles: transparency; community collaboration; reciprocity; justice; and social responsibility. Researchers should aim to do no harm.
  10. For applied interventions start with the end in mind (e.g., social justice), and then focus on the outcomes.

## REFERENCES

American Anthropological Association. 1998. "Statement on Race." Washington, DC. Last accessed on 08/15/10 at <http://www.aaanet.org/stmnts/racepp.htm>.

American Association of Physical Anthropologists. 1996. AAPA Statement on Biological Aspects of Race, *American Journal of Physical Anthropology*, (101):569-570. Last accessed on 08/15/10 at <http://physanth.org/association/position-statements/biological-aspects-of-race>.

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American Sociological Association. 2003. The Importance of Collecting Data and Doing Social Scientific Research on Race. Washington, DC: American Sociological Association. Last accessed on 8/15/10 at [http://www2.asanet.org/media/asa\\_race\\_statement.pdf](http://www2.asanet.org/media/asa_race_statement.pdf).

\*NOTE\* Please cite this document as follows:

Trans-disciplinary "Race" Working Group. 2010. "Trans-disciplinary Guidelines for Researching 'Race,'" Institute for the Study of "Race" & Social Justice (ISRSJ), Robert Wood Johnson Foundation (RWJF) Center for Health Policy, The University of New Mexico, <http://healthpolicy.unm.edu/about/initiatives/isrsj>  
Last accessed June 7, 2012.

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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:

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Email [nlopez@unm.edu](mailto: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

### Principal Funding

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

### 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)

### 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)
2011	National Institutes of Health (NIH) Workshop, “Mapping ‘Race’ & Inequality: Best Practices for Conceptualizing and Operationalizing ‘Race’ in Health Policy Research,” 22 participants for two-day workshop (April 29-30)
2011-2013	New Mexico Hospital Association, Race and Ethnicity Advisory Committee
2013	New Mexico Behavioral Risk Factor Surveillance System (BRFSS) Planning Committee
2013	Sociology Working Group on Race and Hispanic Origin Question Revisions for Census 2020 Memorandum (informal working group of the American Sociological Association)
2014	New Mexico Statewide Race, Gender, Class Data Policy Consortium

### Publications

Transdisciplinary “Race” Working Group. 2010. Transdisciplinary Guidelines for Researching “Race.” Institute for the Study of “Race” & Social Justice, RWJF Center for Health Policy.

Gómez, Laura and Nancy López. 2013. Mapping “Race”: Critical Approaches to Health Disparities Research. New Brunswick, NJ: Rutgers University Press.

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# MAPPING "RACE"

## Critical Approaches to Health Disparities Research

Edited by Laura E. Gómez and Nancy López

"Mapping 'Race' provides keen insights about race as a social construction. With its coherent theme and presentation of possible ways to study race and health, this book will fill an important vacuum in the scholarship on the topic."

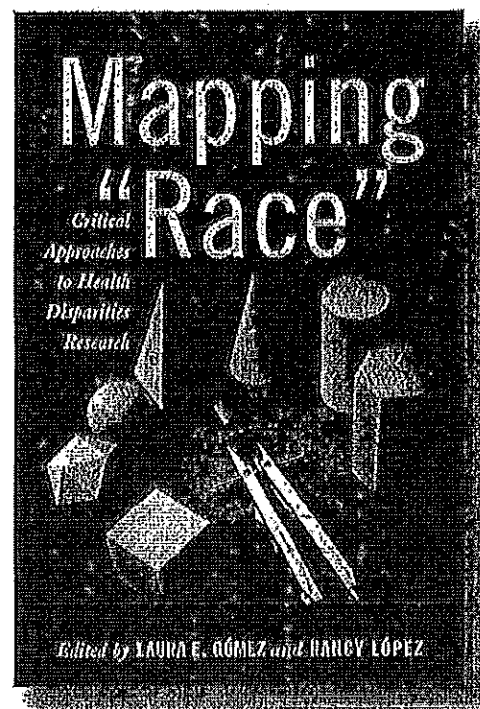
—David T. Takeuchi, University of Washington

Researchers commonly ask subjects to self-identify their race from a menu of preestablished options. Yet if race is a multidimensional, multilevel social construct, this has profound methodological implications for the sciences and social sciences. Race must inform how we design large-scale data collection and how scientists utilize race in the context of specific research questions. This landmark collection argues for the recognition of those implications for research and suggests ways in which they may be integrated into future scientific endeavors. It concludes on a prescriptive note, providing an arsenal of multidisciplinary, conceptual, and methodological tools for studying race specifically within the context of health inequalities.

**Contributors:** John A. García, Arline T. Geronimus, Laura E. Gómez, Joseph L. Graves Jr., Janet E. Helms, Derek Kenji Iwamoto, Jonathan Kahn, Jay S. Kaufman, Mal M. Kindalchi, Simon J. Craddock Lee, Nancy López, Ethan H. Merelsh, Matthew Miller, Gabriel R. Sánchez, Aliya Saperstein, R. Burdaga Valdez, and Vickie D. Ybarra

**LAURA E. GÓMEZ** is a professor of law, sociology, and Chicano studies at the University of California at Los Angeles. She is the author of *Manifest Destinies: The Making of the Mexican American Race*.

**NANCY LÓPEZ** is an associate professor of sociology at the University of New Mexico. She is the author of *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*.



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Review by: Osagie K. Obasogie

*American Journal of Sociology*, Vol. 120, No. 4 (January 2015), pp. 1234-1236

Published by: The University of Chicago Press

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This monograph is eminently readable, and its strengths lie in the author's superb grasp of the interconnections between different domains of social interaction. Decoteau also brings the sociological theories of Nikolas Rose and Pierre Bourdieu to bear on the South African AIDS epidemic in a sophisticated and productive manner. Unfortunately, I found the scope of the monograph somewhat narrow. Like so many social scientists, the author often invokes neoliberalism as an all-explanatory theoretical device. She does not consider the rapid rise of HIV infections during the F. W. De Klerk and Nelson Mandela regimes, and she could have utilized her own fieldwork material more fully. Descriptions of local beliefs frequently rely on summaries of secondary literature. To me, her critique of "biomedical hegemony" in settings that lack crucial health care resources rings somewhat hollow. However, none of these shortcomings would deter me from recommending *Ancestors and Antiretrovirals* to a broad readership.

*Mapping Race: Critical Approaches to Health Disparities Research*. Edited by Laura E. Gómez and Nancy López. New Brunswick, N.J.: Rutgers University Press, 2013. Pp. xviii+225. \$27.95 (paper).

Osagie K. Obasogie  
*University of California, Hastings*

The idea that race is a social construction has become so prominent in the social sciences over the past several decades that it is now a reflexive mantra of sorts. Any reasonably attentive undergraduate who has taken an introductory sociology course is able to recite the now commonplace trope that race is not "real" or a natural division of human beings. Instead, race is regarded as a system that we have devised over many years to categorize people according to various social, economic, and political choices; the meanings that have come to attach to particular bodies are socially produced rather than inherent to groups themselves.

That's the easy part. Many professional sociologists repeat this theory of race over and over again with the same fervor as their students. Yet the irony is that many sociologists' empirical measurements often fail to fully integrate social constructionist theory, which can lead race to be misconstrued as a series of discrete variables that can be measured solely by surface-level observations. Put differently, while social scientists often theorize race as a social construction, it is not uncommon for many in our field to methodologically approach race as a real, natural, stable, and objectively knowable trait. This tendency may very well be the single biggest problem facing race scholarship. It is a silent yet profound tension that far too few people discuss, and it may be leading to research that fundamentally misstates the role of race in everyday life.

Scholars are beginning to address this tension between race theory and race methods, particularly in subfields such as the sociology of law (e.g., Osagie K. Obasogie, *Blinded by Sight: Seeing Race through the Eyes of the Blind* [Stanford University Press, 2014]; Laura Gómez, "A Tale of Two Genres: On the Real and Ideal Links between Law and Society and Critical Race Theory," in *The Blackwell Companion to Law and Society*, ed. Sarat [Blackwell, 2008]). But in their new edited volume *Mapping Race*, Laura E. Gómez and Nancy López have compiled several articles that take this conversation to a much needed domain: health disparities research. While the idea that social categories of race do not reflect inherent lines of human difference has theoretically oriented the social sciences and humanities, a subtle yet persistent attack on social constructionism—as a theory of race and racial difference—has occurred in the life sciences as researchers seek genetic correlates to these social demarcations. And this search for a genetic basis of race is often geared toward one particular goal: explaining why certain groups are sicker than others.

This trend in health disparities research is becoming increasingly seductive. It holds out the potential to provide eloquent explanations for persisting gulfs in health outcomes—from asthma to cancer to various cardiovascular diseases. But with this fact comes a profound risk: the turn toward biological explanations for racial disparities in health may very well obscure their social determinants, which places greater emphasis on how we treat one another as a root cause for health disparities as opposed to fleeting and largely undemonstrated genetic explanations.

Central to these contrasting viewpoints is the age-old question: What is race? The contributors in *Mapping Race* brilliantly renew, reconsider, and reimagine this question in light of the pressing new challenges facing the way we think about diverging health outcomes. The editors note that their "core argument is that biomedical researchers and social scientists have not sufficiently grappled with how the conceptualization of race as socially constructed implicates how we operationalize and analyze race in health disparities research" (pp. 4–5).

This framing of the issue is masterful. Yet the book's beautiful ambition goes beyond this. *Mapping Race* seeks to transcend the divide between sociological theory and methods in health policy by initiating a conversation on "best practices" for measuring race that at once acknowledges its socially constructed nature and the need for improved assessment tools in order to resolve various health policy challenges. Thus, what follows is a collection of articles from authors with diverse training—sociology, demography, epidemiology, and more—who take this challenge seriously in proposing methods that simultaneously theorize race as a social construction yet effectively measure racial differences in a manner that captures precisely how race comes to matter in producing disparate health outcomes.

*Mapping Race* is necessary reading; there are few topics that are more important to the field of sociology. This importance is not only because of the crucial scholarly project of recognizing and remedying this gulf between theory and methods in race scholarship. It is also because when this disconnect happens in health disparities research, the stakes become much higher: people's lives and well-being are on the line. A failure to understand the myriad ways in which race as a social construction affects health outcomes and various biomedical processes means that people—particularly racial minorities—may not receive the standard of care needed to resolve health inequalities. Moreover, an overreliance on race and racial disparities as a biological rather than socially constructed phenomenon may unduly prioritize private biomedical ventures as a solution to health disparities when public commitments to addressing their social determinants may provide more immediate and meaningful relief. The contributors to *Mapping Race* address these concerns and many more with elegance, deftness, and rigor.

But the overall impact of *Mapping Race* may very well be larger than the authors intend. Health and health policy have historically been important sites for shaping lay understandings of race. Encouraging more sophistication in data analysis and modeling can have positive downstream effects on how society understands minorities' disparate social and health outcomes as a function of social inequality rather than inherent differences. López and Gómez offer a collection of articles that will start this important discussion and will likely have far-reaching impact beyond the academy. If the contributors' suggestions are adopted, they may very well go a long way in shaping the way that the public comes to understand and experience race in their everyday lives. One can only hope.

*After Civil Rights: Racial Realism in the New American Workplace.* By John D. Skrentny. Princeton, N. J.: Princeton University Press, 2014. Pp. xvi + 397. \$35.00.

Charles A. Gallagher  
*La Salle University*

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Most Americans cannot recall when or how antidiscriminatory legislation became the law of the land, but most do know that discrimination based on race, gender, nationality, sex, or religion in the workplace is illegal. The right to nondiscriminatory treatment in the labor market is so ingrained in our culture that if employment discrimination did occur most individuals would automatically run to a lawyer. This perceived "right" to nondiscriminatory treatment in employment is a product of the Civil Rights Act of 1964. With

April 29-30, 2011  
Garden Room, Hilton Albuquerque

Mapping "Race" and Inequality:  
Best Practices for Theorizing and Operationalizing "Race"  
in Health Policy Research

A Workshop Sponsored by  
the Institute for the Study of "Race" and Social Justice,  
the Robert Wood Johnson Foundation Center for Health Policy at UNM  
and the National Institutes of Health  
National Center on Minority Health and Health Disparities

Friday, April 29, 2011

- 7:30am Continental Breakfast
- 8am Welcome by Laura Gómez & Nancy López
- 8:30-9:30am Unpacking What We Mean by "Race" in Concept & Method
- John García, "Mapping Race and Inequality: Integrating Multi-dimensional Concepts and Operationalization"
- Joseph Gone, "Moving Beyond Race in Native American Health Research: Lessons from Indian Country"
- Derek Iwamoto, "Exploratory and Confirmatory Factor Analysis of the People of Color Racial Identity Attitude Scale among Asian Americans"
- 9:45-10:45am Rac(ing) Statistics in Health Research
- Jay Kaufman, "Ethical Dilemmas in Statistical Practice: The Problem of Race in Biomedicine"
- 
- Janet Helms, "Racial Group Disparities in Health Measures: How Statistics Create Myths"
- Joe Graves, "Looking at the World through "Race" Colored Glasses: the Influence of Ascertainment Bias on Biomedical Research and Practices"
- 11am-Noon Using Multiple Measures of "Race" in Existing Data Sets
- Aliya Saperstein, "Measuring Multi-Dimensionality in Surveys: Moving Forward"
- Kimberly Huyser, "Who are We Talking About? Defining the Population within Race & Ethnicity among American Indians"
- Gabriel Sanchez, "The Missing Link in the Social Determinants of Health Literature: The Impact of Political Factors on Health Status and Racial Disparities"



Noon to 1pm      Box lunch with RWJF Doctoral Fellows (Sonia Bettez, Yajaira Pena-Esperanza, Estela Vasquez Guzman, Vickie Ybarra)

1-2pm              Embodying "Race" and Health Inequalities

Clarence Gravlee, "Operationalizing Race in Health Research: from Mantra to Measurement"

Arlene Geronimus, "Contingencies of Social Identity: A New Handle for Grasping Racial Health Inequality"

Michael Montoya, "Beyond Natures/Cultures: The Promise of Community Knowledge in a Post-Genomic World"

2:15-3:15pm      "Race" and Health Delivery in Practice and Clinical Trials

Camara Jones, "Achieving Health Equity: Frameworks and Tools for Undoing Racism and Other Systems of Inequity"

Maribel Rodriguez-Torres, "Relevance of Ethnicity and Race in patients with CHC: Focus on Latinos"

Simon Craddock Lee, "Organizational Practice and Social Constraints: Problems of Identity Data in Cancer Care and Research"

3:30-4:30pm      "Race," Genomics, and the Meaning of Justice

Sandra Lee, "Exploring Race in a Genomic Age through the Lens of Anthropology and Bioethics"

Jon Kahn, "Framing Racial Medicine"

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Saturday, April 30, 2011

- 8-8:30am Continental breakfast and Discussion of Day Two Agenda
- 8:45-10:15am Group discussions based on methodological strategy (quantitative and qualitative; note that several of you could have been in either group); list below.\*

*Guiding questions: What can we do to address the disconnect between the conceptualization of race as a socially constructed, multi-dimensional, multi-level phenomenon and data on race and health inequalities that consistently falls short of these insights? What are best practices for research on racial health inequalities using existing data sets? If you had unlimited resources, how would you design new data collection that took into account these best practices?*

Quantitative Group (8:45am)

John Garcia  
 Laura Gomez  
 Joseph Graves  
 Janet Helms  
 Kimberly Huyser  
 Derek Iwamoto  
 Jay Kaufman  
 Camara Jones  
 Gabriel Sanchez  
 Aliya Saperstein  
 Vickie Ybarra\*  
 Estela Vasquez Guzman\*

Qualitative Group (8:45am)

Arlene Geronimus  
 Lance Gravlee  
 Joseph Gone  
 Jon Kahn  
 Sandra Lee  
 Simon Lee  
 Nancy Lopez  
 Michael Montoya  
 Maribel Rodriguez-Torres  
 Yajaira Pena-Esperanza\*  
 Sonia Bettez\*

- 10:30-12pm Small group discussions (see below)

*Continue the earlier discussion by focusing on more precise questions, given the methodological orientation of each small group.*

*For example, many studies, both quantitative (e.g., surveys) and qualitative (e.g., interviews), capture only a single dimension of racial status (typically self-identified race). How can we move toward operationalizing race as also having a social dimension (how others classify us) and as varying situationally (e.g., in a school/work setting versus neighborhood, etc.) and longitudinally (e.g., over the life-course and in real historical time)? What specific research strategies would we utilize to get at these facets of race?*

*How can we think about race and other dimensions of social inequality in more complex ways? What research strategies would allow us to operationalize multiple, interacting and reinforcing bases of social and health inequality that powerfully intersect with race (such as socio-economic status, gender, sexuality, age, citizenship status, disability status and the like)?*

\* RWJF Doctoral Fellow-invited student observer;

Small Group 1 (10:30am)

Joseph Graves  
 Janet Helms  
 Derek Iwamoto  
 Jay Kaufman  
 Aliya Saperstein  
 Laura Gomez  
 Vickie Ybarra\*

Small Group 2 (10:30am)

Joe Gone  
 Jon Kahn  
 Sandra Lee  
 Maribel Rodriguez-Torres  
 Yajaira Pena-Esperanza\*

Small Group 3 (10:30am)

John Garcia  
 Kimberly Huyser  
 Camara Jones  
 Gabriel Sanchez  
 Estela Vasquez Guzman\*

Small Group 4 (10:30am)

Arline Geronimus  
 Lance Gravlee  
 Simon Lee  
 Nancy Lopez  
 Michael Montoya  
 Sonia Bettez\*

- |              |   |
|--------------|---|
| 12:00-12:45  | Box lunch, informal conversations   |
| 12:45-2:45pm | Reconvene in Plenary Format for Four Small Group Reports                        |
| 3:00-4:00pm  | Regroup to Develop Guiding Principles—Nancy and Laura                           |
| 4:15-5:15pm  | Next Steps (edited volume; future collaborations; continuing the conversation). |

*Funding for this conference was made possible (in part) by 1R13MD006054-01 from the National Center on Minority Health and Health Disparities (NCMHD), the Agency for Healthcare Research and Quality (AHRQ) and the Eunice Kennedy Schriver National Institute of Child Health and Human Development (NICHD). The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention by trade names, commercial practices, or organizations imply endorsement by the U.S. Government.*

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Center for Health Policy  
at the University of New Mexico

The Institute for the Study of Race & Social Justice, housed at the Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico, invites you to our symposium!

**Counting "Race": Racial and Ethnic Measurements in the 2020 Census**

**DATE: Friday, September 9, 2011**

**TIME: 1:00 pm - 5:00 pm**

**PLACE: UNM SUB Ballroom A**

The symposium will feature moderated roundtable discussions and is free & open to the general public. A reception will follow. Some of the topics that will be covered in the roundtable include:

- Best practices for counting race and ethnicity, with a focus on lessons from previous censuses;
- The use of multiple measures for race and ethnicity (e.g., self-identity and socially defined race-how other people usually classify you, parental place of birth, ancestry, etc.);
- Differences between the race and ethnicity questions collected by the the U.S. Census and the American Community Survey & preliminary results from the 2010 Census;
- The undercount of Native Americans, Latino/as, and undocumented communities;
- Standards for the collection of race and ethnicity data set by the Office of Management and Budget (OMB);

**CONFIRMED SPEAKERS:**



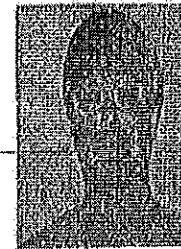
**Matthew Snipp, Ph. D.**  
Professor of Sociology,  
Stanford University



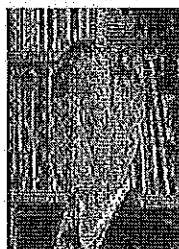
**Leonardo Estrada, Ph. D.**  
Professor of Sociology,  
University of California, Los Angeles



**Clara Rodriguez, Ph. D.**  
Professor of Sociology,  
Fordham University



**Brian Harris-Kojatin, Ph. D.**  
Statistical and Science Policy,  
Office of Management & Budget (OMB)



**Kenneth Frawitt, Ph. D.,**  
Carnegie Professor of Public Affairs,  
Columbia University & Former Director of U.S. Census



**Nicholas A. Jonas, M.S.**  
Chief, Racial Statistics Branch,  
U.S. Census Bureau

For more information contact Professor Nancy López, [nlopez@unm.edu](mailto:nlopez@unm.edu), Tel: 505 277-3101, <http://healthpolicy.unm.edu/node/486>  
Co-Sponsors include: UNM Geospatial Populations Studies, UNM Mellon Fellowship Program, and UNM Department of Sociology

The RWJF Center for Health Policy is the only health policy center dedicated to increasing the number of leaders from Latino and American Indian communities helping to shape the future of our nation's health and health care. A collaboration of the University of New Mexico and the Robert Wood Johnson Foundation, the RWJF Center for Health Policy focuses on listening to the perspectives of Latino, American Indian, and other underserved groups into the most pressing health policy debates today.

For more information contact the Center at 505-277-0130 or [hpolicy@unm.edu](mailto:hpolicy@unm.edu) or visit our website <http://healthpolicy.unm.edu>.

## SCHEDULE

F 9/9/11, 1-5pm, "Counting 'Race': Racial & Ethnic Measurements for the 2020 Census Symposium" (UNM Student Union Bldg, Ballroom A)

PRESIDER: Dr. Nancy López, Associate Professor, Sociology & Co-director, Institute for the Study of "Race" & Social Justice, RWJF Center for Health Policy

MODERATORS: Dr. Kimberly Huyser, Postdoctoral Fellow, RWJF Center for Health Policy & Assistant Professor, Sociology; Dr. Ademar Alcantara, Senior Demographer, UNM Geospatial and Population & Research Associate Professor, Geography; Dr. Christine Sierra, Professor, Political Science

1:00-1:10pm      Welcome & Introductions

                    Presider: Dr. Nancy López

1:10-2:30pm      Roundtable #1 Speakers:

                    Dr. Kenneth Prewitt, Carnegie Professor of Public Affairs & Former Director of the U.S. Census

                    Dr. Clara Rodriguez, Professor of Sociology, Fordham University

                    Dr. Matthew Snipp, Professor of Sociology, Stanford

                    Moderator: Dr. Huyser

2:30-2:40pm      Break

2:40-4:00pm      Roundtable #2 Speakers:

                    Mr. Nicholas Jones, Chief, Racial Statistics Branch, U.S. Census Bureau

                    Dr. Leobardo Estrada, Professor of Sociology, University of California, Los Angeles

                    Dr. Brian Harris-Kojetin, Statistical and Science Policy, Office of Management & Budget (OMB)

                    Moderator: Dr. Alcantara

4:10-4:20pm      Break

4:20-5:00pm      Concluding Remarks From all Roundtable Speakers: Dr. Snipp, Dr. Rodriguez, Dr. Prewitt, Dr. Harris-Kojetin, Dr. Estrada, Mr. Jones

                    Moderator: Dr. Sierra

5:00-6:00        Reception- SUB Ballroom A

MEMORANDUM

Date: July 19, 2013

To: Nicholas Jones, Chief, Racial & Ethnic Statistics  
Roberto Ramirez, Chief, Ethnicity and Ancestry Statistics  
U.S. Census Bureau

From: Sociology Working Group on Race and Hispanic Origin Question  
Revisions for Census 2020

Re: Recommendations for further testing of race and ethnicity questionnaire  
formats for the 2020 Census and the Annual American Community Survey  
(ACS)

Thank you for your informative webinar session on November 17, 2012. As per our conversations, we want to update you on the work of our working group on Racial and Ethnic Measurements for the 2020 Census.

During the fall of 2012 and spring of 2013, an informal working group of scholars who are members of the American Sociological Association (ASA) held a series of conversations and discussions on the 2010 Census Race and Hispanic Origin Alternative Questionnaire Experiment Report (released 8/8/12). As scholars of race and ethnicity, the members of our group held various opinions on efforts to combine the race and Hispanic origin questions into a streamlined question. Some members are in favor of a combined question, believing that it reflects the views many Latinos hold about their race; other members oppose the change and fear that valuable information about how some Latinos view their race, ethnicity, or nationality may be lost in the one question format. Although we have not reached consensus about the type of questions we all support, we have discussed many options for additional question formats or question wordings that we feel would be valuable as the Census Bureau conducts its on-going testing efforts in advance of making recommendations for the 2020 census round. This memo summarizes the consensus we have reached about these questions.

- 
1. We affirm the 2003 Statement of the American Sociological Association on the Importance of Collecting Data and Doing Social Scientific Analysis on Race ([http://www2.asanet.org/media/asa\\_race\\_statement.pdf](http://www2.asanet.org/media/asa_race_statement.pdf) last accessed 7/5/13).
  2. We support the right of individuals to self-identify their race and ethnicity.
  3. We recognize the importance of collecting both race and national origin data for civil rights monitoring and enforcement. We agree that information on race and national origins should be collected from everyone filling out the Census.
  4. We endorse the key recommendations of the 2010 Alternative Questionnaire Experiment (AQE) Final Report, which calls for further testing of the combined race and

### Hispanic origin question format.

5. We also support the Census Bureau's plans to further test a variety of two-question formats on race and ethnicity, in order to optimize this strategy should it not prove possible to move to a combined question format.

6. We recommend that questions on race and ethnicity allow individuals to list/mark multiple responses. Instructions to list/mark more than one race should remain. If the combined questionnaire format is not adopted, instructions to list/mark one or more Hispanic ethnicity (national origin, ancestry) should be added.

7. We recommend that the Census Bureau test Spanish and other language translations of questionnaire formats with a cross-section of Latino national origin groups. Spanish translations need to be sensitive to all possible wordings, as they may vary dramatically by the ethnicity or national origin of a given population. For example, previous versions of the Spanish questionnaire formats employed terms such as "India Americana," which does not translate well in these communities.

8. We encourage the Census Bureau to provide greater transparency about how the data from the 2020 Census and American Community Survey (ACS) will be bridged/reported for civil rights monitoring and enforcement (e.g. civil rights enforcement based on the Civil Rights Act) with regard to a variety of social outcomes including, housing and segregation (Fair Housing Act), labor market participation (Equal Employment Opportunity Commission), political participation (Redistricting), educational attainment (Department of Education), health (Centers for Disease Control), and criminal justice (Department of Justice). For example, the Census Bureau could include information about how individuals marking two or more races will be counted/bridged for civil rights monitoring and enforcement on their website.

Thank you for proceeding with caution before recommending major changes in national data collection systems. Please note that this document does not constitute an official position endorsed by the American Sociological Association. The names of individuals who have agreed to sign this document are provided at the end of the document. Again, while we are not endorsing any particular questionnaire format, we believe that the aforementioned recommendations may be helpful to you and your colleagues as you engage in further testing of questionnaire formats. We encourage you to consider sharing this memo with the National Advisory Committee on Racial, Ethnic and Other Populations. We would also appreciate any updates on the plans for further testing and public input, as several members of our working group would like to email you individually about possible wording for both the Spanish and English questionnaire formats. Please let us know if you would like to schedule some time to meet via a conference call or in person. Several members of the working group will be in New York City during the American Sociological Association Annual meetings (August 10-13, 2013) and we would be happy to arrange for a common meeting time. To set up possible meeting days and times, please contact Dr. Nancy López ([nlopez@unm.edu](mailto:nlopez@unm.edu)).

Sociology Working Group on Race and Hispanic Origin Question  
Revisions for Census 2020

(Note: This list includes those sociologists endorsing this memo (7/19/13). Names are listed alphabetically by last name.)

Silvia Dominguez, Ph.D., Chair of the ASA Latino Section, Chair-elect of the ASA Section on Racial and Ethnic Minorities, Ford Fellow, Woodrow Wilson Fellow, Associate Professor, Sociology and Human Services, Northeastern University  
[s.dominguez@neu.edu](mailto:s.dominguez@neu.edu)

Julie A. Dowling, Ph.D., Associate Professor, Department of Latina/Latino Studies, University of Illinois, Urbana-Champaign  
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Chalane E. Lechuga, Ph.D., Assistant Professor, Department of Chicana/Chicano Studies, Metropolitan State University of Denver  
[clechug3@msudenver.edu](mailto:clechug3@msudenver.edu)

Nancy López, Ph.D., Chair-elect of the ASA Section on Race, Gender, Class, Associate Professor, Sociology, Director, Institute for the Study of "Race" & Social Justice, RWJF Center for Health Policy, The University of New Mexico  
[nlopez@unm.edu](mailto:nlopez@unm.edu)

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Ann Morning, Ph.D., Member of the National Advisory Committee on Racial, Ethnic and Other Populations, U.S. Census Bureau, Associate Professor, Department of Sociology, New York University  
[ann.morning@nyu.edu](mailto:ann.morning@nyu.edu)

Wendy D. Roth, Ph.D., Associate Professor of Sociology, University of British Columbia  
[wendy.roth@ubc.ca](mailto:wendy.roth@ubc.ca)



October 16, 2011

MEMORANDUM

To: Robert Valdez, Executive Director; Charlene Porsild, Associate Director; Denise Wallen, Grants Director; Robert Wood Johnson Foundation (RWJF) Center for Health Policy, UNM

From: Nancy Lopez, Co-founder & Co-director, Institute for the Study of Race and Social Justice, RWJF Center for Health Policy; Associate Professor, Sociology, UNM

Re: 2012-2017 Strategic Plan for the Institute for the Study of "Race" & Social Justice, RWJF Center for Health Policy

Thank you for your support of the Institute for the Study of "Race" & Social Justice, RWJF Center for Health Policy (2009-2011). As per your request (meeting with Dr. Charlene Porsild and Denise Wallen 9/30/11), I am delighted to submit a concise summary of the strategic five year plan for the Institute for the Study of "Race" & Social Justice, 2012-2017. I am also writing to request continued support of the Institute for the Study of "Race" & Social Justice as a permanent Initiative within the RWJF Center for Health Policy. Below I provide a vision of our strategic plan for the Institute for the Study of "Race" & Social Justice for 2012-2017. I also provide highlights of our accomplishments and vision for the next five years (Please note that Dr. Laura Gomez, co-director, is on leave academic year 2011-2012).

1. MULTI-DISCIPLINARY "RACE" RESEARCH WORKING GROUP:  
CORE DISCIPLINES (Sociology, Political Science, Economics, Nursing, Public Health) and AFFILIATED DISCIPLINES (Anthropology, Psychology, Medicine, Communication & Journalism, etc.)

Our new race working group initiative will convene multi-disciplinary working groups entitled, "Conceptualizing Race in Research Across the Disciplines: Toward Conceptual & Operational Clarity." These Multi-disciplinary "Race" Research Working Groups represent a high impact effort to facilitate a multi-disciplinary dialogue about the conceptual basis of race across a variety of disciplines. This conversation will follow a tiered concept akin to a concentric circle beginning with our first circle of influence at UNM core and affiliated departments, then moving out to engage our national peer institutions, and finally expanding to reach out to all the scholarly associations for each of the core and affiliated disciplines via annual conference meetings).

For the first stage, we will begin with an internal conversation among the core targeted disciplines of sociology, political science, economics, nursing, public health and the affiliated disciplines of anthropology, psychology, medicine, communication and journalism, etc.). During the first stage, we will invite the Graduate Directors and a RWJF Fellow from the aforementioned core and affiliated departments to a multi-disciplinary dialogue about how graduate students are being trained to conceptualize and operationalize race in their respective disciplines. One of the RWJF Doctoral Fellows

who participated in our April 2011 National Institutes of Health (NIH) Workshop on race and health policy sent me unsolicited email pointing to the pressing need to improve the graduate training student receive on the social construction of race: "One take-away from the NIH-sponsored workshop was a note to myself that I need to be better read on the whole concept of the social construction of race, so I'm committed to do some reading on the topic over the summer. Thanks again for allowing fellows to be included in the NIH-sponsored workshop, I learned a great deal and I'm certain it will benefit my future research." The working group will meet over lunch on a monthly basis during the Fall semester (4 meetings total). At the conclusion of these working group meetings, each graduate director and their respective RWJF Fellow will craft a department and discipline specific strategic plan that addresses the training of graduate students in the social construction of race in their respective departments.

The second stage of the working groups involves reaching out to our national peers including the RWJF Scholars programs and other centers on health disparities in other universities throughout the country. Through joint conferences and joint panels at the Academy Health Meetings and the Public Health and Nursing Associations, as well as the American Medical Association, we will expose RWJF Fellows (both predoctoral and postdoctoral) to some of the key developments in health policy research and race.

The third and final stage of these working groups would involve organizing working groups in each of the discipline-specific scholarly associations. This would involve targeting our core disciplines and affiliated disciplines. To this end I (Nancy Lopez) submitted a proposal in August 2011 entitled, "Meaningful Multi-dimensional and Multi-level 'Race' Data: Implications for the Census and the Office of Management and Budget." If funded this would represent one first step in pairing RWJF fellows with national scholars in their respective fields to organize discipline-specific working groups in two-day workshops that would critically examine how race is operationalized in health disparities research (e.g., American Sociological Association (2013), American Political Science Association (2014), American Medical Association (2015), American Nurses Association (2015), American Economic Association (2016), American Anthropological Association (2015), American Association of Physical Anthropologists (2015), American Communication Association (2016), American Public Health Association (2017), etc.). RWJF Fellows (both predoctoral and postdoctoral) would be paired with key UNM faculty to spearhead similar meetings at their respective disciplinary association annual meetings.

The race working group initiative builds on our successful trans-disciplinary "race" working group (Spring 2010) that produced Ten Trans-disciplinary Guidelines for Conducting "Race" Research (available on the Institute website). This small initiative has the potential to have a broad and lasting impact on the training and research agenda of the next generation of health disparities researchers and serves as a fertile ground for recruitment of scholars and students to the RWJF Center for Health policy. It will also provide RWJF Fellows with access to a meaningful network of scholars in their respective fields that will lead to opportunities for research, professionalization and access to policy-making circles.

## 2. SUMMER WORKSHOP FOR RWJF FELLOWS WITH VISITING SCHOLARS IN PARTNERSHIP WITH NATIONAL RESEARCH CENTERS

As the former director of Graduate studies (2007-2009) and member of the Graduate Admissions Committee in Sociology (2010-2011) I can fully attest to the increase in applications from students interested in the sociology of health and medicine and specifically health policy and health disparities research. For example during the 2011 incoming class fully a third of the accepted students (N=7) indicated that medical sociology was one of their key substantive fields; each of these students indicated that the Institute for the Study of "Race" and Social Justice was one of the feature that made UNM an attractive place to study. Indeed our most promising student was offered both the RWJF Doctoral Fellowship; however this student was unable to accept the fellowship because of spousal job relocation concerns. It is also noteworthy that the majority of the students interested in health policy research come from underrepresented backgrounds. It is also noteworthy that we have had a major increase in the number of students applying to the Sociology Department as well as one of the largest incoming classes since I began teaching year over a decade ago.

In an effort to continue building on this momentum, we are proposing to partner with other research networks to offer summer training for RWJF Fellows and other graduate students in peer universities on "Conceptualizing and Operationalizing 'Race' in Health Disparities Research." The model would be two-week long summer workshop that would include quantitative, qualitative, mixed methods research design. This model would allow us to invite senior visiting scholars who would otherwise be unable to commit to a semester-long course. It would also provide us with a venue for recruiting potential RWJF Fellows. Natural partners in this initiative would include the Inter-University Program for Research on Latinos (IUPLR-housed at Notre Dame) and a variety of national Centers for Research on Native Americans and African Americans, as well as other under-represented communities. As a Hispanic serving Research I institution with a critical mass of Native American graduates students, the University of New Mexico is uniquely positioned to coordinate summer graduate fellow training opportunities at UNM and at several of our peers universities across the nation. It is our hope that these summer workshops would be highly beneficial for RWJF Fellows and affiliated RWJF scholars.

## 3. NATIONAL INSTITUTES OF HEALTH WORKING GROUP-POLICY PAPERS ON THE IMPORTANCE OF GRANTS ON THE CONCEPTUAL BASIS OF RACE IN HEALTH DISPARITIES RESEARCH

We are in the process of obtaining a book contract for an edited volume tentatively titled, "Mapping 'Race': A Critical Reader in Health Disparities Research," which is an outgrowth of our two-day April 2011 National Institutes of Health (NIH)- National Center on Minority Health and Health Disparities (NCMHD) workshop on "race" and health policy research. Our manuscript proposal is under review with both the University of California Press and Rutgers University Press, both of whom have been leading publishers in health disparities research. We expect to be under contract by January 2012.

Building on one of the ideas that percolated during our two-day NIH workshop with over twenty scholars from across the disciplines was the need to convene a critical mass of scholars that would approach national data collection agencies and institutions that sponsor grants on race and health disparities to improve the data collection in national databases. To this end we will submit a NIH grant proposal that will fund working groups of scholars and RWJF Fellows (both predoctoral and postdoctoral) tasked with the goal of improving data collection at the national level at the Centers for Disease and Control and Prevention, Add Health Data, and other longitudinal data sources. This would involve building on a growing body of work that calls for multiple measures of race. The deliverable for the working group is to produce policy briefs to National Institutes of Health; this would in turn improve data collection on race for health disparities research.

#### 4. COLLOQUIA, PUBLIC FORUM & BLOGS ON MEANINGFUL "RACE" DATA & RESEARCH IN HEALTH DISPARITIES RESEARCH

In an effort to bridge the gap between scholarly research in the university context and research in applied settings, the next step in exposing RWJF scholars to leadership opportunities in the area of policy making is through partnerships with strategic research institutions at the local and national levels. I (Nancy Lopez) have been an active member of the NM Hospital Association Advisory Committee. Through this advisory, I have been able to share some of the conceptual models that emerged from our April 2011 NIH Workshop, "Mapping 'Race' & Inequality: Best Practices for Conceptualizing and Operationalizing 'Race' in Health Policy Research." Some of the state-level researchers will be incorporating multiple measures of race in their pilots protocols for collecting race and ethnicity data (e.g., in addition to asking patients about how they self-identify racially, they will also be asked how other usually classify most of the time in the United States, as this measure of socially defined race has been found to be a powerful predictor of health status). These types of policy circles would be important venues for RWJF fellows to get involved in strategic partnerships with policy makers.

We continue to enjoy much continued success with our unprecedented September 9, 2011 Symposium, "Counting 'Race': Racial & Ethnic Measurements for the 2020 Census." This symposium convened key players (e.g., current staff at the U.S. Census and the Office of Management and Budget, former director of the U.S. Census and scholars of the census and Latino and Native communities). This symposium generated interest among a cross section of policy makers, students and scholars. We had over 150 attendees and all of our evaluation forms identified this public symposium as one of the best they had attended. All of the evaluation forms were positive; indeed the only criticism was that there should have been more time for discussion. Many of the evaluation forms specifically requested more of these types of forums. Typical comments from the evaluation form included statements as, "The conversation was engaging and extremely important," "Excellent," and there were dozens of requests for more talks on "How to empower communities to take control over the social determinants of health." We have archived the video of the event in the RWJF Center for Health Policy video

archive. We hope to continue these important and timely conversations through a blog that would be tentatively titled, "Understanding 'Race' in Health Disparities Research." I am proud to report that RWJF Postdoctoral Fellows and RWJF Doctoral Fellows were actively involved during the planning and question and answer period of this symposium as research assistants, moderators and as participants during the question and answer period.

The next important way of disseminating the public forum and colloquia sponsored by the Institute include making these forum permanently available for public consumption through the RWJF Center website. We currently have archived the video, audio of our 2009-2010 speaker series, "Troubling 'Race': Cutting Edge Research Design Across the Disciplines," and we look forward to making these available via the Institute website. We also look forward to organizing more public forum where we expose RWJF Fellows to cutting-edge researchers on best practices for operationalizing "race" in health disparities research for the 2012-2013 academic year. The continuation of the Institute speaker's series, colloquia, and the creation of a blog would represent a small investment that would contribute to the portfolio of high impact activities of the RWJF Center for Health Policy. This activity would contribute to the mission in that it brings together scholars, students, and policy makers into a timely and necessary dialogue about meaningful measures of "race" in health disparities research.

#### REQUESTED RESOURCES

We are requesting permanent funding for the Institute activities as follows: Two summer ninths salaries for co-directors, a RWJF doctoral fellow as a research assistant, RWJF Center staff support for submission of grants and logistics for proposed activities such as workshops and colloquia, etc. We would also like to request funding for postdoctoral support for Institute activities and travel funding for related conferences and related expenses (e.g., annual memberships/fees, etc.). Given the scope of work we have accomplished during our two-year existence (January 2009-2011) we would also like to discuss the long-term sustainability of the Institute and the possibility of appointing one of the co-directors of the Institute as a member of the Leadership Team of RWJF Center for Health Policy (e.g., one course buyout per year on an alternating basis).

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Thank you for the opportunity to share our vision for the continued success of the Institute for the Study of "Race" and Social Justice. Dr. Laura Gomez and I are proud of the multi-faceted ways in which the work of the Institute contributes to the mission of the RWJF Center for Health Policy, specifically the mentoring and professionalization experiences of RWJF predoctoral and postdoctoral fellows, as well as the affiliated faculty and the national scholarly and policy making communities. To this end, it is our intention that the Institute achieves national recognition for excellence in conducting multi-disciplinary research on race and health disparities. We look forward to the continued success of the RWJF Center for Health Policy.

**Institute for the Study of "Race" and Social Justice**

Co-Director Laura E. Gómez, J.D., Ph.D., School of Law & Department of American Studies  
Co-Director Nancy López, Ph.D., Department of Sociology

2009-2010 Colloquium Series

**Troubling "Race":  
Cutting-Edge Research Design Across the Disciplines**



"DNA and the Re-Articulation of Native American Race"  
Professor Kimberly TallBear  
Environmental Sciences, Policy & Management, UC Berkeley  
Friday October 23, 2009  
Hibben Center Room 105 2-4pm



"Genetic Ancestry Testing: Troubling Concepts of Race and Identity"  
Professor Charmaine Royal  
Institute of Genome Science and Policy, Duke University  
Friday November 6, 2009  
Hibben Center Room 105 2-4pm



"The Economics of Colorism"  
Professor William Darity  
Sanford Institute of Public Policy, Duke University  
Friday February 19, 2010  
Hibben Center Room 105 2-4pm



"Self-Identified Race Versus Genetic Ancestry for Lung Function Predictions Among African Americans"  
Professor Esteban González Burchard  
Biopharmaceutical Sciences and School of Medicine  
University of California, San Francisco  
Friday March 12, 2010  
Hibben Center Room 105 2-4pm

The Anthropology Colloquia Series Presents:

# The Disciplinary Politics of "Race": An Exploration of Scholarly Associations' Approaches to Race Research in a Color-blind Era



Dr. Laura Gómez



Dr. Nancy López

Academic debates about the place of race in social science research—and specifically the nearly opposite approaches taken recently by the national organizations of anthropologists and sociologists (American Sociological Association, 2003; American Anthropological Association, 1998)—in some ways mirror political disputes about the utility of race-based government policy versus "color-blind" government policy. The color-blind approach strategically builds on the idea that race is socially constructed rather than "real," but takes the position that it is wrong for individuals and government policy to expressly account for race. This approach over-simplifies race as merely skin color, eliding its nature as historically rooted and materially embedded at all levels of American society. In this work-in-progress, we construct a genealogy of scholarly associations' statements on race research since 1980, a period of time when the idea of race as socially constructed became dominant in the social sciences and when color-blind ideology became ascendant in politics, law and popular thinking.

**Laura E. Gómez, J.D., Ph.D.**

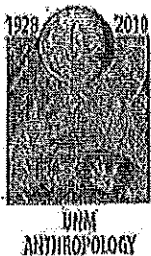
Professor of Law & American Studies, UNM

**Nancy López, Ph.D.**

Associate Professor of Sociology, UNM

Co-Directors, Institute for the Study of "Race" and Social Justice

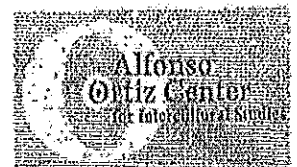
Senior Fellows, RWJF Center for Health Policy



**Thursday, May 6, 4:00 p.m. Hibben 105**

Contact 277-4524 for more info.

Anthropology Graduate Student Union  
National Endowment for the Humanities



**Teaching Allocation Grant Proposal**  
**University of New Mexico**  
**December 4, 2015**

Nancy López, Associate Professor, Sociology, [nlopez@unm.edu](mailto:nlopez@unm.edu), MSC05 3080, 1 UNM, Albuquerque, NM 87131, Office Tel: 505 277-3101, 14 years at UNM, no previous TAG award

Rick Lee Allen, Associate Professor, Language, Literacy & Sociocultural Studies, [rlallen@unm.edu](mailto:rlallen@unm.edu), MSC05 3040, 1 UNM, Albuquerque, NM 87131, Office Tel: 505 277-7247, 14 years at UNM, no previous TAG award

TITLE: "Race & Social Justice: Interdisciplinary Insights Project"

Spring 2016: Interdisciplinary Faculty Working Group entitled, "Race & Social Justice: Interdisciplinary Insights"; six working lunches; Deliverable: Interdisciplinary Syllabi that will be collectively produced by faculty across departments and colleges and -posted on [race.unm.edu](http://race.unm.edu)

Fall 2016: Graduate Seminar, entitled: "Race & Social Justice: Interdisciplinary Insights," Co-taught by Dr. Nancy López and Dr. Ricky Lee Allen; crosslisted as SOC 507 Topics in Sociological Theory/LLSS 593 Topics; Deliverable: course could serve as an eventual permanent new course entitled, "Race & Social Justice: Interdisciplinary Insights" with a new program code RACE 500 Race and Social Justice: Interdisciplinary Insights that can create a cohort of interdisciplinary race and social justice scholars and affiliated interdisciplinary faculty.

#### PROGRAM DESCRIPTION

The "Race & Social Justice: Interdisciplinary Insights Project" invites faculty and graduate students to interdisciplinary dialogues, reflection and collective insights that are facilitated when scholars from different disciplines converge to explore the contours of race and social justice scholarship, teaching, and practice in their respective discipline and across disciplines in the U.S and global context. In Spring 2016 we will host 6 working lunches with 15-20 faculty from different disciplines to develop a core reading list for a Fall 2016 co-taught and cross-listed graduate seminar, "Race and Social Justice: Interdisciplinary Insights." In Fall 2016 we feature a public lecture series.

TOTAL AMOUNG REQUESTED: \$5,000



## DETAILED DESCRIPTION

Against the backdrop of ongoing contemporary and historic racial inequities in housing, health, education, employment, and criminal justice, UNM is strategically positioned to harness the power of interdisciplinary insights for advancing our research, teaching and service in the area of race and inequality in the U.S. and global context. The proposed “Race and Social Justice: Interdisciplinary Insights Project,” provides faculty and graduate students the opportunity to become part of a vibrant interdisciplinary scholarly community that is anchored in a critical examination of normative understandings of contemporary and historic racial inequalities. In Spring 2016 we will host 6 working lunches with 15-20 faculty from different disciplines to develop a core reading list for a Fall 2016 co-taught and cross-listed graduate seminar, “Race and Social Justice: Interdisciplinary Insights” (A preliminary list of scholars that may be included in the Interdisciplinary readings list can be found in Appendix C). In Fall 2016 we will feature a public lecture series. It is important to underscore the word “interdisciplinary insights” in the title of the project. Although the course will be co-taught as a crosslisted topics course in the Language Literacy and Sociocultural Studies Program and Sociology, the content of the course is intentionally interdisciplinary. The following are key learning outcomes and deliverables for both the faculty working group and the graduate seminar:

## LEARNING OUTCOMES

- (1) Faculty and students will illustrate and interpret the historical, political, social, psychological, cultural, and/or economic dimensions of race, racialization, difference and power, integrating these into an interdisciplinary perspective;
- (2) Faculty and students will read, write about, discuss, and engage in critical scholarly inquiry, problem-solving, and public presentations related to race and social justice;
- (3) Faculty and students will acquire a basic level of knowledge about local, global, and/or U.S. social justice movements that are anchored in racial justice;
- (4) Faculty and students will be aware of opportunities to go from theory to practice by exposure to community-engaged research and teaching opportunities as well as career and post-graduate opportunities their seminars makes possible.

## DELIVERABLES

- (1) Interdisciplinary Collective Syllabi that will be posted on [race.unm.edu](http://race.unm.edu) after the six faculty working group meetings.
- (2) Cross-listed graduate seminar Soc 507/LLSS on “Race & Social Justice: Interdisciplinary Insights Submitted, offered Fall 2016.
- (3) Public Lecture Series, Fall 2016.

## RELEVANCE TO NM, US AND GLOBAL CONTEXT & DISSEMINATION

The “Race & Social Justice Project” is of particular relevance to New Mexico. As a majority minority state we face multiple challenges and opportunities for ameliorating contemporary and historic inequalities among racial and ethnic marginalized communities. According to the New Mexico Kids Count 2015 Report, New Mexico has the 2<sup>nd</sup> highest poverty rate in the nation with 21% of children living at or below the poverty rate. We also have the 2<sup>nd</sup> highest rate of working families who are low income (42%). Not surprisingly, New Mexico also ranks 49th in child wellbeing. Children growing up in concentrated poverty continue to be at the bottom of quality of life for children and marginalized populations. Data from the Population Reference Bureau from the U.S. Census 2008-2013 found many racial and ethnic patterns of inequity for children growing up in concentrated poverty. Specifically, 59% of Native American, 25% of Hispanic, 20% of Black, and 10% of White children grow up in concentrated poverty (See: <http://www.nmvoices.org/wp-content/uploads/2015/09/LHHS-Presentation-9-21-15.pdf>). Moreover, the 2014 Mission Graduate Report finds that while 24% of Hispanics in the state have less than high school, for whites this figure is 4% (see 2013 Charting Our Course Report, Website: [missiongraduate.org](http://missiongraduate.org)). These challenges can be opportunities for innovation via high quality research and practice that builds on connecting scholarship on race and social justice across the disciplines. Through interdisciplinary dialogues, reflection and collective insights whereby scholars from different disciplines converge to explore the contours of race and social justice scholarship, teaching, and practice in their respective discipline and across disciplines in the U.S and global context, we hope to continue to add to UNM’s portfolio of community engaged research that addresses some of the most pressing challenges facing diverse communities.

## EVALUATION AND ASSESSMENT

In order to build ensure quality control and continual improvement, each of the aforementioned activities will include an evaluation survey requesting feedback and suggestions for improvement for the faculty working group, graduate seminar and eventual lecture series. We look forward to the synergic possibilities for breaking new ground and making new teaching and research innovations through the “Race & Social Justice: Interdisciplinary Insights Project.”

## CONCLUSION

The Institute for the Study of “Race” & Social Justice has already established a national presence as a national and international leader that centers interdisciplinary excellence and leadership centering race and social justice scholarship, teaching, research and praxis (See Appendix A). Through the proposed project we hope to continue nurturing the next generation of scholars, researchers, teachers that will be inspired to serve as leaders who engage in critical appraisal of normative understandings of race, racialization, power,

oppression and social justice as social constructions. It is our hope that interdisciplinary exposure to enduring ideas, scholarship, and methods across diverse disciplines and professions will contribute to high quality research, teaching and social justice in an inclusive democracy. The proposed project in in race and social justice will contribute to the development of critical thinking, analytical and praxis that can have a lasting impact on society. Ten years from now we will know that we have been successful because of our faculty and students will leverage their interdisciplinary incites to develop new and innovative research projects that have the potential to advance potential solutions to entrenched racial inequities across a variety of social arenas including education, housing, employment, law enforcement and health.

#### ITEMIZED BUDGET

##### *SPRING 2016*

Total: \$1,200 (Based on 15-20 Faculty Participants @\$10/lunch)

##### *FALL 2016*

Two National Speakers @ \$ 1,500 each = \$ 3,000

One Local Speakers @ \$800

TOTAL REQUESTED: \$5,000

#### DESCRIPTION OF OTHER FUNDING SOURCES

The Institute for the Study of “Race” and Social Justice was established as an interdisciplinary hub for race and social justice scholars in January 2009 with seed funding from the RWJF Center for Health Policy (See Appendix A & Appendix B for a description of the mission, activities as well as current advisory board members or visit: [race.unm.edu](http://race.unm.edu)). We currently have no programing or operating budget, SAC course reduction for the director or any of the Advisory Board members; however, we are grateful for to the Executive Director, Dr. Gabriel Sanchez of the RWJF Center for Health Policy in the form of meeting space and logistics as well as grant submission support and Dean Mark Peceny for providing administrative support from Ms. Leanne Yanabu, for the maintenance of our website ([race.unm.edu](http://race.unm.edu)). If the form D proposal to create a new transcribed “Race & Social Justice Graduate Certificate” we are also especially grateful to Dr. Rich Wood, Sociology chair, for providing administrative assistance for the certificate program. Ms. Shoshana Handel, Graduate staff coordinator, will serve in this capacity. If the proposed “Race & Social Justice: Interdisciplinary Insights Project,” is funded, we will request co-sponsorships from other UNM offices including Graduate Studies, Division of Equity and Inclusion, other research centers. Even if we are unsuccessful in finding outside funding the amount requested we will allow us to organize these activities.

## APPENDIX

Teaching Allocation Grant (TAG) Proposal: "Race & Social Justice: Interdisciplinary Insights Project"

Lopez, Nancy and Allen, Ricky Lee

December 4, 2015

### APPENDIX A: MISSION OF THE INSTITUTE

The Institute for the Study of "Race" and Social Justice was established as an interdisciplinary hub for race and social justice scholars in January 2009 with seed funding from the RWJF Center for Health Policy. The Institute mission is 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. The Institute seeks to develop ways of empirically measuring "race" and assessing racialization processes in order to develop strategies for ameliorating race-based inequality. We place "race" in quotes to underscore its nature as a socially constructed category of social status in particular historical contexts, rather than as a reified category that is essential or fixed. Despite the fact that "race" is neither rooted in biology (or genetics) or fixed in time and space, racial inequality persists and often remains at the root of socioeconomic inequality, health disparities, and other measurements of social stratification in the United States (More info: [race.unm.edu](http://race.unm.edu)).

Over the last six years the Institute has sponsored a study group, speakers series, and transdisciplinary working group that came to a consensus about Transdisciplinary Guidelines for Researching "Race," among other activities. We have also been active in ongoing national debates regarding how racial and ethnic measurements will be counted for the 2020 census and sponsored an interdisciplinary symposium at UNM in September 2011 that included the former director of the Census and key personal in the Office of Management of Budget, current staff at the Census as well as diverse leading scholars across the disciplines with expertise on underrepresented groups, such as Native Americans, Latinas and Latinos, and Asian Americans, etc.. We also convened an American Sociological Association Working Group (2012) that forwarded a memo to the Census offering recommendations on the on-going tests in questionnaire formats for the race and ethnicity questions that included major proposed changes to the Census. With Support from the National Institutes of Health we also convened an interdisciplinary workshop with leading scholars on health disparities on the topic of conceptualizing race across the biological, health and social sciences in 2012. Part of the deliverables of this conference included a peer-reviewed co-edited volume entitled, "Mapping 'Race': Critical Approaches to Health Disparities Research (2013)," which was recently reviewed in the American Journal of Sociology (2015) and described as "necessary reading" and "masterful" precisely because the interdisciplinary contributions in the volume included innovative models for measuring and conceptualizing race that are only possible through the convening of scholars across the disciplines.

Building on these interdisciplinary initiatives in July 2014, the Institute applied for Agency for Health Research Quality (AHRQ) National Institutes of Health (NIH) grant to harmonize race, gender, and class data collection in the state for equity-based policy. Although the proposal was not funded, in July 2014 we launched the New Mexico Statewide Race, Gender, Class Data Policy Consortium in July 2014, the first of its kind in the nation. Although the Consortium has only been in existence for just over a year, in partnership with a number of UNM and statewide research centers, we have already improved the collection of detailed parental educational attainment on all UNM applications beginning Fall 2015. We have also been working with LGBTQ Resource Center on improving data on these communities. Because all Institute and Consortium faculty are volunteers, we have also established a UNM Fund with the UNM Foundation so we can enhance the sustainability of the Institute and Consortium. See attached information with flyers and other Institute/Consortium deliverables and publications or visit: [race.unm.edu](http://race.unm.edu).

Our future plans for the Institute include reinstating our inaugural lecture series on cutting edge approaches to researching race and obtaining research grants for graduate students to conduct interdisciplinary research on race and social justice. Another major goal of the Institute is to connect graduate students with faculty mentors that can guide interdisciplinary workshops on race and social justice. To that end we will hold a potluck over the lunch hour at the Institute for the Study of "Race" and Social Justice (currently housed at the RWJF Center for Health Policy, 1909 Las Lomas NE) once a semester with students enrolled in the certificate program and faculty doing research, teaching and service in the area of race and social justice. In the future, we anticipate applying for significant funding that will sponsor predoctoral and postdoctoral fellowships for scholars conducting research in race and social justice as well as an endowed chair in race and social justice. Eventually we will explore the possibility of establishing a journal on race and social justice theory and praxis. We will continue to partner with the UNM Foundation in order to identify resources to ensure the continued improvements in the quality of the certificate. The Institute has generated much interest across the nation and may be serving as a source of innovation for other institutes. To be sure in October 2015, we have received an invitation to co-found a sister Institute at the Southern University of New Orleans that is inspired by our work. It is our intention that the Institute achieves national recognition for excellence in interdisciplinary research and teaching on race and social justice. Please refer to 2012-2017 Strategic Plan enclosed in the Institute information packet as well as the Transdisciplinary Guidelines for Researching Race embedded in the information packet and also available at [race.unm.edu](http://race.unm.edu).

## APPENDIX B: INSTITUTE ADVISORY BOARD

The Institute for the Study of "Race" and Social Justice Advisory Board as well as a number of faculty across the colleges at the University of New Mexico center race and social justice in their research, teaching and service and participate in Institute activities and/or offer courses that contribute to the "Race & Social Justice Interdisciplinary Graduate Certificate."

The Institute for the Study of “Race” and Social Justice consists of nine voting members of the UNM Faculty and one non-voting visiting faculty member. All Institute Advisory Board member have earned a doctoral degree or medical degree. All members of the Institute advisory a record of scholarship, research, publications, teaching and service in the area of race and social justice. These members are: Dr. Ricky Lee Allen, Associate Professor, Language, Literacy, Sociocultural Studies, College of Education; Dr. Lisa Cacari-Stone, Associate Professor, Family and Community Medicine Department, School of Medicine; Dr. Shiv Desai, Assistant Professor, Teacher Education and Educational Leadership and Policy, College of Education; Dr. Kiran Katira, Director, Community Engagement Center; Instructor, Peace Studies, College of Arts and Sciences; Dr. Karla Kingsley, Associate Professor, Teacher Education and Educational Leadership and Policy, College of Education; Dr. Tyson Marsh, Assistant Professor, Teacher Education and Educational Leadership and Policy, College of Education; Dr. Jamal Martin, Director, Peace Studies; Lecturer III, Africana Studies, College of Arts and Sciences; Clinical Assistant Professor Family and Community Medicine Department, School of Medicine; Dr. Nancy López, Associate Professor, Sociology, College of Arts and Science; Director & Co-founder, Institute for the Study of Race and Social Justice, RWJF Center for Health Policy; Founding Coordinator, New Mexico Statewide Race, Gender, Class Data Policy Consortium; Dr. Anne Simpson, Professor, Internal Medicine, Geriatrics; Vice Chancellor for African American Health; Director, Institute for Ethics, School of Medicine; Dr. Steven Verney, Associate Professor, Psychology, College of Arts and Sciences.

#### APPENDIX C: PROPOSED INTERDISCIPLINARY READINGS FOR FACULTY WORKING GROUP AND GRADUATE SEMINAR

In preparation for the faculty working group we have developed a very tentative list of readings we would discuss at the working lunches 12-2 in February, March and April. We plan to invite three speakers for Fall 2016 lecture series.

\*NOTE: A common thread in all these interdisciplinary readings is that they advance enduring insights, concepts, theories, epistemologies, methodologies about Race and Social Justice across the disciplines.

##### ART HISTORY

Buick, Kirsten  
Pinder, Kimberly

##### AFRICANA STUDIES

Garvey, Marcus.  
Woodson, Carter.

##### AMERICAN STUDIES

Cynthia Young  
Lubin, Alex

ANTHROPOLOGY

Brace, C. Loring  
Gravlee, Clarence  
Smedley, Audrey.

ASIAN AMERICAN STUDIES

Espiritu, Yen Le  
Nakano Glenn, Evelyn  
Shigekuni, Julie.

CHICANA/O & LATINA/O STUDIES

Anzaldua, Gloria  
Vasquez, Irene

CULTURAL STUDIES, COMMUNICATION AND JOURNALISM

Hall, Stuart.  
Euguchi, Shinsuke.  
Said, Edward.  
Washington, Myra.

CRIMINOLOGY

Alexander, Michelle.  
Frankenberg, Ruth.

COMPARATIVE LITERATURE

Alexie, Sherman.  
Santiago, Eleuterio  
Thompson, Ayanna.

ECONOMICS

Hamilton, Darrick.  
Mason, Patrick.

EDUCATION

Allen, Ricky  
Leonardo, Zeus  
Oakes, Jeannie

HISTORY

Bernasconi & Lott.  
Jefferson, Robert.  
Montagu, Ashley..  
Roediger, Roger.

LAW

Bell, Derrick.  
Delgado, Richard  
Gomez, Laura.  
Crenshaw, Kimberlé.  
Harris, Cheryl

NATIVE AMERICAN STUDIES

Cajete, Gregory  
Martinez, Glenabah  
Tallbear, Kimberly

PHILOSOPHY

Mills, Charles. The Racial Contract

POLITICAL SCIENCE

Sanchez, Gabriel.  
Sierra, Christine.

PUBLIC ADMINISTRATION

Rivera, Mario.  
Rice, A.

PSYCHOLOGY

Fine, Michelle  
Helms, Janet.  
McIntosh, Peggy

PUBLIC HEALTH

Jones, Camara.  
Melz and Hanseon

RELIGION

West, Cornel

WOMEN STUDIES & GENDER STUDIES

Brandzel, Amy.  
hooks, bell.  
Keating, AnaLouise.  
Weber, Lynn.

NOTE: WHEN RELEVANT WE WILL INCLUDE THE MAJOR RACE STATEMENTS OF ALL THE RELEVANT SCHOLARLY ASSOCIATIONS FROM ACROSS THE DISCIPLINES (E.G., AMA, APSA, APA, ASA, AERA, AAA, AAPA, UNESCO, COMMISSION ON HUMAN RIGHTS, ETC.)



**AGENDA: Race and Social Justice Interdisciplinary Insights Faculty Working Lunch W 2/24/16, 12:30-2pm**  
**(Reminder: Food will be available starting at 12noon, TECH)**

1. Welcome, Introductions, Sign-In (15 minutes)
2. Updates: Potential votes at the March Faculty Senate Meeting 3/22, 204 Scholes Hall (Roberts Room); Form D Race and Social Justice Interdisciplinary Graduate Certificate and Form C "U.S. & Global Diversity & Inclusion" adjustments
3. Goals of the Working Lunches and Project Deliverables (5 min)
4. Interdisciplinary Dialogue: How does you address race in your course/work? What are the enduring insights that you draw upon from within and outside of your discipline in terms of scholars, specific readings that you use to center race and social justice in your teaching and praxis? (50 min)
5. Review/plan discussion topics for the rest of the semester and dropbox logistics for sharing suggested readings interdisciplinary readings for a collective syllabi (10 min).
6. Announcements and Reminder: Next Working Lunch Meeting 3/9@12:30, 230 TECH: Reading; NM Statewide Race, Gender, Class Data Policy Consortium 3/16@12 at the RWJF Center for Health Policy; Spring Speaker Series: Potential Speaker: Dr. Nana Osei-Kofi, started "Social Justice Grad Certificate at U of Iowa, presently at Oregon State University, Date to be confirmed, potentially April 2016 if not Fall 2017 (5 min).

**FACULTY WORKING LUNCH PARTICIPANTS (CONFIRMED)**

Name	Email
Cynthia Young	<a href="mailto:youngc@unm.edu">youngc@unm.edu</a>
Kathy L. Powers	<a href="mailto:kpowers1@unm.edu">kpowers1@unm.edu</a>
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Kiran Katria	<a href="mailto:kiru2u@yahoo.com">kiru2u@yahoo.com</a>
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Sofia Locklear	<a href="mailto:slocklear@unm.edu">slocklear@unm.edu</a>
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Kiran Katria	<a href="mailto:kiru2u@yahoo.com">kiru2u@yahoo.com</a>
Anna Nelson	<a href="mailto:anelson@nmfyc.org">anelson@nmfyc.org</a>

Date:  
Thurs.  
April 16  
4-6pm  
CENT 1041  
Cinema Auditorium  
More info:  
[race.unm.edu](http://race.unm.edu)

Institute for the Study of  
"Race" + Social Justice  
Interdisciplinary Insights  
2016 Speakers series



**Nana Osei-Kofi** is Director of the Difference, Power, & Discrimination Program; and Associate Professor of Women, Gender, & Sexuality Studies at Oregon State University (OSU). Prior to her appointment at OSU, Osei-Kofi was Associate Professor and Director of the Social Justice Studies Graduate Certificate Program in the School of Education at Iowa State University. Her scholarship focuses on critical and feminist social theories and pedagogies, the politics of American higher education, and visual cultural studies/arts-based inquiry. Journals in which her work has appeared include, *Discourse: Studies in the Cultural Politics of Education*, *Feminist Formations*, *The Review of Higher Education*, *Equity & Excellence in Education*, *Latino Studies*, and *The Review of Education, Pedagogy, and Cultural Studies*. Osei-Kofi holds an M.A. in Applied Women's Studies and Ph.D. in Education from Claremont Graduate University.

**#FightRacism: Educating for Social Justice**

What is the role of race, racialization, and racism in understanding the current social, political, and economic environment in the United States? In what ways can concepts like intersectionality, interlocking systems of oppression, power, privilege, and oppression inform the ways in which we make meaning of new social movements including *Black Lives Matter*, *Say Her Name*, and the numerous *Campus Speak Outs* we have seen on in the past year?

In this talk, I grapple with the role of questions such as these in the college classroom. When and how does one make changes to course content in response to current social events? How does engaging with current social conditions differ across disciplines/fields of study? In what ways does the demographic make-up of the classroom inform the ways the ways in which issues such as power, privilege, and oppression are discussed? What is the role of instructor as "embodied text" in addressing current social conditions?

Together, I hope we can have a courageous conversation about questions such as the aforementioned, with a focus on the ways in which the *Institute for the Study of "Race" and Social Justice* can inform critical campus conversations on social justice going forward.

More Information: [race.unm.edu](http://race.unm.edu)

# UNM Form D Proposal to ASAR

## “Race & Social Justice Interdisciplinary Graduate Certificate”

15-credit interdisciplinary, transcribed certificate  
through the *Institute for the Study of “Race”  
& Social Justice*

More Information: [race.unm.edu](http://race.unm.edu)

# \*INVITATION TO A DIALOGUE\*

How can UNM create a convergence space for graduate students and faculty that center race and social justice in their research, teaching, service and praxis?

- What the benefits and enduring impacts?
- How will this advance student success?

# Conversation Goals

- The need
- Overview of Institute for the Study of “Race” & Social Justice mission & Projects
- Logistics of the certificate:
  - Student Learning Outcomes
  - Application Process
  - Mentoring/Advising
  - Faculty Training
  - Colloquia and Events
  - The benefits

# Institute for the Study of “Race” & Social Justice

- Established in January 2009 with seed-funding from the RWJF Center for Health Policy; currently in-kind support
- Mission: promote the establishment of empirical, theoretical and methodological clarity about “race” that draws on cutting-edge thinking from multiple disciplines and diverse empirical traditions and advances social justice.
- Provide best practices and 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.
  - More info: [race.unm.edu](http://race.unm.edu)

# Institute for the Study of Race & Social Justice Advisory Board



# INSTITUTE ACTIVITIES

- 2009 Study Group (20 scholars)
- 2010 Working Group (15 scholars including doctoral students developed transdisciplinary guidelines on race research)
- 2009-2010 Lecture Series - cutting edge conceptualizations of race in econ, genetics, history, typically attracted 70-audience participants from community, students scholars
- 2011 NIH funded workshop resulted in book 2011-2013 Rutgers University Press Mapping Race Critical Approaches to Health Disparities Research
- 2011 Census Symposium 2011 (150 participants including former director of the Census and current staff at OMB as well as researchers); Evaluations were that this was the best symposium that they had attended, need more time
- 2012-2014: Co-sponsored lectures with Centro de la Raza
- 2014 NM Statewide Race, Gender, Class Data Policy Consortium
- 2016 Race and Social Justice: Interdisciplinary Insights Project
  - Faculty Working Group (18 scholars)
  - **Lecture Series (4/21/16@4pm, Dr. Nana Osei-Kofi, 1041 CENTENNIAL)**

FUTURE PLANS: “RACE & SOCIAL JUSTICE INTERDISCIPLINARY INSIGHTS JOURNAL” PLANS FOR FUTURE



# Race & Social Justice Interdisciplinary Insights Faculty Collective (Deliverable: SLO & Collective Syllabi)



**Teaching Allocation Committee Grant(TAG) 2016)**

# PROPOSAL

## Race & Social Justice Interdisciplinary Graduate Certificate

- 15-credit interdisciplinary coursework that engages critical approaches to race and social justice scholarship and praxis
- Main criteria for courses: primary emphasis centers race and racism and critically analyze race and racism
- Primary Learning Outcome: address issues of the conceptualization, operationalization, epistemologies and praxis of race and social justice

# The Need ...

- As a research university, UNM needs a space for **interdisciplinary scholarship** on race
- Creating the space will nurture **innovation** in interdisciplinary research, teaching and service
- Creates opportunities for **collaboration for research grants** focused on race and social justice
- Provides space for **mentoring scholars of race** and social justice (junior faculty, graduate students)
- Advances the mission of the UNM to **serve the diverse communities in the state of NM**

**Partial List of Spring 2016 Classes (70 classes that already exist)**

AMST 500	Topics in Race & Cultural Theory, Cynthia Young
AMST 560	Topics in Southwest Studies, Borderlands Ethnography, Michael Trujillo
ARCH 662	Race, Space, & Architecture, Brian Goldstein
CJ 555	Culture, Disparities, and Health Communication, Julia Meredith Hess
CJ 506	Critical and Cultural Studies, Myra S Washington
CJ 602	Theorizing Culture & Communication, Shinsuke Eguchi
CRP 535	Community Economics, Claudia Isaac
CRP 572	Indigenous Planning, Ted S. Jojola
LLSS 524	Critical Race Theory, Ricky Lee Allen
MGMT 566	Diversity in Human Relations, Robert Delcampo
PSY 636	Diversity/Multicultural Perspectives in Clinical Psychology, Kamilla Venner
SPAN 536	Colonial Literature, Kathryn McKnight
LAW 584	Indian Law, John P Lavelle
LAW 593	Race and the Law, Sonia Maria Gipson Rankin
LAW 593	Pueblo Indian Law, Christine P Zuni Cruz

## **\*STRATEGIC OPPORTUNITY\***

*The proposed certificate formally recognizes the specialized knowledge that many current graduate students are already completing at UNM but lack any official mechanism for certifying this specialization and expertise on their transcripts.*

<b>Institution</b>	<b>Certificate Title</b>	<b>Required Credits</b>
Iowa State University	Social Justice Graduate Certificate	12
Loyola University, Chicago	Social Justice Certificate	15
University of Colorado, Denver	Social Justice Minor	18
University of Nevada, Reno	Social Justice Certificate	12
University of Minnesota	Graduate Diversity Certificate	18
Bowling Green State University	Graduate Certificate in Ethnic Studies	15
Virginia Tech	Graduate Certificate in Race & Social Policy	12

**\*\*\*IF APPROVED UNM WOULD BE THE FIRST  
“RACE AND SOCIAL JUSTICE INTERDISCIPLINARY  
GRADUATE CERTIFICATE” IN THE COUNTRY \*\*\*\***

# STUDENT LEARNING OUTCOMES

- (1) Students will illustrate and interpret the historical, political, social, psychological, cultural, and/or economic **dimensions of race, racialization, difference and power**, integrating these into an interdisciplinary perspective;
- (2) Students will read write about, discuss, and **engage in critical scholarly inquiry, problem-solving and public presentations** related to race and social justice;
- (3) Students will acquire a basic level of knowledge about U.S. and/or **local, global social justice movements** that are anchored in racial justice;
- (4) Students will be aware of opportunities to **go from theory to practice by exposure to community-engaged research** and teaching opportunities as well as career and post-graduate opportunities their certificate makes possible.

# LOGISTICS

- Staffed by Sociology Grad. Coordinator (Shoshana Handel, Staff)
- Course resource guide for undergraduates and graduate students
- Co-Mentors 2016-2017 (Dr. Ricky Lee Allen & Tyson March)
- Launch Interdisciplinary Journal on Race & Social Justice Praxis
- Provide Scholarly Home for Strategic Hires in Race & Social Justice Across Disciplinary Silos
- Grant Opportunities; Community Faculty
- INVITATION: Thurs. 4/21, 4-6pm Dr. Nana Osei Kofi, “#Fighting Racism: Education for Social Justice,” TAG Grant, 1041 Centennial Auditorium (new Centennial Bldg. Not the Centennial Library Bldg)
- To Support the Work of Institute Visit UNM Foundation:
  - <https://www.unmfund.org/fund/institute-for-the-study-of-race-and-social-justice/>
  - THANK YOU!
  - Institute webpage: [race.unm.edu](http://race.unm.edu)



# ACCOUNTABILITY & ASSESSMENT

- Student and Alumni Evaluation
- Assessment of Student Learning Outcomes/Success
- Assess short-term and long-term impact on retention and graduation rates of graduate programs with a particular emphasis on historically underrepresented students and faculty from racial and ethnic minority groups
- Accountability: examine dept.-level and college-level the impact of this certificate on their enrollments and graduate applicant pool

# The benefits

- Attracts Faculty and Graduate Students, including international students in the field
- Attract faculty who value interdisciplinary collaborations
- Encourages interdisciplinary research collaborations and community partnerships across colleges and departments that can lead to enhanced research funding and training for graduate students
- Embodies UNM's commitment to inclusive excellence (idea that inclusion and excellence are interdependent)
- Enhances UNM's profile as a destination university for cutting edge scholarship, teaching and PRAXIS on race and social justice.

# The Need for an INTERDISCIPLINARY Race & Social Justice Graduate Certificate

- prepares graduate students for **leadership** in the area of race, equity and social justice in an increasingly diverse democracy in the U.S. and global context
- creates a welcoming space for **interdisciplinary race scholars** (both faculty and students) to converge
- **Solutions oriented**: addresses the sedimentation of institutional & systemic racism by nurturing interdisciplinary scholarship, research, teaching and praxis about race, racism, racialization and social justice.



**THANK YOU! MORE INFO AND TO SUPPORT THE INSTITUTE VISIT: [race.unm.edu](http://race.unm.edu).**



## *Faculty Senate*

March 22<sup>nd</sup>, 2016

TO: Board of Regents Academic Student Affairs and Research Committee

FROM: Chaz Clark, Interim Administrative Coordinator

SUBJECT: Posthumous Degree Request for Markel Byrd

The Faculty Senate approved the posthumous degree for Markel Byrd at the March 22, 2016 Faculty Senate meeting.

Included is the request from for a Posthumous Degree Request for Markel Byrd, from Dean of University College Kate Krause, Faculty Athletic Representative Amy Neel, Athletic Director for Student Development Quinton Freedman, and approval form the Faculty Senate Graduate and Professional Committee.

Thank you.

*Office of the Dean*

## MEMO

TO: Stefan Posse, President, Faculty Senate of the University of New Mexico  
FROM: Kate Krause, Dean, University College; Amy Neel, Associate Professor and Faculty Athletic Representative; Quinton Freeman, Assistant Athletic Director for Student Development  
RE: Posthumous Bachelors of Liberal Arts Degree, Markel Byrd  
Date: January 21, 2016

Markel Stefon Byrd of Tulare, California was the son of William Byrd Jr. and Stephanie Threadgill. After graduating from Horizon Christian Academy in San Diego, California, Markel accepted a full scholarship from the University of New Mexico where he played two seasons as a safety on the football team after redshirting his freshman season. He became one of the top defensive players on the team, finishing the 2015 season with three interceptions and the game-winning tackle on the UNM 4 yard line against Boise State in November. Markel died in a car accident on December 22, 2015 while on his way home to visit his family in Arizona and California for the holidays. He was 20 years old. He is survived by his grandparents, parents, six brothers and four sisters along with many aunts, uncles, cousins, and many friends and fans.

Markel's impact at UNM was evident at the memorial service held for him at the SUB Ballroom in January, 2016. Head football coach Bob Davie called him "absolutely fearless," "incredibly mature," and "unique" and marveled at his drive to obtain the number 1 on his jersey through performance in the classroom and on the field. His teammates described him as "passionate, positive, dynamic, fearless, outgoing, welcoming, full of energy, and fun-loving." Several teammates commented that they looked to him for inspiration and confidence.

At the time of his death, Markel was pursuing a Bachelor's of Liberal Arts degree in University College. He was in academic good standing and had earned more than half of the required 120 credit hours. Therefore, he met the requirements for the awarding of the posthumous degree. We hope that this degree will bring some comfort to his grieving family, teammates, and friends and that it will inspire student athletes to succeed in their quest to graduate from the university.



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Tracy J. Skipp

---

Kate Krause

---

Amy T. Neel

---

Quinton Freeman



DATE: September 23, 2015

TO: Deborah Helitzer, Associate Vice Chancellor for Research Education

FROM: Gregory L. Heileman, Associate Provost for Curriculum *GH*

RE: Memo of Support for the Proposed BS in Population Health

CC: Chaouki Abdallah, Provost and EVP for Academic Affairs  
Nancy Middlebrook, University Accreditation Director

---

Thank you for the opportunity to review the preliminary proposal for a Bachelor of Science in Population Health. The proposal is very well developed. The proposed degree would provide an opportunity meet both educational and workforce needs in the Health Sciences and would provide a credential to those who study and work in the fields of disease prevention and treatment. You have the full support of the UNM Provost's Office for moving forward with the proposed degree program.

## College of Population Health (CPH)

Health reform requires us to adopt a transformational approach to health. The College of Population Health will train a new workforce to help us achieve this purpose.

### What is Population Health?

Population health is a systematic approach to **health** that focuses on disease prevention and wellness. It emphasizes:

- Understanding how social, economic and cultural factors (social determinants) contribute to the health of a population (positively and negatively);
- Applying analytic tools in new ways to describe disease patterns, and identify predictors of health outcomes;
- Using large datasets to assess the effectiveness of social and community interventions and evidence-based models of health care delivery;
- Improving health outcomes by creating effective partnerships between health care delivery systems, public health agencies, community organizations and other entities; and
- Advocating for policies that improve the health of the population.

When applied to health care delivery, a population health approach differs from the conventional health care by emphasizing *value* rather than *volume* of services rendered. Population health differs from public health – what society does collectively to assure the conditions in which people can be healthy – by emphasizing the measurement of health outcomes. Population health is a *connector* that joins public health, wellness, chronic disease management, and complex care into a cohesive system of health.

### Value Propositions for the HSC, UNM and New Mexico

If neglected, the growing health disparities in New Mexico will continue to cost the state millions of dollars. The Institute of Medicine estimates that cutting the prevalence of adult obesity by 50 percent—roughly the same reduction that was achieved with smoking in the late 20th century—could cut annual U.S. medical care expenditures by \$58 billion. Additionally, population health is good for families, good for communities, good for health and good for the economy. In 2012, New Mexico’s economy would have been \$24.08 billion larger if there had been no racial gaps in income.

- **For NM** – the CPH will enhance quality of life for New Mexicans by making wellness and prevention the primary focus, helping to address social determinants, and improving patient-centered care
- **For UNM** – the CPH will attract new students to prepare them for highly marketable careers
- **For the HSC** – the CPH will address the transformation required by health reform by achieving value-based purchasing models through population health management, utilizing the health system to closely monitor groups of our patients to maximize quality outcomes and reduce costs through appropriate use of medical resources and innovations in care delivery, and training the workforce needed to implement these new approaches

### The CPH Mission, Vision and Values

Our **vision** is to improve health outcomes and address social determinants through innovations in education, health care, research, and service. Our **mission** is to provide the opportunity for New Mexicans to receive a highly inter-disciplinary education to enrich the workforce for the benefit of the health of our communities. We **value** collaborative and diverse partnerships, a culture of shared expectations of excellence, and the trust of our communities to be a source of emerging knowledge and practice

### **Our goals:**

- Synergize with the entire University and our community partners, catalyzing research, education and service initiatives that address population health issues.



- Cultivate relationships with local, state and federal agencies; employers; and community agencies around the state to address social determinants of health.
- Offer undergraduate, graduate and health professional training programs that are experiential in approach, leading to the development of novel new disciplines for the purpose of improving health and wellness. Offer continuing education and training for practicing health providers and community members to assist their transition into the practice of population health.
- Implement and disseminate the best ideas for improving the quality and safety of care, reducing costs and improving the health of populations.
- Translate population health research results into policy and practice.
- Assure that all New Mexicans live healthy lives.

### **Workforce Needs**

Training in population health requires different skill sets and approaches to addressing health outcomes. Health care leaders recognize that having access to a trained workforce will be critical to their success. To determine the current need for population health professionals in New Mexico, we met with business and government stakeholders who view the CPH as a resource to address the *skills gap* in our workforce while providing *education and job opportunities for a New Mexico workforce* to address evolving needs.

- UNM Health System has positions for which population health-trained individuals are eligible.
- Presbyterian Healthcare Services identified a need for trained population health data analytics and technology experts to support their health system.
- HealthInsight New Mexico currently partners with institutions outside NM who provide them with the trained graduates for positions as health care project managers, project coordinators and health data analysts because students with this skillset are not being trained in NM.
- Christus St. Vincent is challenged with finding professionals who understand the complexities of health care delivery and how it relates to population health.
- Los Alamos National Labs needs CPH graduates to replace their retiring population health and environmental health workforce and ongoing training for their current workforce.
- Molina Healthcare stated that population health education in NM is long overdue.
- The New Mexico Department of Health has experienced difficulty in finding qualified candidates at a bachelor's level and spends additional time and resources to train their hires for positions for which a population health graduate would have the skillset walking in the door.

In addition to the employers mentioned above; Bernalillo County Community Health Council, Albuquerque Area Tribal Epidemiology Center, NM Health Connections, NM Hospital Association, NM Public Health Association, Greater Albuquerque Chamber of Commerce, NM Tech Council, Albuquerque NM State Personnel Office, NM Economic Development, NM Department of Workforce Solutions, NM Community Health Councils, NM Department of Health and NM Higher Education Department have all shown overwhelming support for the CPH.

### **Education**

1. Bachelor of Science in Population Health – currently be reviewed by the Faculty Senate Undergraduate Committee. 37 SCHs of UNM Core, 48 SCHs in PH Core, 15 SCHs in an area of focus, and 21 SCHs in electives.
2. Master of Public Health – reaccredited by the Council on Education in Public Health (CEPH) in 2009, 42 SCHs with three concentrations: Community Health, Epidemiology, and Health Systems, Services and Policy.
3. Doctorate in Public Health Sciences – under development. Proposal will be submitted in FY16-17.
4. Population Health Certificate for Health Professionals – will be developed and offer an interprofessional (nursing, medicine, pharmacy, and allied health providers) approach to learning population health competencies.

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- Improving health outcomes by creating effective partnerships between health care delivery systems, public health agencies, community organizations and other entities; and
- Advocating for policies that improve the health of the population.

When applied to health care delivery, a population health approach differs from the conventional health care by emphasizing *value* rather than *volume* of services rendered. Population health differs from public health – what society does collectively to assure the conditions in which people can be healthy – by emphasizing the measurement of health outcomes. Population health is a *connector* that joins public health, wellness, chronic disease management, and complex care into a cohesive system of health.

### Why is Population Health Important for the HSC?

HSC's Vision 2020 and beyond states that a measure of the institution's success will be to improve New Mexico's population health and health equity. To fulfill this vision, all colleges, schools, departments and programs at UNM HSC incorporate into their annual performance plans how their education, service and research enterprises will measurably contribute to this goal.

Population health management achieves the goals of health reform and value-based purchasing models. The health system will closely monitor groups of our patients to maximize quality outcomes and reduce costs through appropriate use of medical resources and innovations in care delivery. The CPH will train a workforce needed to implement these new approaches.

### Value Propositions for the HSC, UNM and New Mexico

If neglected, the growing health disparities in New Mexico will continue to cost the state millions of dollars. The Institute of Medicine estimates that cutting the prevalence of adult obesity by 50 percent—roughly the same reduction that was achieved with smoking in the late 20th century—could cut annual U.S. medical care expenditures by \$58 billion.

Additionally, population health is good for families, good for communities, good for health and good for the economy. In 2012, New Mexico's economy would have been \$24.08 billion larger if there had been no racial gaps in income.

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Our **mission** is to provide the opportunity for New Mexicans to receive a highly inter-disciplinary education to enrich the workforce for the benefit of the health of our communities.

#### **We value:**

- Collaborative and diverse partnerships
- A culture of shared expectations of excellence
- The trust of our communities to be a source of emerging knowledge and practice

#### **Our goals:**

- Synergize with the entire University and our community partners, catalyzing research, education and service initiatives that address population health issues.
- Cultivate relationships with local, state and federal agencies; employers; and community agencies around the state to address social determinants of health.
- Prepare students to participate in a highly technological and entrepreneurial business environment that requires critical thinking, teamwork, leadership and communication.
- Offer undergraduate, graduate and health professional training programs that are experiential in approach, leading to the development of novel new disciplines for the purpose of improving health and wellness. Offer continuing education and training for practicing health providers and community members to assist their transition into the practice of population health.
- Implement and disseminate the best ideas for improving the quality and safety of care, reducing costs and improving the health of populations.
- Translate population health research results into policy and practice.

**Assuring that all New Mexicans live healthy lives is the primary goal of the College of Population Health.**

### **Workforce Needs**

Training in population health requires different skill sets and approaches to addressing health outcomes. Health care leaders recognize that having access to a trained workforce will be critical to their success.

There are also entrepreneurial opportunities for graduates of the CPH. A highly visible example is Apple, which most recently entered the health field and would like to capture graduates with degrees in population health. We cannot predict the future, but we can predict that new opportunities in health-related business ventures will emerge.

To determine the current need for population health professionals in New Mexico, we met with business and government stakeholders who view the CPH as a resource to address the *skills gap* in our workforce while providing *education and job opportunities for a New Mexico workforce* to address evolving needs.

- UNM Health System has positions for which population health-trained individuals are eligible.
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- Molina Healthcare stated that population health education in NM is long overdue.
- The New Mexico Department of Health has experienced difficulty in finding qualified candidates at a bachelor's level and spends additional time and resources to train their hires for positions for which a population health graduate would have the skillset walking in the door.

In addition to the employers mentioned above, organizations and state agencies throughout New Mexico have shown overwhelming support for the CPH. They include: Bernalillo County Community Health Council, Albuquerque Area Tribal Epidemiology Center, NM Health Connections, NM Hospital Association, NM Public Health Association, Greater Albuquerque Chamber of Commerce, NM Tech Council, Albuquerque NM State Personnel Office, NM Economic Development and NM Department of Workforce Solutions, NM Community Health Councils, NM Department of Health and NM Higher Education Department.

### **Education**

At the outset, the CPH plans to house three degree programs and one professional certificate.

1. Bachelor of Science in Population Health – degree program is under study by the Faculty Senate Undergraduate Committee. The degree program includes the 37 SCHs of UNM Core, 48 SCHs in Population Health Core, 15 SCHs in an area of focus, and 21 SCHs in electives.
2. Master of Public Health – reaccredited by the Council on Education in Public Health (CEPH) in 2009, this 42-credit degree has three concentrations: Community Health, Epidemiology, and Health Systems, Services and Policy. There have been 239 graduates since the program began in 1994; on average 15 students matriculate each year.
3. Doctorate in Public Health Sciences – this degree program is under development. We plan to submit a proposal to the Faculty Senate during FY16-17.
4. Population Health Certificate (PHC) for Health Professionals. During FY16, a new certificate program will be developed that offers an interprofessional (nursing, medicine, pharmacy, and allied health providers) approach to learning population health competencies.

We are working closely with the branch campuses and CNM to *articulate* which courses will meet our degree program requirements and make sure that their students who receive associates degrees can *transfer* their credits to UNM. This process will bring new students into UNM and provide workforce training for a broader set of students.

### **Training**

To prepare the current workforce for future demands, the CPH will provide training in population management principles to agencies and organizations involved health care delivery. For example, UNM is a partner in the South Central Public Health Training Center, which develops training for public health professionals throughout NM.

### **Population Health and Health Services Research**

The CPH will optimize relationships with UNM centers, institutes, departments and community partners to create research-based learning experiences that focus on improvements in population health. Examples of collaborative opportunities at the HSC include:

- **The UNM Clinical and Translational Science Center (CTSC)** improves health by streamlining science, transforming training environments, and improving the conduct, quality, and dissemination of research from laboratories to clinical practice, and out into communities.
- **The UNM Cancer Center (CC)** Cancer Control Research Program serves as the hub for cancer control and population science research to reduce cancer incidence, morbidity, and mortality, particularly in the unique multiethnic and underserved populations of New Mexico.
- **The UNM Prevention Research Center (PRC)** addresses the health promotion and disease prevention needs of New Mexican communities through participatory, science-based, health promotion and disease prevention research.
- **Center for Injury Prevention Research and Education (CIPRE)** conducts research and advocacy programs that result in fewer injuries and deaths from accidental and intentional causes.

There are similar collaborative opportunities on main campus, including, but not limited to:

- **Center on Alcoholism, Substance Abuse, and Addictions (CASAA)** reduces suffering caused by substance use and other addictive behaviors by generating high quality prevention and treatment research with attention to human diversity and collaboration across disciplines.
- **Southwest Hispanic Research Institute (SHRI)** promotes multidisciplinary research on the Latino/Hispanic populations of New Mexico and the United States.
- **Nepal Study Center** focuses on the socio-economic development and sustainability, health, technology transfer, and environmental issues of the Himalayan region and South Asia.
- **Institute for American Indian Research** serves as a forum for the discussion of issues critical to the continuance of Native peoples by individuals both in and outside of the university community, thus providing a significant link to our area's Native Nations and communities.
- **Center for Water and the Environment** conducts cutting-edge research into technological and engineering-based solutions to problems with water and the environment, in a framework that considers the social, economic, policy, regulatory, and legal implications.

# **BOR ACADEMIC STUDENT AFFAIRS & RESEARCH (ASAR)**

---

Office of the VP for Research  
Spring 2016 Update

# OVERVIEW

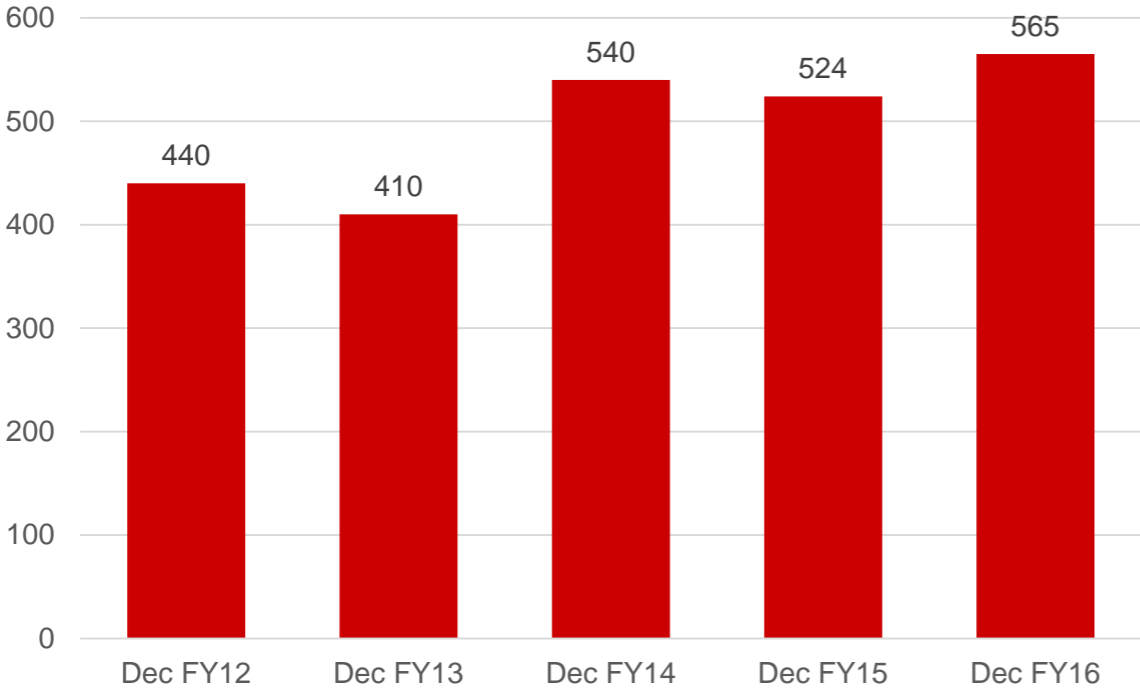
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- **Research Metrics**
  - Proposals
  - Awards
  - Expenditures
  - F&A Cost Recovery
- **OVPR Highlights**
- **Current Initiatives/Planning**

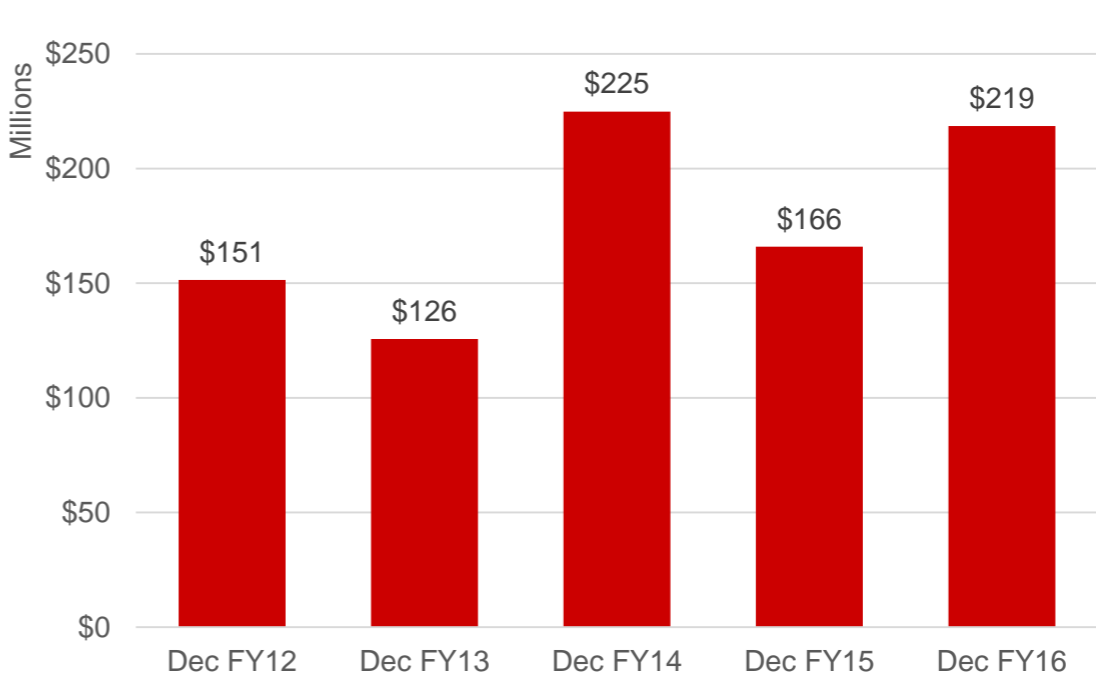
# RESEARCH METRICS: PROPOSALS & AWARDS



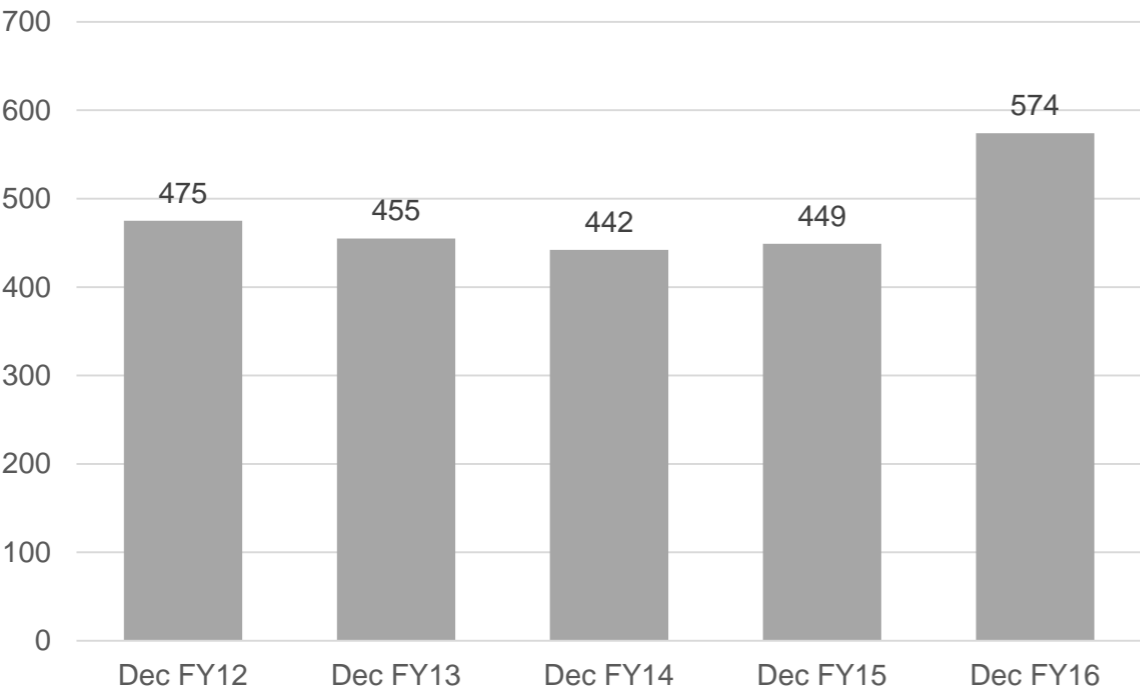
Total Proposals thru December FY12-16 (#)



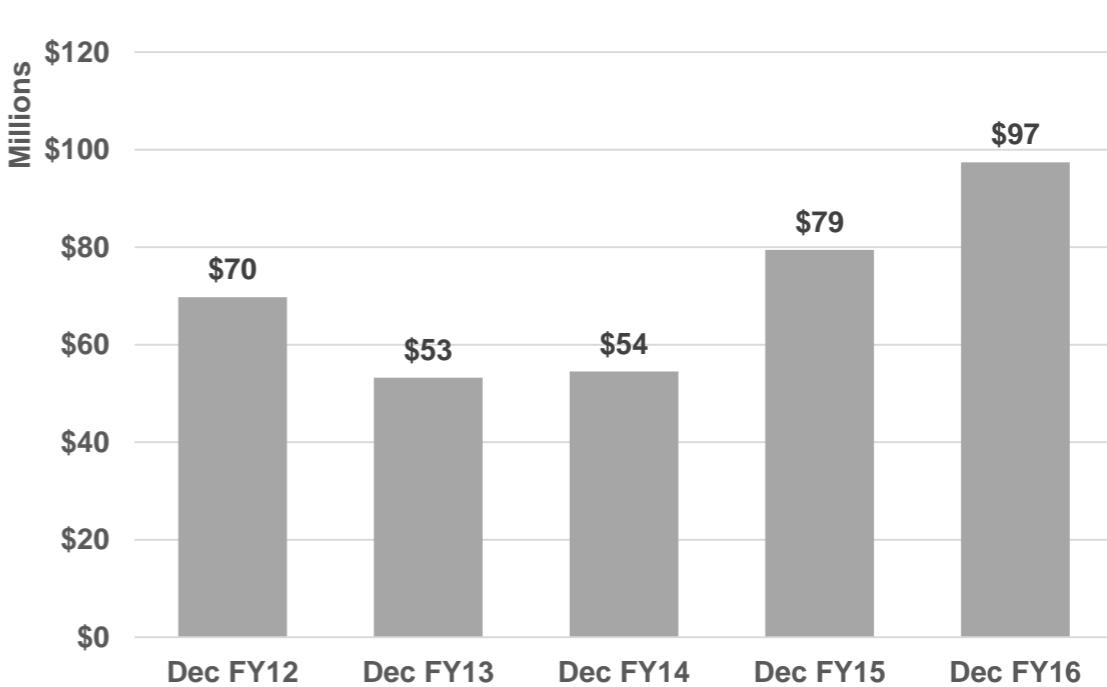
Total Proposals thru December FY12-16 (\$)



Total Awards thru December FY12-16 (#)

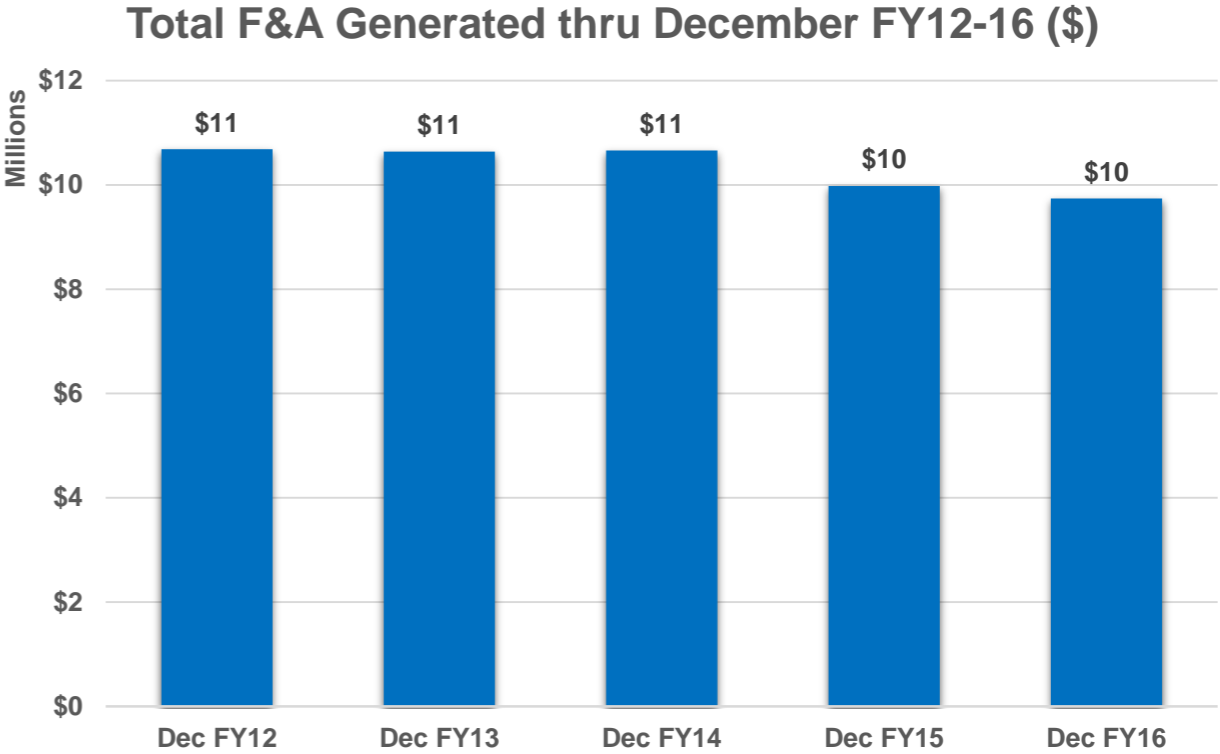
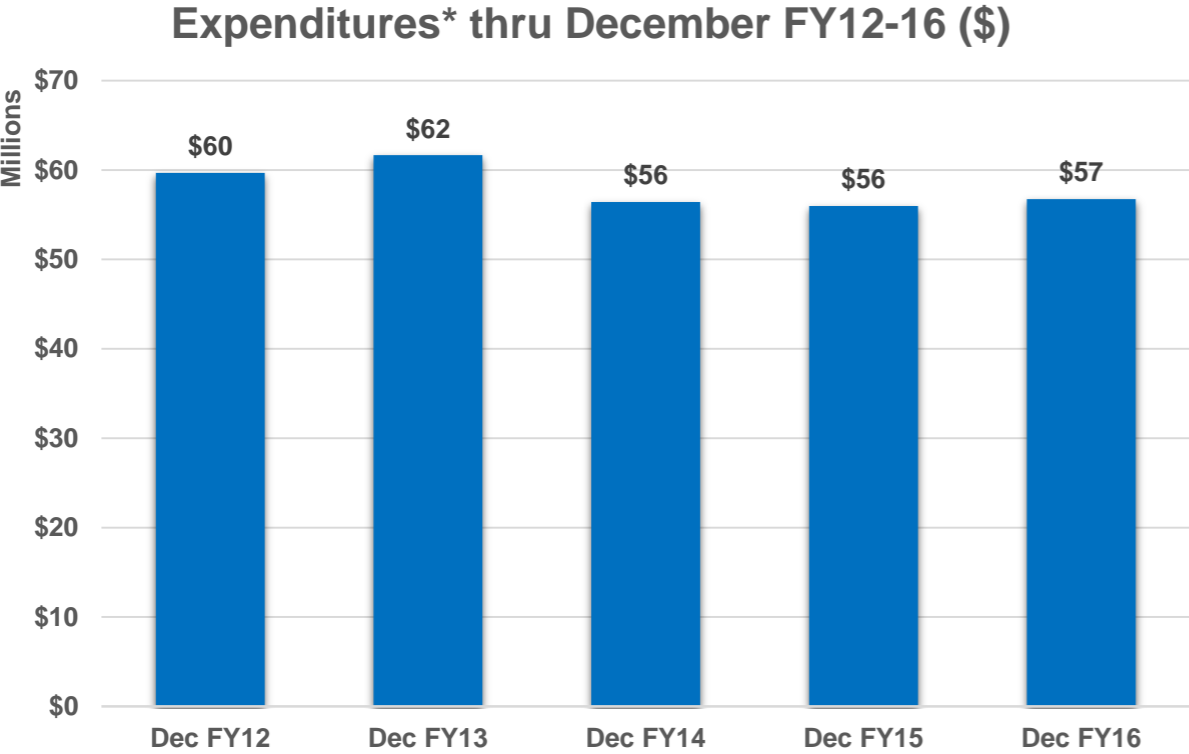


Total Awards thru December FY 12-16 (\$)





# RESEARCH METRICS: EXPENDITURES & F&A GENERATED



\*Does not include Federal Financial Aid

# OVPR HIGHLIGHTS

---

- **Research Recognition** – The OVPR provides funding and logistical support for two faculty recognition programs. The recipients for the 2016 awards have been selected by the Faculty Senate:
  - **61<sup>st</sup> Annual Research Lectureship Award:** Dr. Lawrence Straus, Distinguished Professor of Anthropology
  - **Inaugural Community Engaged Research Lectureship Award:** Dr. Nina Wallerstein, Professor of Family Community Medicine
  - Announcements with presentation dates/locations are forthcoming.
- **National Lab Joint Appointments/Hires**
  - Planning for UNM's 4<sup>th</sup> joint hire with Sandia Labs is underway. The recruitment will be focused in the area of High Performance Computing (HPC).
- **Office of Sponsored Projects**
  - Fall 2015 rolled out to campus proposal submission deadline policy
  - Completed upgrade to electronic proposal submission software (Cayuse SP 3.1 upgrade)

# OVPR HIGHLIGHTS

---

- **Faculty Research Development Services**

- Over the Summer and Fall 2015 semester the OVPR re-organized Faculty Research Development Services into a hybrid model consisting of the following components:
  - Centralized research development staff within the OVPR to support large cross-college and interdisciplinary grant proposals
  - Embedded research development staff in the colleges/schools providing day-to-day proposal development services and one-on-one faculty training/support.
  - Participating units: School of Engineering, College of Education, College of Arts & Sciences, School of Architecture & Planning, College of Fine Arts

# OVPR HIGHLIGHTS

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- **Research Compliance**
  - **Office of the Institutional Review Board**
    - Working on getting the Main Campus HRP program accredited through the *Association for the Accreditation of Human Research Protection Programs, Inc. (AAHRPP)*.
    - Within the last year the OIRB has significantly reduced the number of studies in noncompliance due to lapse in IRB approval.
  - **Basic Chemical Safety Training** - OVPR partnered with UNM Safety & Risk services to develop an online Basic Chemical Safety training for faculty, staff, student employees. Target deployment in Learning Central – April, 2016.
  - **The Research Industrial Security/Export Control Program**
    - Achieved 3rd consecutive Superior security inspection rating.
    - Selected as recipient for the 2015 Defense Security Service Award for Excellence in Counterintelligence.
    - On April 25<sup>th</sup>, the Defense Security Service Director will be giving a counterintelligence award to UNM highlighting the strong industrial security program.

# EMERGENCY PREPAREDNESS TRAINING UPDATE

Byron Piatt, MPA, CEM  
UNM Emergency Manager  
[bpiatt@salud.unm.edu](mailto:bpiatt@salud.unm.edu)  
(505) 277-0330

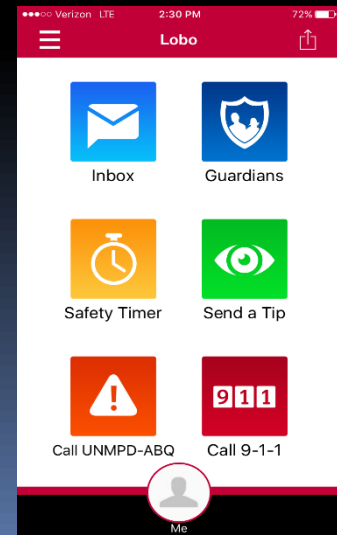
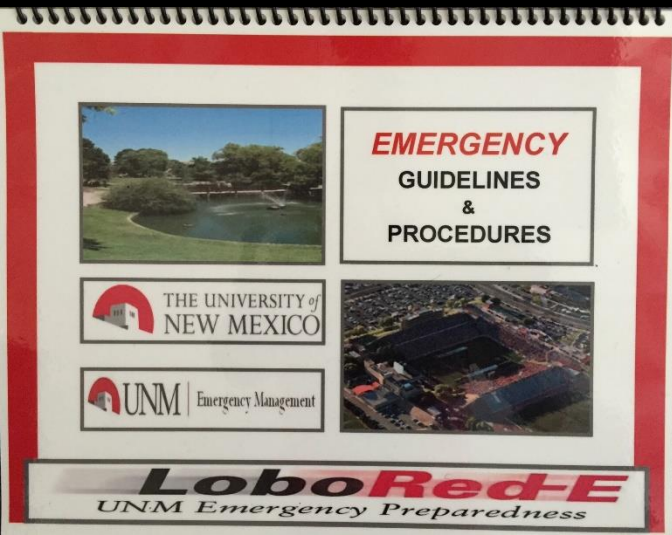
[emanage.unm.edu](http://emanage.unm.edu)  
[loborede.unm.edu](http://loborede.unm.edu)

**LoboRed-E**

*UNM Emergency Preparedness*

# GOAL: Keep everyone safe on campus everyday

- Emergency Plans
- Training
- Exercise



# Emergency Plan Metrics

## 100% Completion

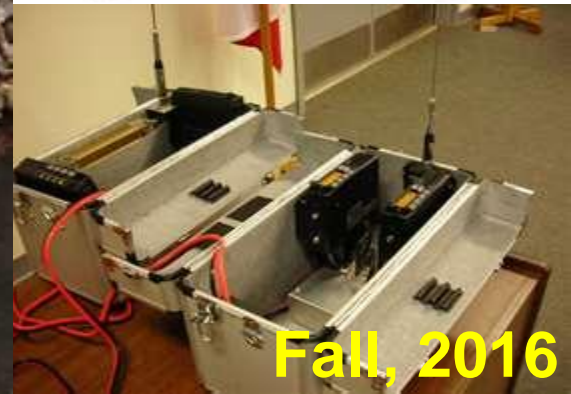
- College of Education
- Law School
- School of Engineering
- College of Fine Arts
- Anderson School of Management
- Office of Graduate Studies
- Honors College
- University College
- College of University Libraries & Learning Sciences
- School of Architecture and Planning
- Student Affairs and sub groups
- Office of the Provost

# Emergency Plan Metrics

## In Progress

- Arts and Sciences – 61%
- Office of the Vice President of Research – Scholes Office complete, but not sub units
- Office of Equity and Inclusion – Scholes Office complete, but not sub units





PENP 493/593

Fall, 2016

# QUESTIONS?



# CONTACT INFORMATION

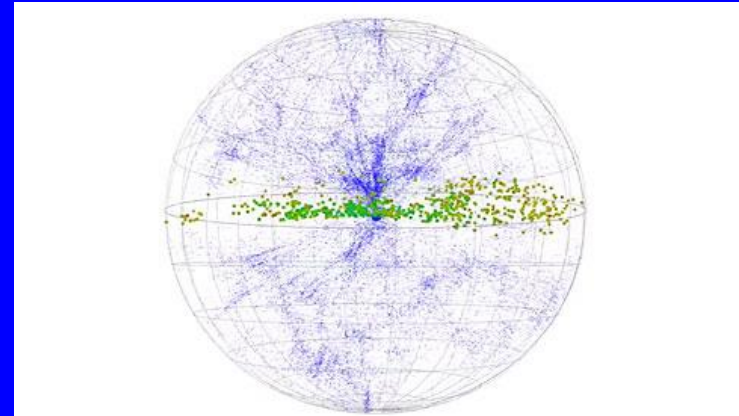
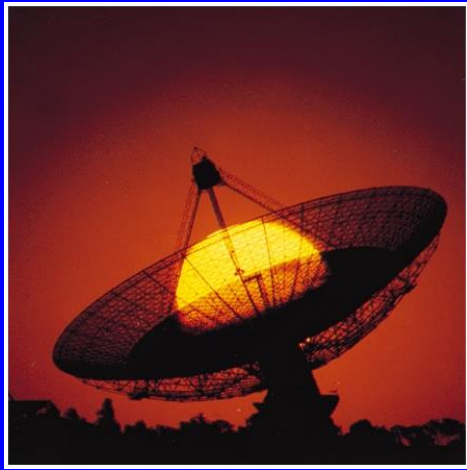
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**LoboRed-E**  
*UNM Emergency Preparedness*



# Hidden Galaxies

Prof. Patricia (Trish) Henning

Department of Physics and Astronomy

University of New Mexico

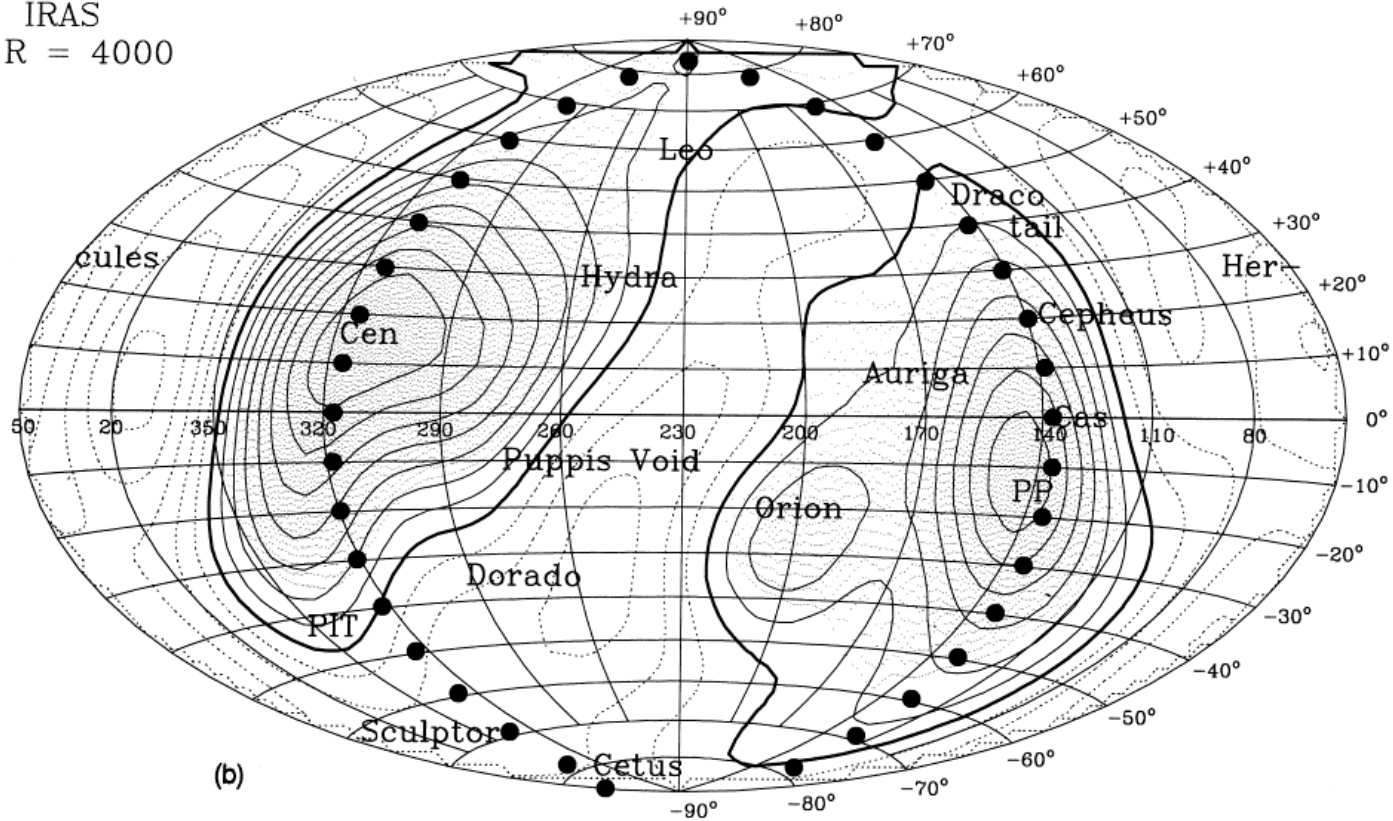


# A nifty way to measure mass

- Expansion of the Universe causes galaxies to recede from one another
- Gravity retards, or even stops, expansion in high-density regions



IRAS  
R = 4000



(b)

Figure 4 - continued

# "The Great Attractor"

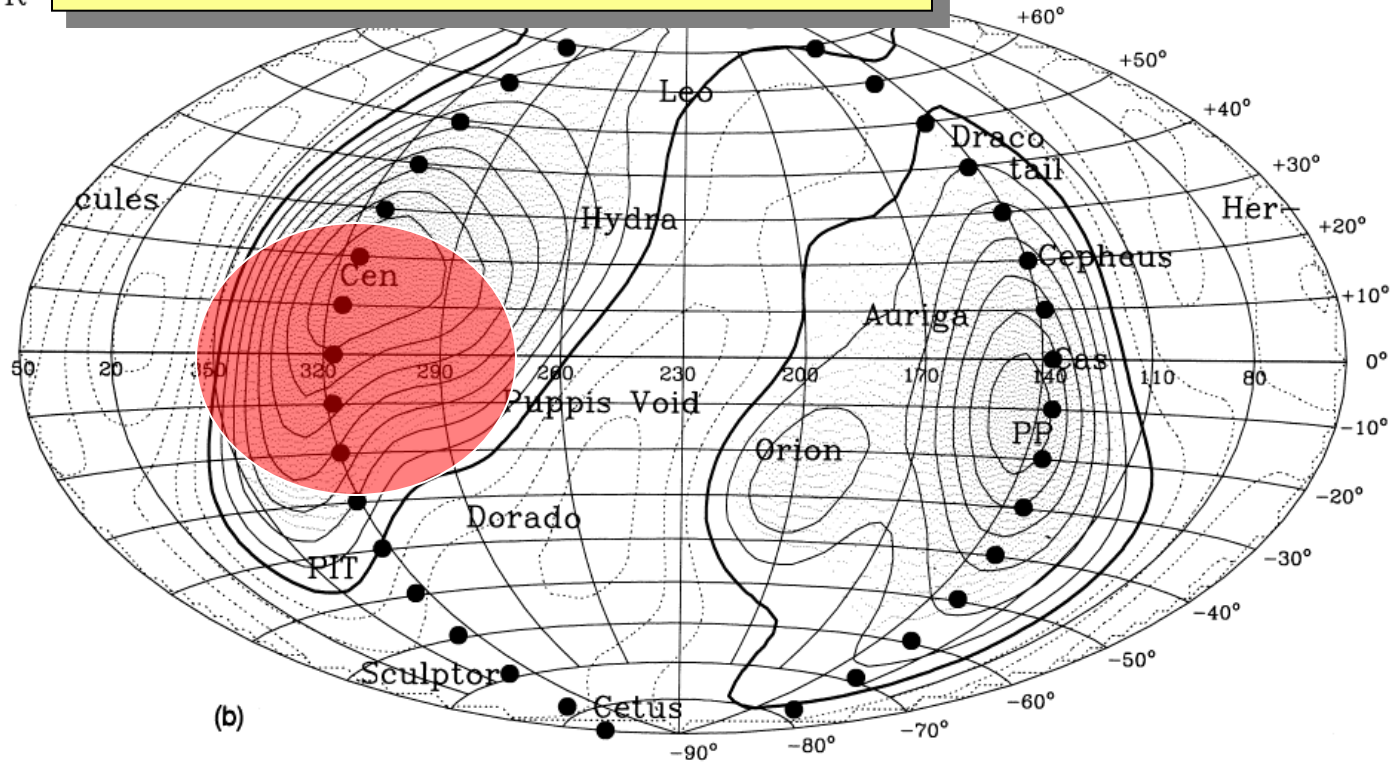
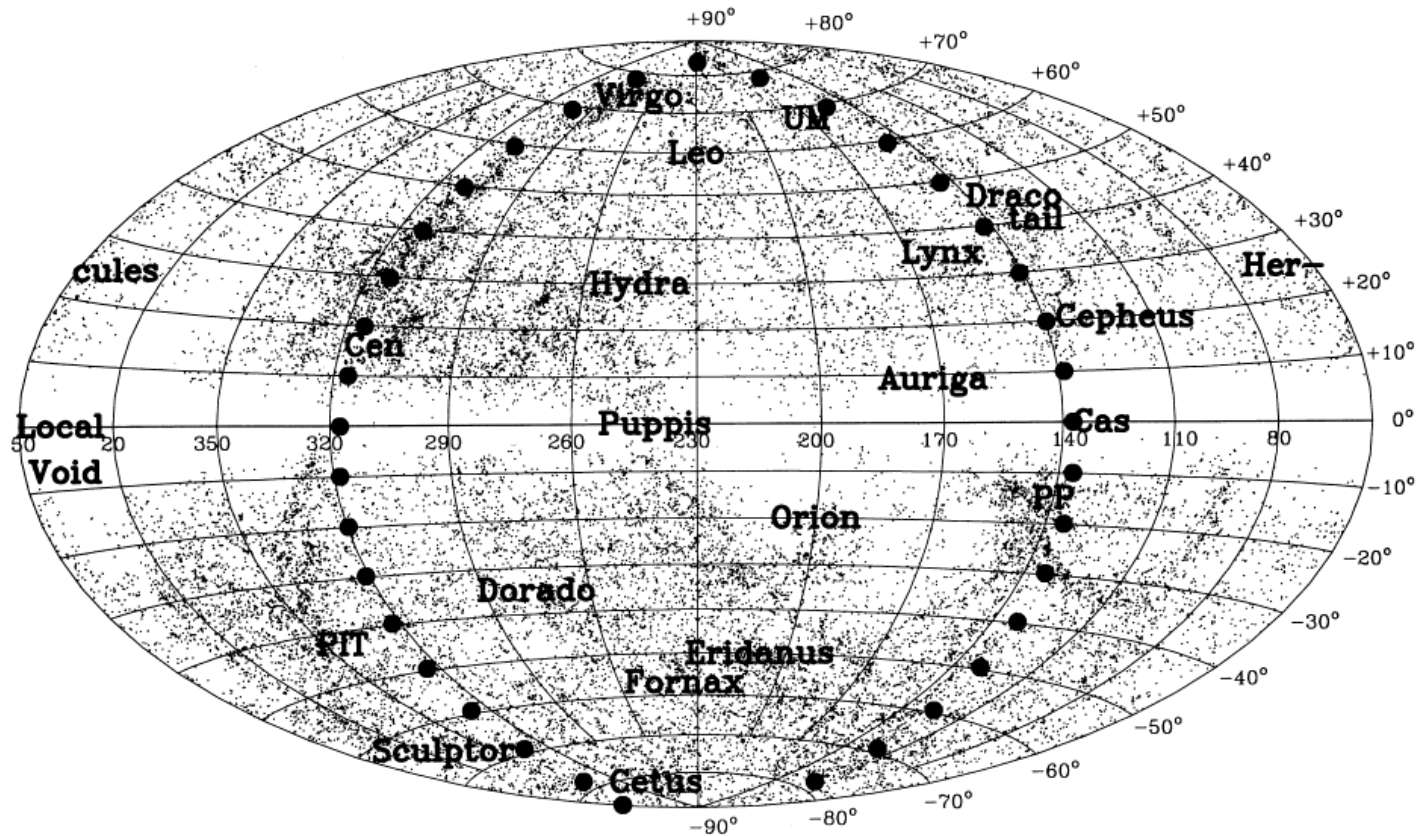


Figure 4 - continued



Mass distribution behind the Galactic plane 807

UGC + ESO + MCG , OPTICAL CATALOGS

Figure 5. The optical galaxies from the UGC, ESO and MCG catalogues projected on the sky in the same coordinate system as in Fig. 1.

**Where is the Great Attractor?**



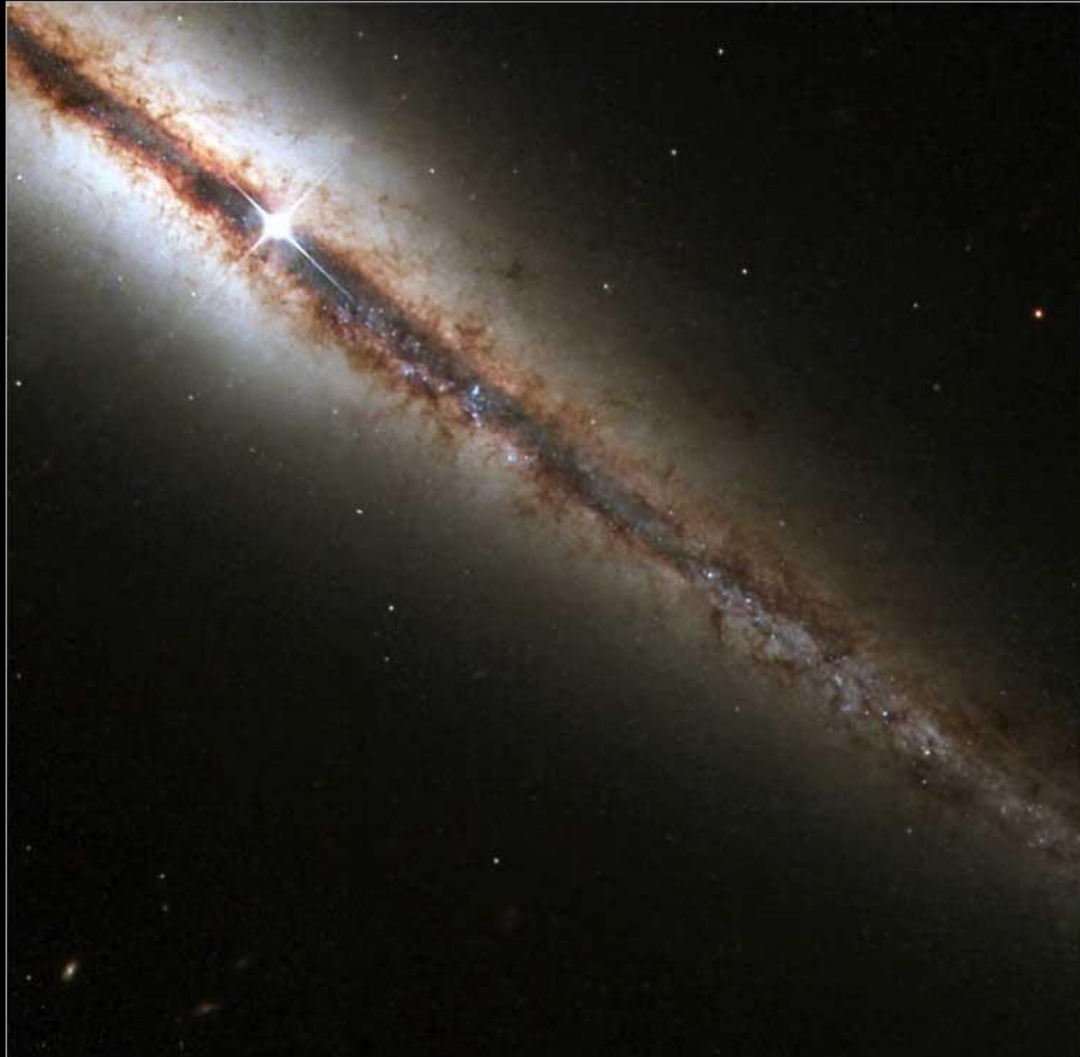
Whirlpool Galaxy • M51



Hubble  
Heritage

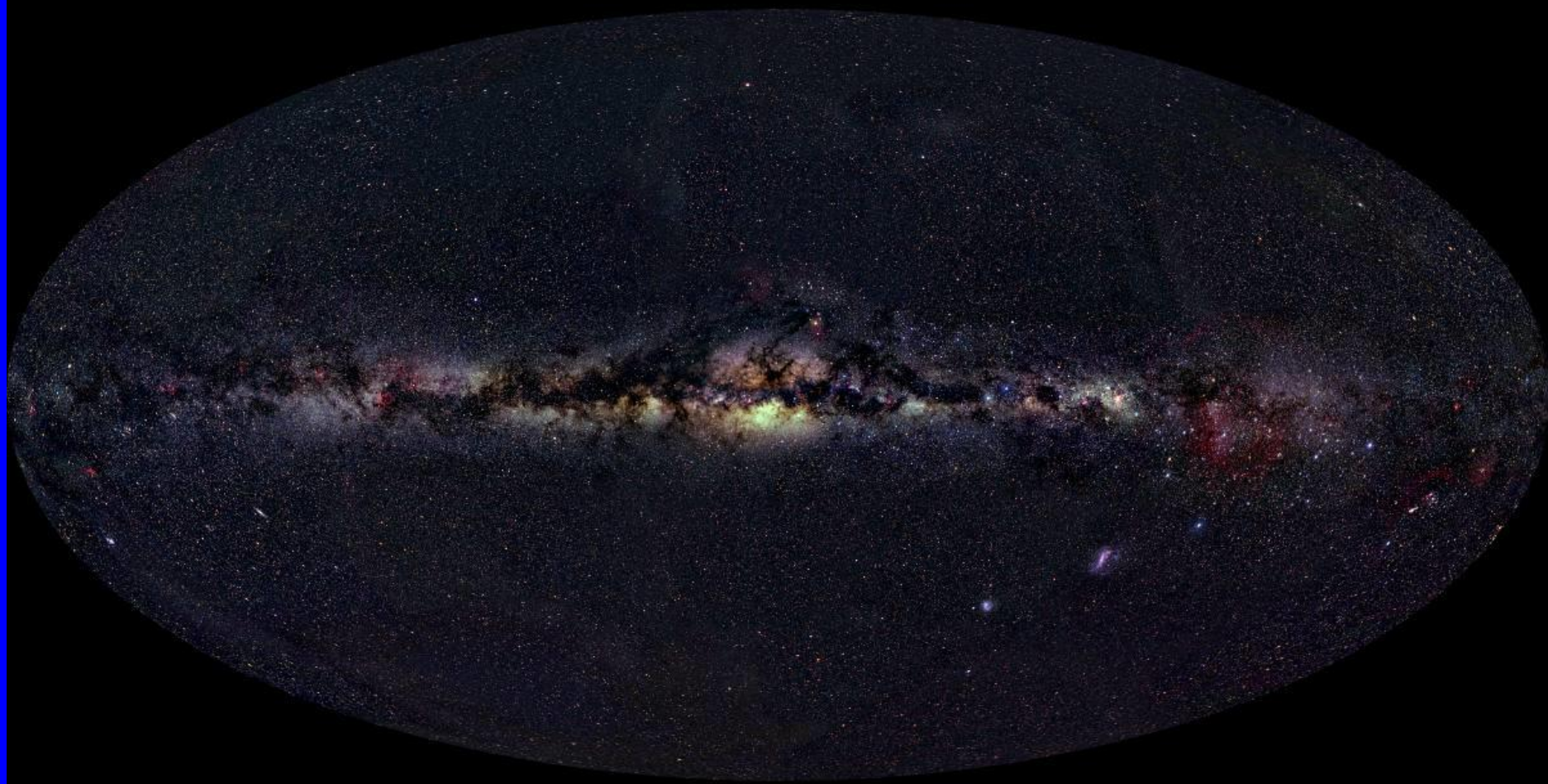
NASA and The Hubble Heritage Team (STScI/AURA)  
Hubble Space Telescope WFC2 • STScI-PRC01-07

Edge-On Galaxy NGC 4013



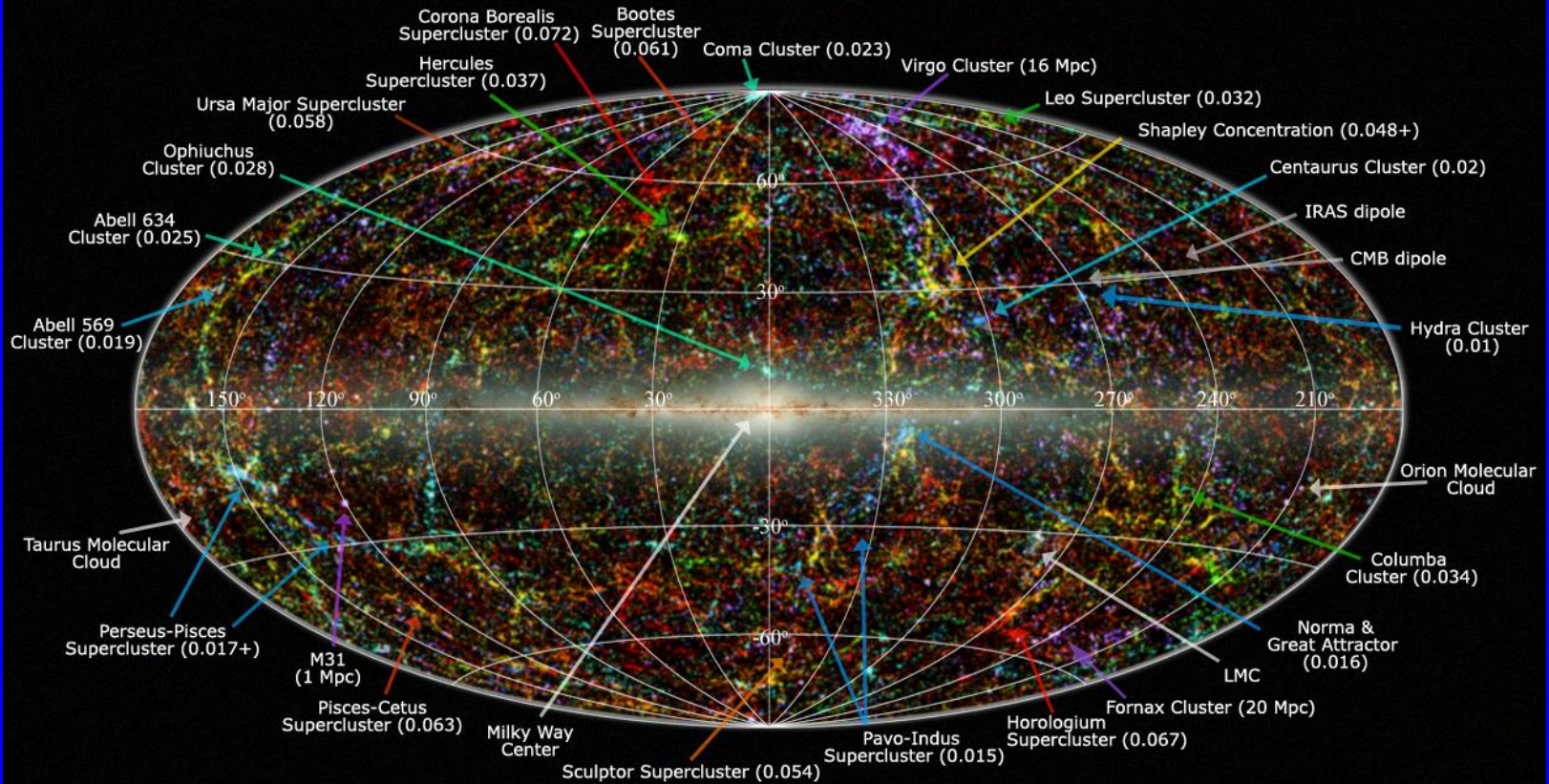
Hubble  
Heritage

# *The Deep Sky*



© 2000, Axel Mellinger

# Large Scale Structure in the Local Universe



**Legend:** image shows 2MASS galaxies color coded by redshift (Jarrett 2004); familiar galaxy clusters/superclusters are labeled (numbers in parenthesis represent redshift).  
Graphic created by T. Jarrett (IPAC/Caltech)

# How to “see” invisible galaxies

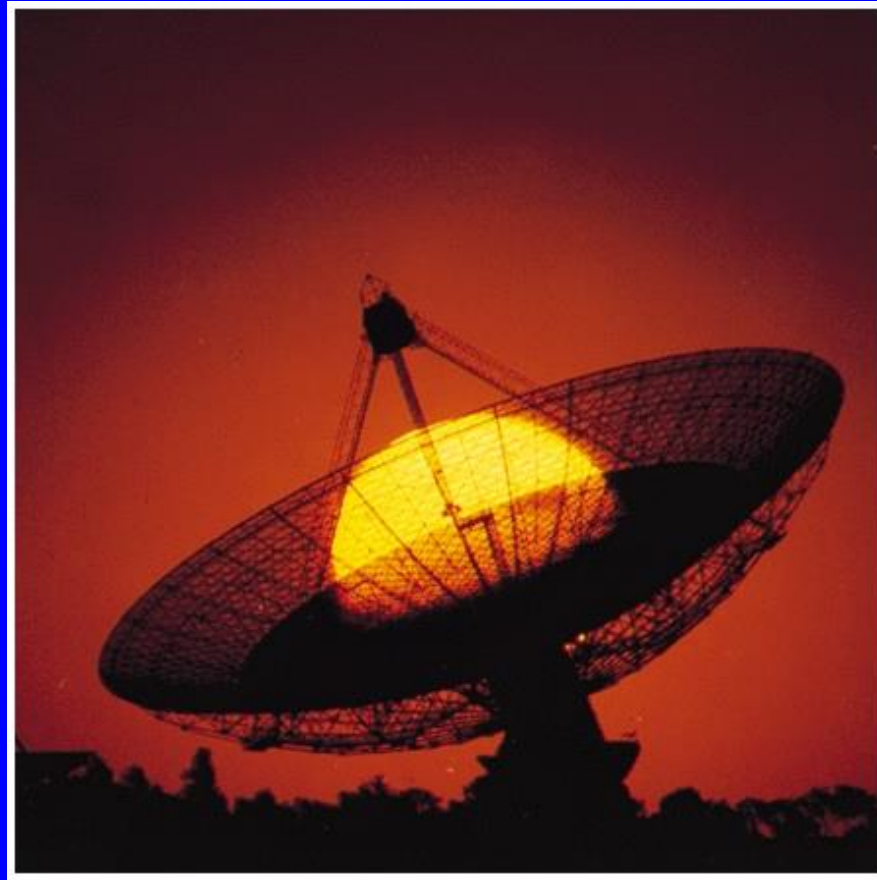


Not like this...  
Signature of  
Hydrogen,  
and computers

# Radio telescope at Parkes, Australia

Diameter = 64 m

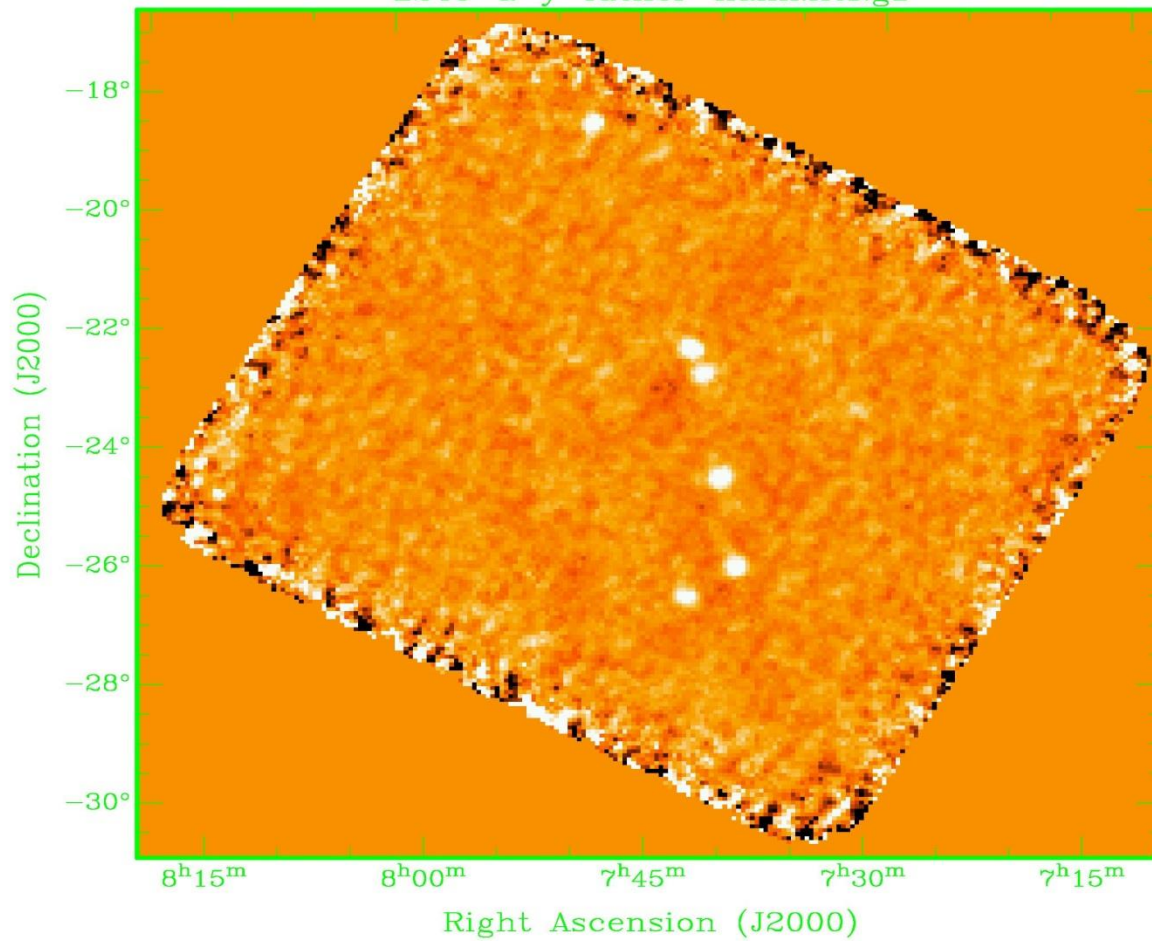




- Southern sky searched with Parkes telescope for 21-cm signals from hidden galaxies behind Milky Way
- Data organized into “cubes”, 2 position coordinates, 1 velocity. UNM students were involved in searching.

Velocity: 2974.54 km/s

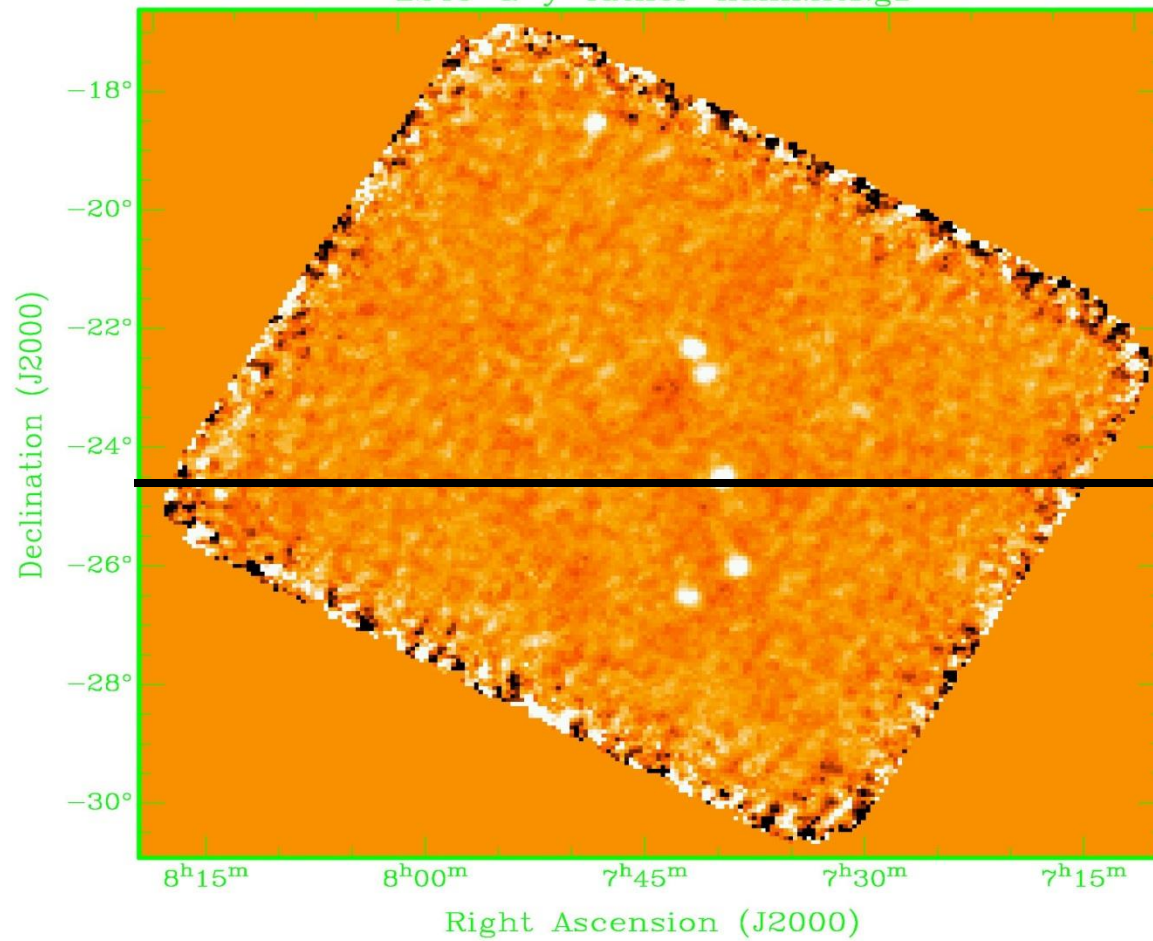
Z240→a→y→luther-hann.fits.gz





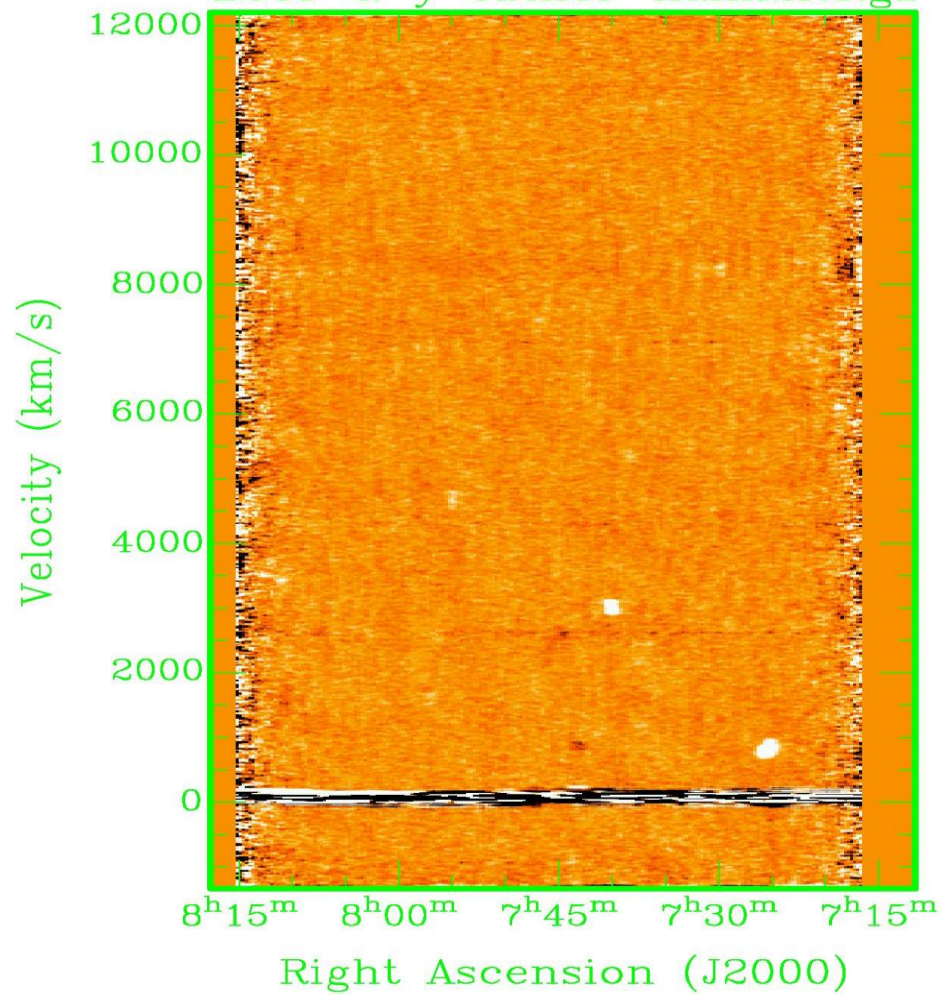
Velocity: 2974.54 km/s

Z240→a→y→luther-hann.fits.gz

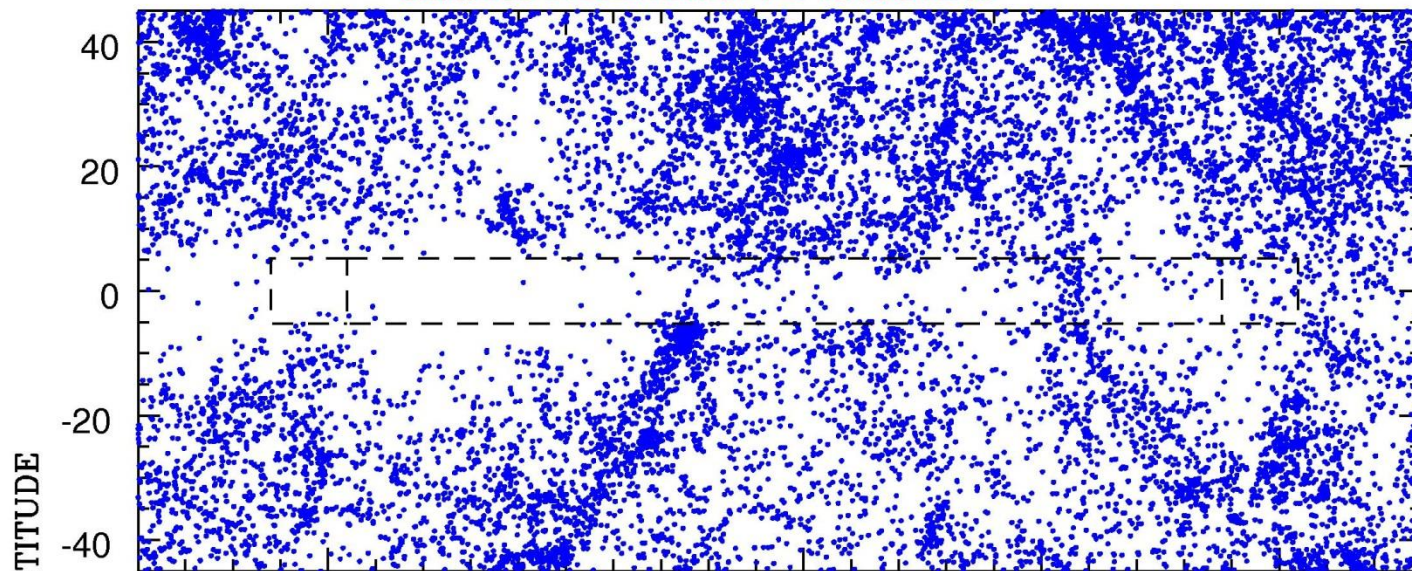


Dec:  $-24^{\circ} 40' 33.23''$  (J2000)

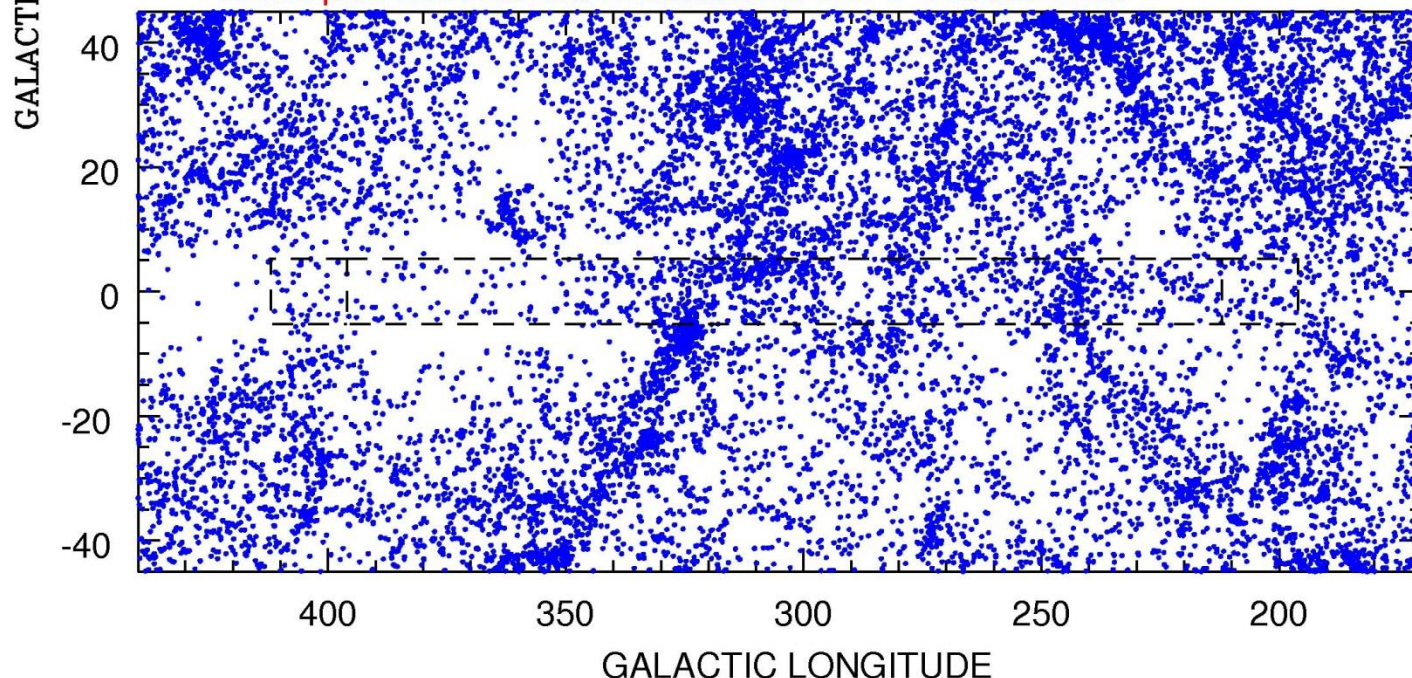
Z240→a→y→luther-hann.fits.gz



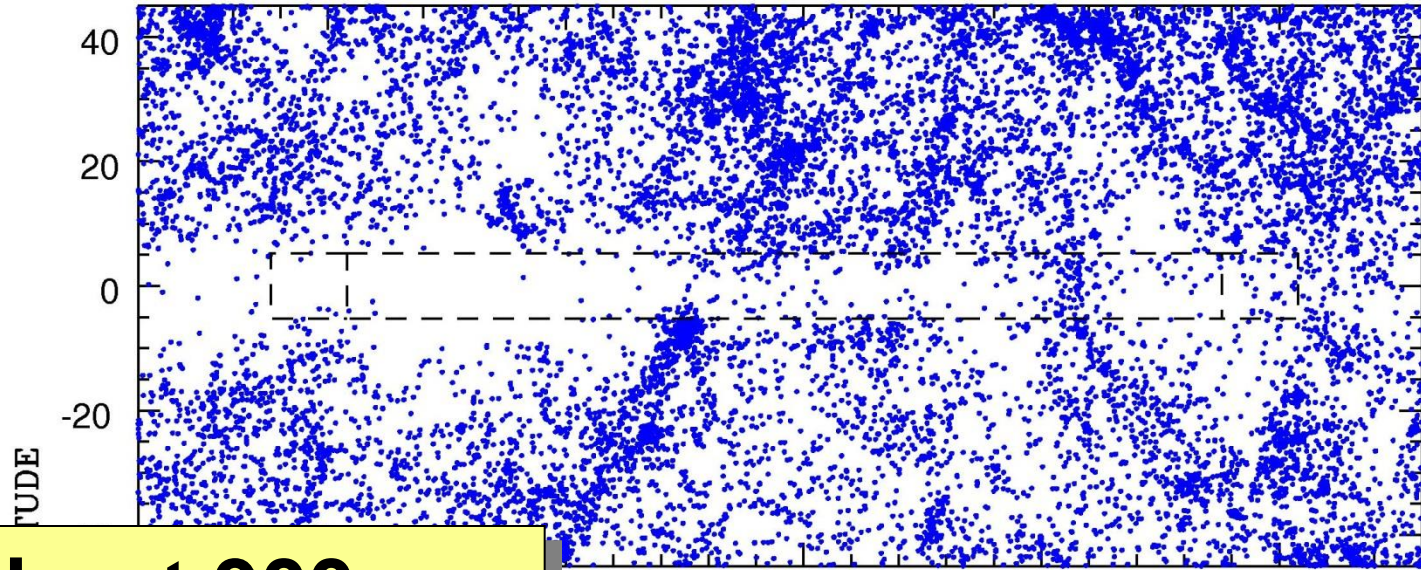
Galaxies in LEDA with  $v < 10000$  km/s



LEDA plus ZOA Parkes HI detections with  $v < 10000$  km/s

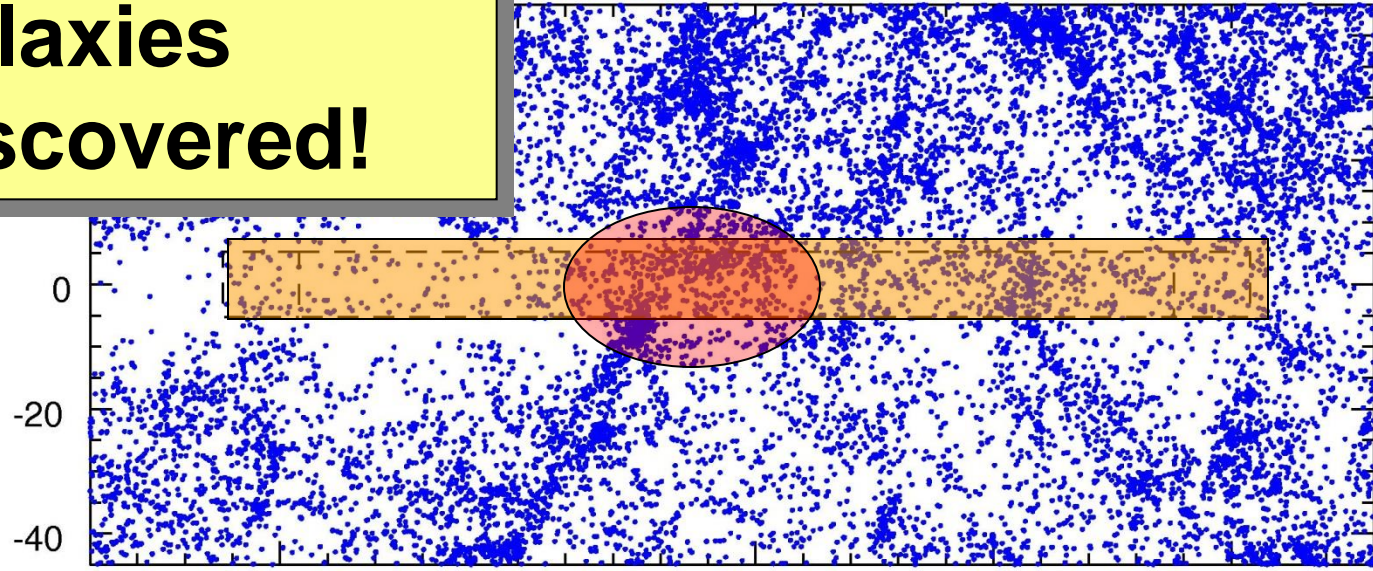


Galaxies in LEDA with  $v < 10000$  km/s

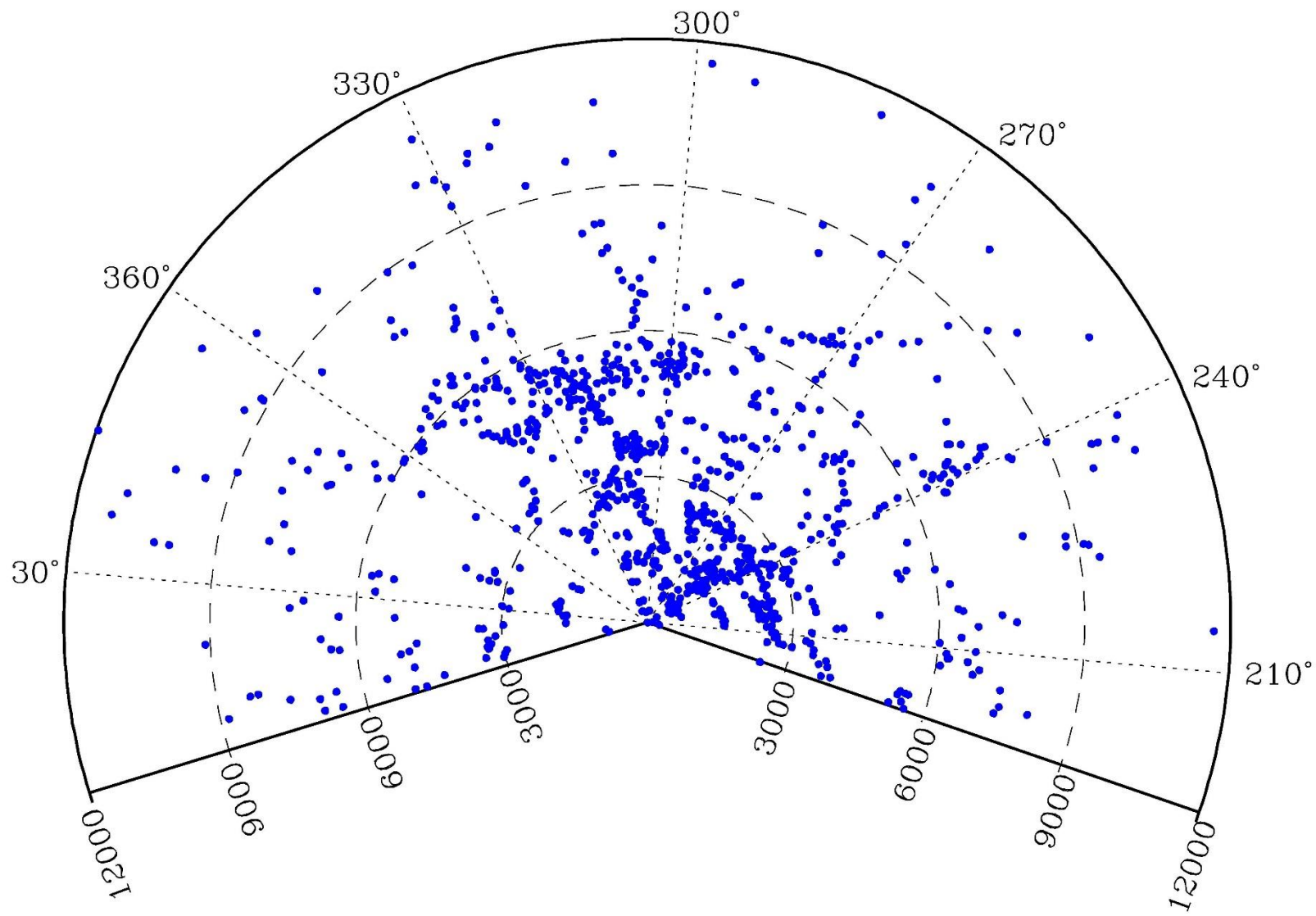


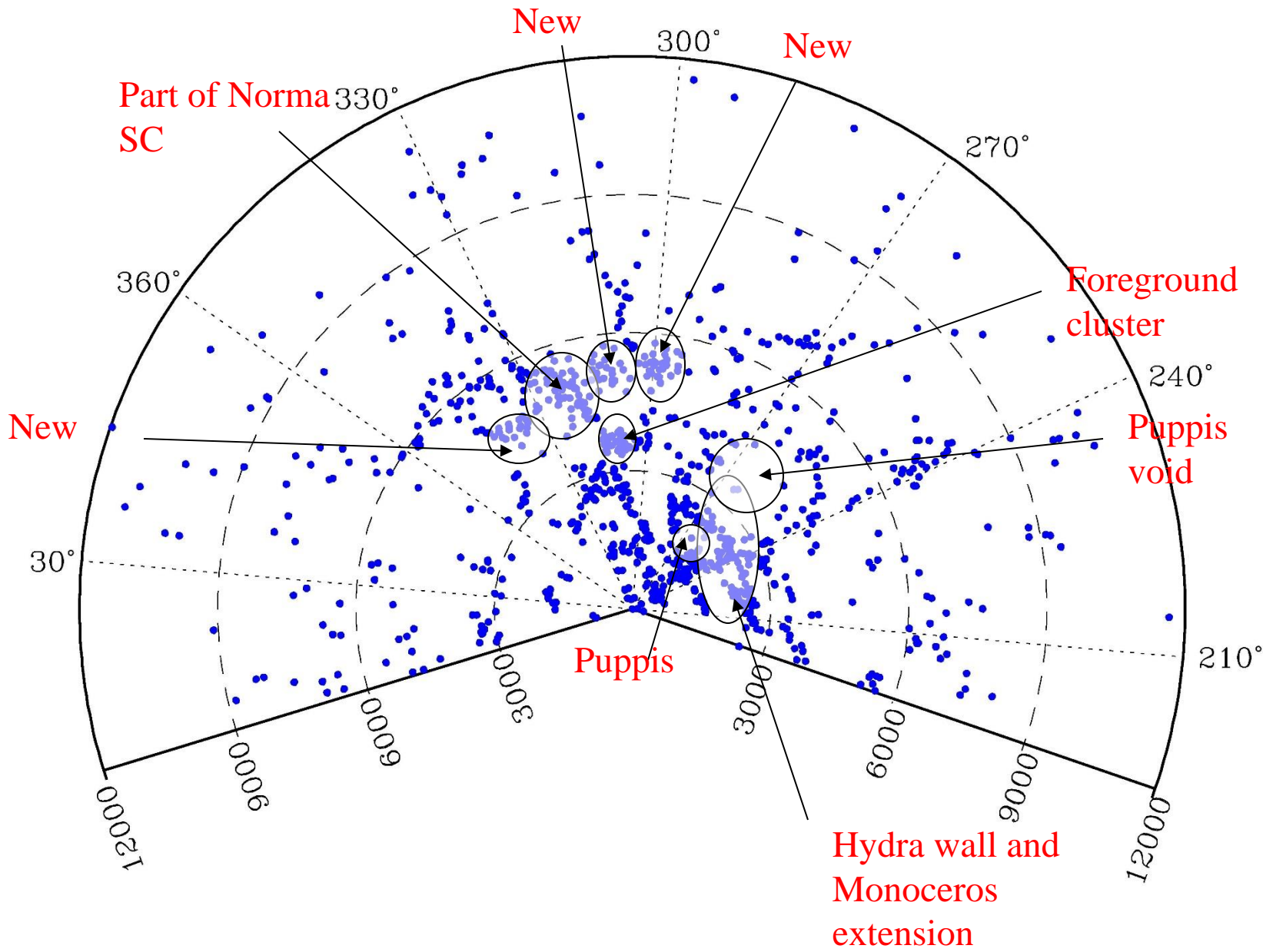
**About 900 galaxies discovered!**

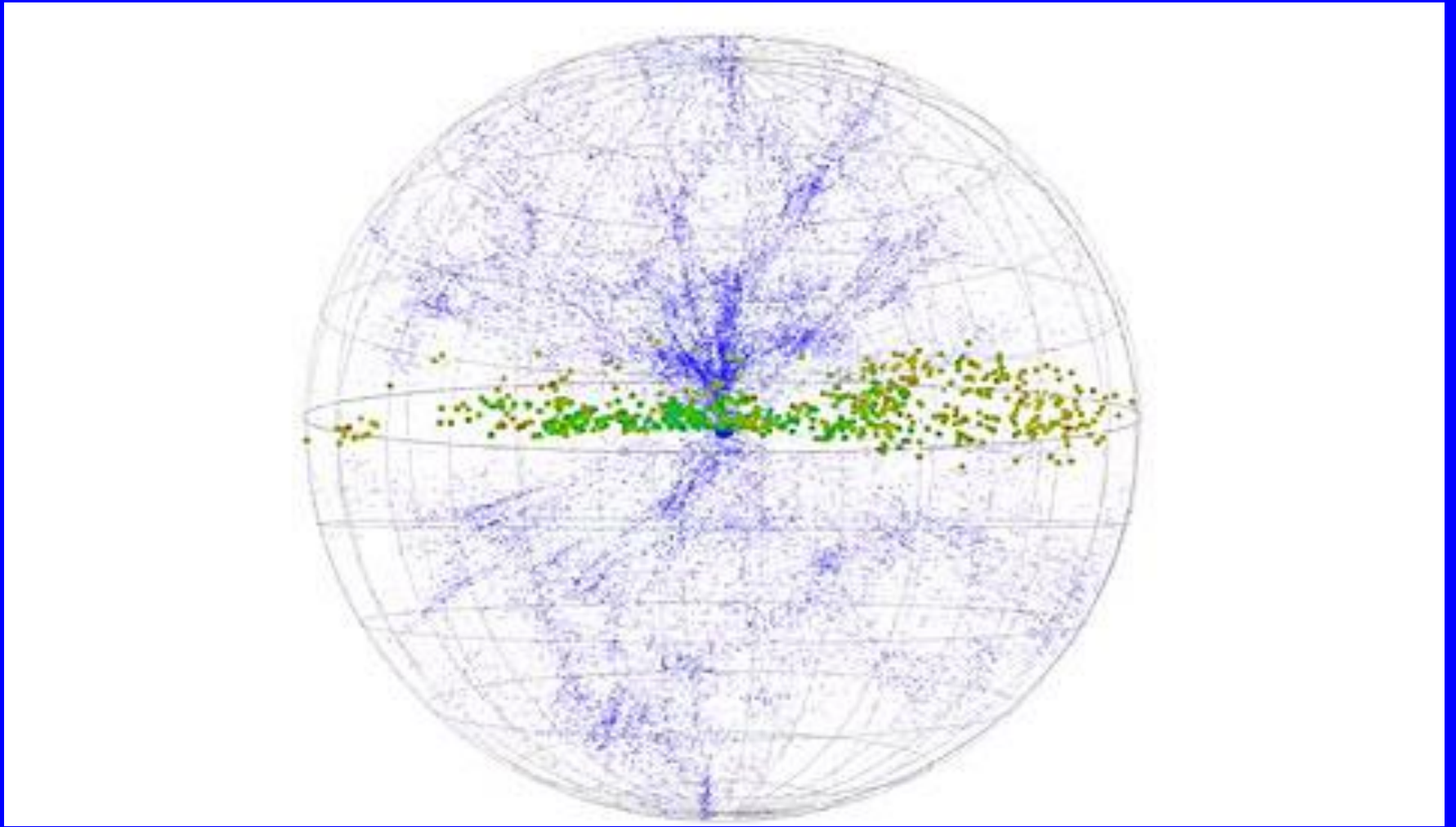
... HI detections with  $v < 10000$  km/s



GALACTIC LONGITUDE







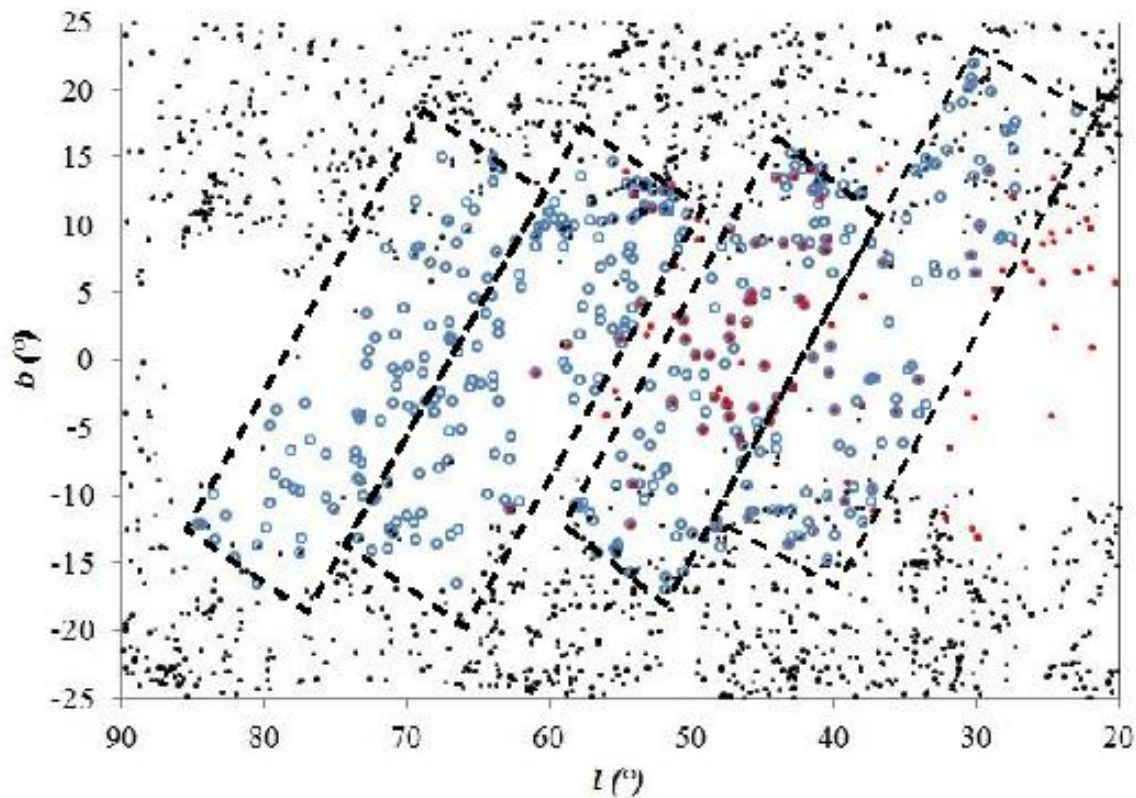
We have filled in the map of galaxies behind the southern Milky Way

- The next step: extend maps of hidden galaxies and large-scale structures to the north, using the 305-m Arecibo radio telescope

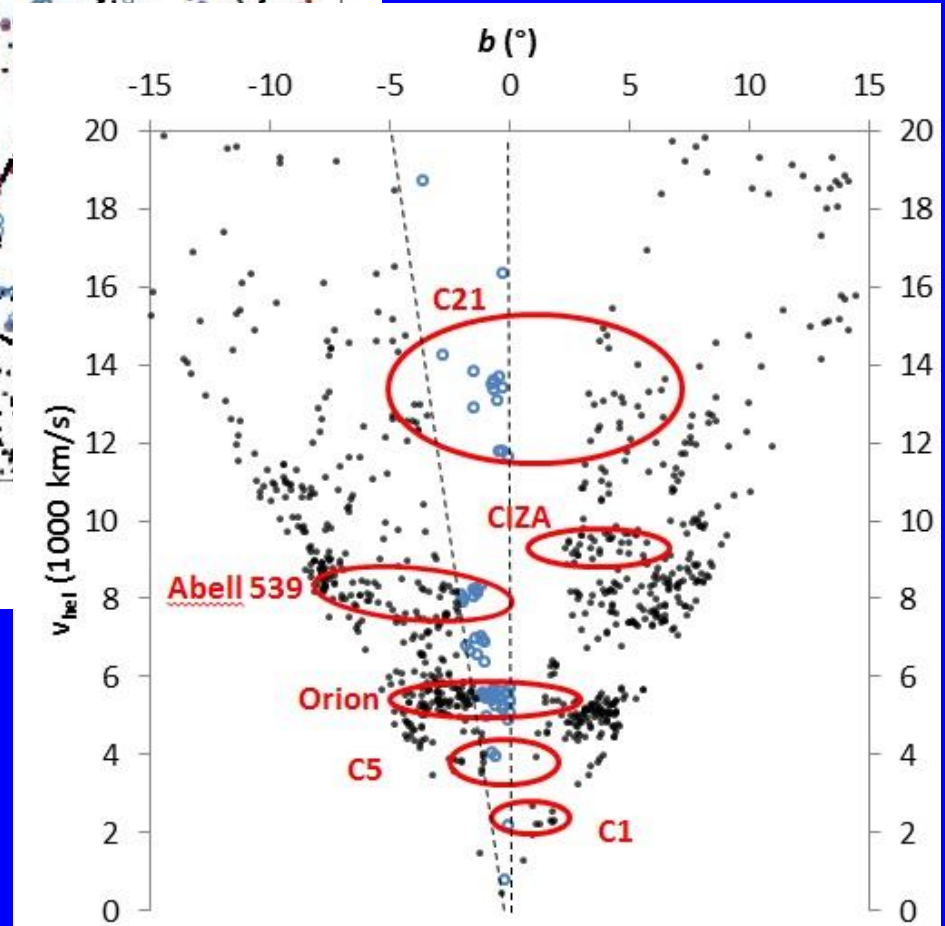
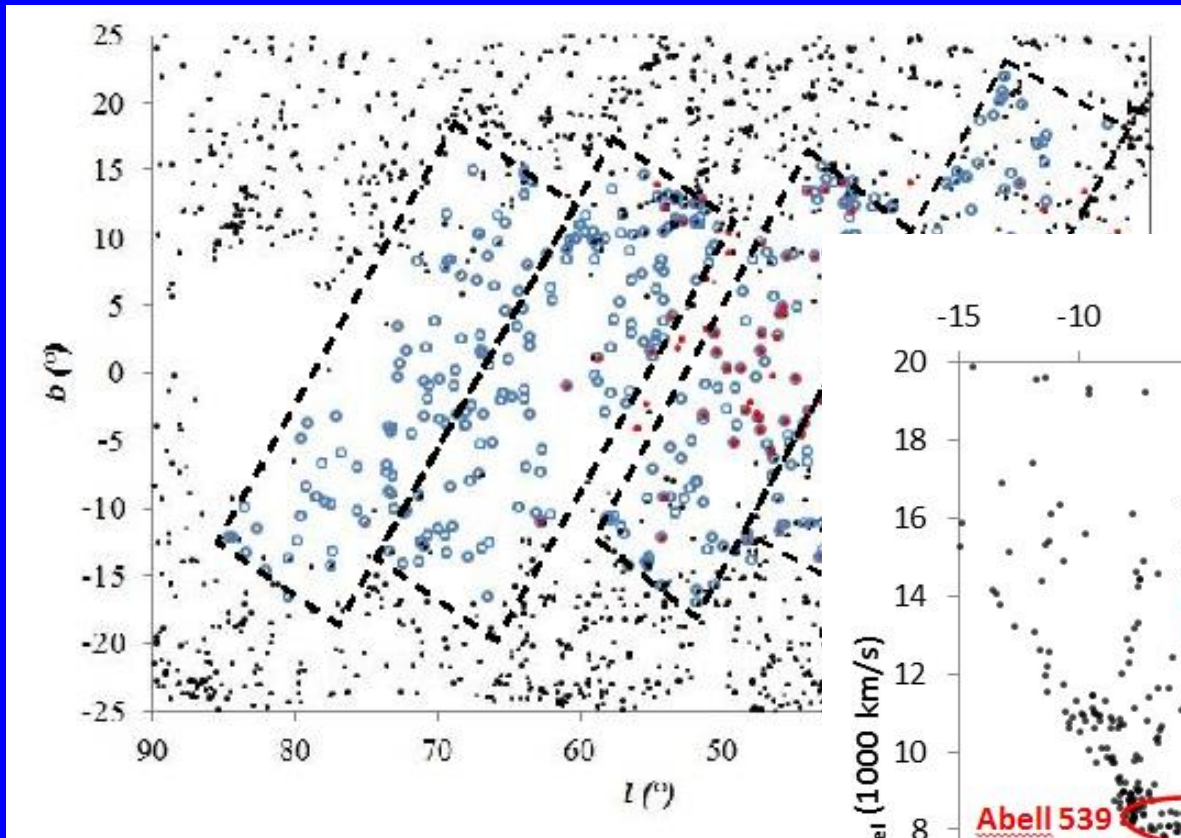
Diameter = 305 m







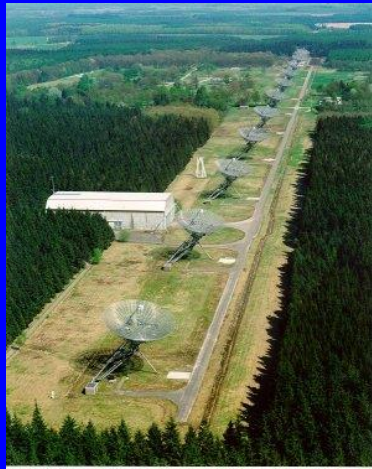
Survey is underway and is discovering galaxies. UNM students are key!



Survey is underway and is discovering galaxies. UNM students are key!

# What to do now?

- Map entire ZOA accessible to Arecibo, uncovering thousands of hidden galaxies
- For the hidden region too far north for Arecibo: Nançay Radio Telescope, France, and WSRT, the Netherlands



- Complete ZOA map!

# Future radio telescopes

- Next-generation radio telescopes will use atomic hydrogen to map hundreds of thousands of galaxies across the entire sky. Stay tuned!



ASKAP –  
under  
construction  
in Australia



MeerKAT – under  
construction in  
South Africa



Upgraded WSRT in  
The Netherlands