

Collaborative Research: HSI HUB
Intersectionality as Inquiry & Praxis:
Race, Class, Gender & Ethnicity
for Student Success in STEM
The University of New Mexico (2310990)

Nancy López, PhD
Director & co-Founder,
Institute for the Study of “Race” & Social Justice
Professor, Sociology

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

[Website: hsistemintersectionality.com \(under construction\)](http://hsistemintersectionality.com)

******CHALLENGE & OPPORTUNITY******

**Intersectionality acknowledged as buzzword, yet missed opportunities for
strategic action, policy change, practice & distribution of resources**

*****THEORY OF CHANGE*****

**Moving Mountains: Through Value-Driven Critical Intersectional Reflexivity Praxis
(Action & Reflection at the Individual, Department, Institution, Structural Levels)**

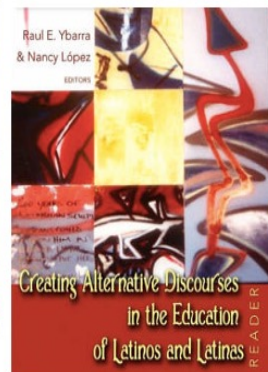
CONSIDER EMPLOYING LAND AND LABOR ACKNOWLEDGEMENTS

Dr. Nancy López is professor of sociology. Dr. López co-founded/directs the Institute for the Study of “Race” and Social Justice and she is the founding coordinator of the New Mexico Statewide Race, Gender, Class Data Policy Consortium (Visit: race.unm.edu). Her scholarship and teaching are guided by the insights of intersectionality--the *simultaneity* of tribal status/settler colonialism race/structural racism, gender/heteropatriarchy, class/capitalism, ethnicity/nativism, sexuality/heterosexism as systems of oppression/resistance across a variety of social outcomes (education, health, employment, wealth and housing) and the importance of developing contextualized solutions that advance justice. Dr. López has been recognized for her contributions to engaged scholarship through the American Sociological Association William Foote Whyte Distinguished Career Award for Sociological Practice and Public Sociology. Dr. López’s current research, funded by the **WT Grant Foundation and Hewlett Foundation**, includes a mixed method study in three research practice partnerships that examine the role of ethnic studies curriculum and culturally relevant pedagogy in reducing complex intersectional inequalities in high school. She received funding from the Robert Wood Johnson Foundation for a project entitled “**Employing and Intersectionality Framework in Revising Office of Management and Budget Standards for Collecting Administrative Race and Ethnicity Data.**” She received funding from the NSF for cultivating a **community of practice on HSIs and Intersectionality for student success metrics and distribution of resources**. She has served on over 75 PhD/MA committees and she given over 130 seminars on at national conferences, invited lectures and community gatherings.

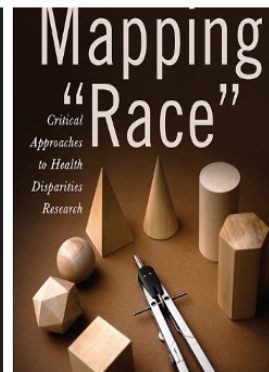


RACE AND GENDER DISPARITY IN URBAN EDUCATION

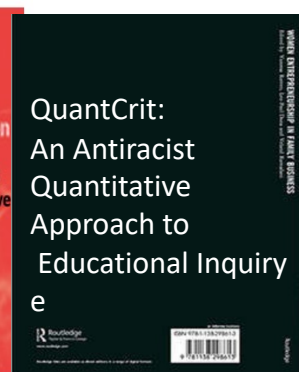
907 citations



NYC born Black Latina; Dominican Immigrant parents Parents 2nd grade ed; Public Housing; De facto Segregated Public Schools; Spanish native lang.; HeadStart; Upward Bound Fed. Prog



Funded by NIH



Dr. Claudia Diaz Fuentes, Assistant Professor, College of Population Health, UNM

This grant and this undertaking is no small feat. With the help of Improving Undergraduate STEM Education: HSI Program this Track 3 Institutional Transformation Project (ITP) is expected to take the full five years, with plenty of sub-groups, phases, and edits. 120 dedicated researchers across the country are involved, including co-Principal Investigator, UNM College of Population Health Assistant Professor Claudia Diaz Fuentes.

“Acknowledging the importance of intersectionality for advancing equity, without a strategic plan to remove barriers and redistribute resources for advancing student success, is a missed opportunity to build capacity in our communities and ensure a better future for New Mexico and our nation,” Diaz Fuentes said.

Previous **research** has shown reporting higher education outcomes by race, gender or class alone is not adequate for keeping track and improving inequities.

“This is about how research serves institutions and the community. Now what we’re talking about is what’s the translational nature of intersectionality across the board for higher education,” Diaz Fuentes said. “That translation for me is the way intersectionality marries the research with social justice practices.”



Claudia Diaz Fuentes

It’s also clear in examining outcomes within Latinx communities by race. In **one report** using Census data, it’s found that Black Latinx communities experience higher rates of poverty and lower rates of home ownership than non-Black Latinos, in spite of higher levels of education, which echoes the experience of **non-Hispanic Blacks**.

“When something is related to health policy, it is profoundly complex in the concept of intersection,” Diaz Fuentes said. “For example, for our students in university environments, there are some who are simultaneously parents, who are also employed and who might have learned English as a second language. They may have also grown up in a household where no parent or guardian had the privilege of pursuing a four-year college degree. In addition to their academics, this other stuff is happening.”

Like Diaz Fuentes highlights, it’s a health issue as well. Researchers failing to analyze all factors in a person’s life could hinder solutions to mitigating racial wealth gaps, the crisis of unhoused individuals and families, as well as the prison industrial complex.

“Going beyond intersectionality as a ‘buzzword,’ means consistently engaging issues of power and ensuring that higher education institutions, and eventually everyone takes all factors of a person into consideration is something that is very much considered a Population Health issue.” – Co-Principal Investigator and UNM

About Us

Teresa Maria Linda Scholz, Ph.D., Vice President, Office of Equity, Inclusion and Diversity



New Mexico State University

Teresa Maria Linda Scholz (Ph.D., University of Colorado, Boulder) is the Vice President for Equity, Inclusion and Diversity at New Mexico State University. Dr. Scholz was previously Associate Vice Chancellor and Chief Diversity Officer at UC Santa Cruz. Prior to her roles as an administrator, Dr. Scholz was an Associate Professor (with tenure) at Eastern Illinois University in Communication Studies and affiliated Women's Studies and Latin American Studies faculty. Dr. Scholz identifies as Guatemalan and US American and is a first-generation high school graduate, and first-generation college student, raised in Guatemala and the United States. She positions herself as a Critical Latina/Latin American Transnational Scholar in Communication Studies. Courses she has taught include Rhetoric of Race, Rhetoric of Class, Gender Communication and the Body, Critical Intercultural Communication, and Latina/Latin American Women's Human Rights Discourses.

As VP for EID, and as a scholar-practitioner, Dr. Scholz is interested in leading a system through diversity strategic planning to enhance and support the diversity of our campuses and community, while centering "servingsness" and thriving as a Hispanic Serving Institution, Minority Serving Institution, and land-grant institution. She underscores the importance of an institution of higher education needing to work with all campus, systemwide, and community constituents to co-create and co-sustain a healthy climate that centers inclusive and equitable practices and intersectionality. She utilizes her academic training in Communication Studies, Women's Studies, and Latin American Studies along with the facilitation skills she has developed through her Mindful Facilitation Certificate (working with Lee Mun Wah), to enhance her pedagogical practices, campus trainings, professional and educational development workshops. Workshops she has designed and delivered are focused on Microaggressions, Communicating Across Differences, Communication and Perception, and Power, Privilege, and Oppression. Dr. Scholz has also been recognized for her service and teaching, with awards including: The Arts Advocate Award (Arts Division, UCSC, 2020); Outstanding Minority Achievement Recognition Award for Outstanding Faculty Member (EIU, 2015); Achievement and Contribution Award in Service (EIU, 2014); Student's Distinguished Professor Award (EIU, 2013); Master Teacher and Faculty of the Year (Front Range Community College, 2002–2003). Recent publications include: "51 Years of Fostering Diversity at NMSU," and "Arbol Que Nace Torcido, Jamas Su Tronco Endereza/tree that is born crooked, its trunk never straightens: unlearning colonization at a Hispanic Serving Institution."

Felecia Caton-Garcia (She/Her/Ella)

Central New Mexico Community College

Dr. Caton-Garcia serves as the Executive Director of Diversity, Equity, and Inclusion at CNM. Prior to this role, Dr. Caton-Garcia taught English, American Studies, and Chicana/e/o Studies at CNM for fifteen years. She has spent her life working within and without institutions to advance justice, equity, inclusion, and anti-racism efforts in education. As an educator, scholar, writer, and South Valley resident, Dr. Caton-Garcia is deeply invested in creating communities of care that embrace difference and celebrate our shared humanity.

Email Felecia at fcatongarcia@cnm.edu or call (505) 224-4000 ext. 50285



Joint Grant With New York Team – City University of New York (CUNY) City College, Lehman College, Hostos Community College

**Lead PI - Dr. Ramona Hernandez (CUNY-CCNY-
Director of CUNY Dominican Studies Institute &
Professor, Department of Sociology)**



**Dr. Yoel Rodriguez (CUNY- HOSTOS - Professor,
Physical Science)**

**Dr. Maria-Isabel Roldos (CUNY- Lehman College-
Director of the Institute for Health Equity &
Associate Professor, Department of Health
Services Administration)**



**Dr. Antonios Varelas (CUNY- Hostos Community
College - Professor of Psychology, Behavioral
Sciences)**

WHAT IS INTERSECTIONALITY?

“Intersectionality is a way of understanding and analyzing complexity in the world, in people, and in human experiences. The events and conditions of social and political life and the self can seldom be understood as shaped by one factor. They are shaped by many factors in diverse and mutually influencing ways.

When it comes to social inequality, people’s lives and the organization of power in a given society are better understood as being shaped not by a single axis of social division, be it race or gender or class, but by many axes that work together and influence each other...

People use intersectionality as an analytic tool to solve problems that they or others around them face (Collins and Bilge 2016:2).”

*****NEW VISION: TOOL FOR CHANGE AND ACTION*****

Collins, P. H., and S. Bilge. 2016. *Intersectionality*. Malden, MA: Polity Press.

1964 Civil Rights Act & intersectional inquiry

(e.g., acknowledges race, color, national origin as analytically distinct & simultaneous)

**How could the insights of intersectionality relevant for your work on
data disaggregation for equity and distribution of resources?**

INTERSECTIONALITY'S PARADIGMATIC IDEAS

From Patricia Hill Collins. 2019. *Intersectionality as Critical Social Theory*. P. 44.

CORE CONSTRUCTS	GUIDING PREMISES
Relationality Power Social Inequality Social Context (place, space, history) Complexity Social Justice	1. Race, class, gender and similar systems of power [ethnicity, sexuality, disability, immigration status, etc.] are <u>interdependent and mutually construct</u> one another. (challenge either/or embrace both/and approaches). 2. Intersecting power relations produce <u>complex, interdependent social inequalities</u> of race, class, gender, sexuality, nationality, ethnicity, ability and age. 3. The <u>social location</u> of individuals and groups within <u>intersecting power relations shapes their experiences with and perspectives</u> on the social world. (social location in grids of power=/=narrative of identity=/=ethical & political commitment – not necessarily concordant) 4. <u>Solving social problems</u> within a given local, regional, national or global context <u>requires intersectional analysis</u>. (How can we foster flexible solidarity, compassion, & ethical value driven priorities going forward?)

Moving Mountains: Value Propositions

Inclusive Leadership | Community | Attention to Power

Social Responsibility | Transparency

Indigenous Data Sovereignty

Do No Harm | Equity | Accountability

Interdisciplinary & Transdisciplinary Research

Multiple Epistemologies & Methodologies

**Intersectional Equity Justice by Centering the Margins
& Advancing Flexible Solidarity**

PLEASE ADD ADDITIONAL VALUES IN CHAT

GENEALOGY: Intersectional Inquiry, Theory and Praxis

- Sojourner Truth 1851 – “Ain’t I a woman”
- Anna Julia Cooper 1892 – “Woman and race problem”
- Joyce Ladner 1971 – “Tomorrow’s tomorrow: The Black Woman”
- **Cohambee River Collective 1977**
- Moraga and Anzaldua 1980 – race and class intersect in women’s movement
- Angela Davis 1981 Women, Race & Class
- Audrey Lorde 1984 Feminist theory
- **Kimberlè Crenshaw 1989, 1991 – Intersectionality and “Mapping the Margins”**
- **Patricia Hill Collins 1990, 2000, 2009 – Black Feminist Thought & Politics of Empowerment**
- Teresa Cordova 1993 Chicana Voices
- Baca Zinn and Dill 1994 – Women of Color in the U.S.
- Hurtado 1996 – Color of Privilege: Blasphemies on Race & Feminism
- Mary Romero 2002. Maid in the U.S.A
- Evelyn Nakano Glenn 2002. Unequal Freedom: How Race & Gender Shaped Am. Citizenship.
- López, Nancy. 2003. Hopeful Girls, Troubled Boys: Race & Gender Disparity in Urban Education.
- Núñez, A. M. 2014. Employing multilevel intersectionality in educational research: Latino identities, contexts, and college access
- **Hankivsky et al., 2014. Intersectionality Based Policy Analysis Framework.**
- Hancock. 2016. Intersectionality: An Intellectual History
- Bowleg. 2012. Intersectionality & Public Health
- **Irizarry. 2015. Multidimensional Measures of Race in Education Research.**
- Collins & Bilge. 2016. Intersectionality.
- **López et al., 2018. Making the Invisible Visible: Race-Gender-Class in Higher Education**
- Zambrana. 2018. Toxic Ivory Tower: The Health Consequences of Racism for Unrepresented Minorities.
- **Baca Zinn & Zambrana. 2019. Chicanas/Latinas Contribute to Intersectional Theory**
- **Collins. 2019. Intersectionality as Critical Social Theory.**
- Luna & Pirtle Black Feminist Sociology: Perspective and Praxis. 2022.
- **Boveda & Weinberg. 2021. Intersectionally Conscious Mentoring.**
- **AERA Open Special Issue. 2023 -Garcia, G. A., & Cuellar, M. G. (2023). Advancing “Intersectional Servingness” in HSIs**

NM TEAM: UNM, CNM, NMSU

(1) HSI STEM Data and Policy Network for Action (Years 1-2). Intercollege advisory board (N=24) comprised of faculty administrators, academic advisors and students who will engage in intersectionality as critical and inquiry for re-imagining institutional metrics (2013-2023) and policies for action and impact. They will **produce policies briefs** by examining equity in admissions, enrollment, retention, degrees awarded, post-degree outcomes (graduate studies or STEM employment) by **intersectional social location** (e.g., descriptive statistics & odds ratios: first-generation college Latinx women & men, continuing-generation college Latinx women & men, etc.).

(2) HSI STEM Communities of Practice: Faculty Fellows and Stakeholders Advancing Equity through Intersectionality (Years 3-4). Departments chairs, undergraduate chairs, and other academic leaders across institutions will convene **two cohorts for year-long communities of practice (6 meetings/year, 50 fellows/year)**. Meetings will feature **invited speakers** and opportunities for cross-site sharing and synergies about promising equity initiatives. Fellows will produce an action plan for their units. We will also **cultivate communities of practice through panels at HSI focused national conferences** on implementing intersectionality at national organizations will take place at HSI focused professional associations.

(3) HSI STEM Centering Intersectionality as Equity through Narrative Change, Communication Strategies and Publications (Years 1-5). **Our project website:** [*hsistemhubsintersectionality*](#), will include program activities, events calendar, listserv, **biweekly drop-in hours** for consultations on project design and department level strategic planning from an intersectional lens, video recordings of presentations, reports and policy briefs. We will produce a **handbook entitled, *Practicing Intersectionality as Inquiry and Praxis in STEM at HSIs*** and propose a special issue on “HSIs and Intersectionality: Research and Policies for Equity Impact” to a relevant journal (e.g., *Journal of STEM Education*, *AERA Open*, etc.).

UNM CUNY Activities and Process

Re-envisioning data and equity metrics for generating policies for action and impact

Form advisory board of 24 members, which will meet three times per year

- Collect **CUNY** Data (2013-2023) ten years:
 - Analyze educational outcomes in STEM degree programs based through the lens of intersectionality.
 - (a) STEM degree program completion by intersectional social location (e.g., ethnicity, race, class, gender *as simultaneous category of experience* & examine outcomes for *various categories* of Latino/a/x students)
 - (b) Determine the **limitations** of student data that is currently collected by the university for understanding intersectional inequities, i.e., what questions (variables) are **missing**? What improvements are needed?
 - A. Produce policy briefs based on findings

NY TEAM City University of New York (CUNY): City College, Lehman College, Hostos Community College

Convening communities of practice among faculty and other stakeholder communities

CUNY will lead yearly national conference panels with key decision makers, both academic leaders and policy makers

- CUNY partners will create **communities of practice** with the goal of engaging two groups of stakeholders:
 - (a) **stakeholders currently involved in STEM programs;**
 - (b) **stakeholders who are policymakers**
- Each CUNY partner will host one presentation/panel per year
- CUNY (PIs & Co-PIs) will also organize panel presentations for High-Ranking Administrators and Elected Officials

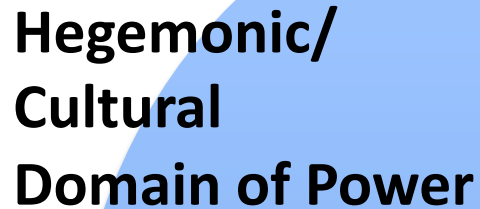
Transforming equity narratives in our strategic communications and publications

- Develop a project website: hsistemintersectionality.com (**UNDER CONSTRUCTION**)
- **Produce a handbook entitled, “Practicing Intersectionality as Inquiry and Praxis in STEM at HSIs”**
- Edit a special issue of a relevant journal
- **Archive all project materials**

VISUALIZING THE MATRIX OF DOMINATION (Collins 2009)

Part 1: Intersecting Systems of Oppression/Resistance

Part 2: Arrangements of Power



Hegemonic/ Cultural Domain of Power

- Narratives that
Permeates all levels of
Power

***CONTROLLING
IMAGES***

*Ideological/Narrative
Glue that cuts across all
domains*

Structural Domain of Power

- Organizations
- Institutional Arrangements

Disciplinary Domain of Power

- Management
- Rules of the Game

Interpersonal Domain of Power

- Lived Experience
- Consciousness

**For more on Matrix See *Black Feminist Thought* (Collins 2009);
Collins & Bilge (2016)**

*****HOW IS THE MATRIX A STRUCTURING STRUCTURE?*****

What's your intersecting social location and experience in social structures of inequality?

An Invitation to On-going Intersectional Self-Reflexivity About Difference, Power, Privilege, Discrimination, Resistance and Social Justice Praxis

Race

(Master Social Status
Position in Society
that has a Visual,
Ocular,
Corporeal Dimension)

- * Race/Color/"Street Race"
as a Master Status
- * Tribal/First Nation Status
 - * Ethnicity
 - * Language
 - * Ancestry
 - * Religion
- * Nationality/Citizenship
- * Documented Status

- * Gender/"Street Gender"
as a Master Status
- * Sexual Orientation
- * Sex Assigned at Birth

**Intersecting
Social
Location
and
Lived
experience
&
emotions**

Ethnicity

(Cultural Background/
Heritage
Has no visual
dimension)

- * Age
- * Disability Status
- * Body / Embodiment
- * Partner Status
- * Parental Status
- * Caregiver Status

- Socioeconomic Status (SES)
- * Class Origins/SES: Parental
Educational Attainment,
Occupation, Income, Wealth;
- * Individual SES: Educational
Attainment Occupation,
Income, Wealth;
- * Partner SES: Educational
Attainment, Occupation,
Income, Wealth;
- * Household Net Worth;
- * Social Networks;
- * Social Honor/Esteem

***We didn't
create these
systems of
inequality,
but we are all
located within
them;
invitation to
critical on-
going, self-
implicating
reflexivity
(reflection &
action) for
individual and
systems-level
social justice
transformations***

***Both/and approach
Analytically Distinct/Simultaneous
Need more than one question***

**Resist Ontological Flattening: Race/Color/Street $\neq$ Ethnicity $\neq$ Ancestry $\neq$ Nationality
You cannot measure different concepts with one question; separate questions are necessary**

Visual Tool for Yuval-Davis's (2011) Conceptualizations for Mapping Domains of Belonging

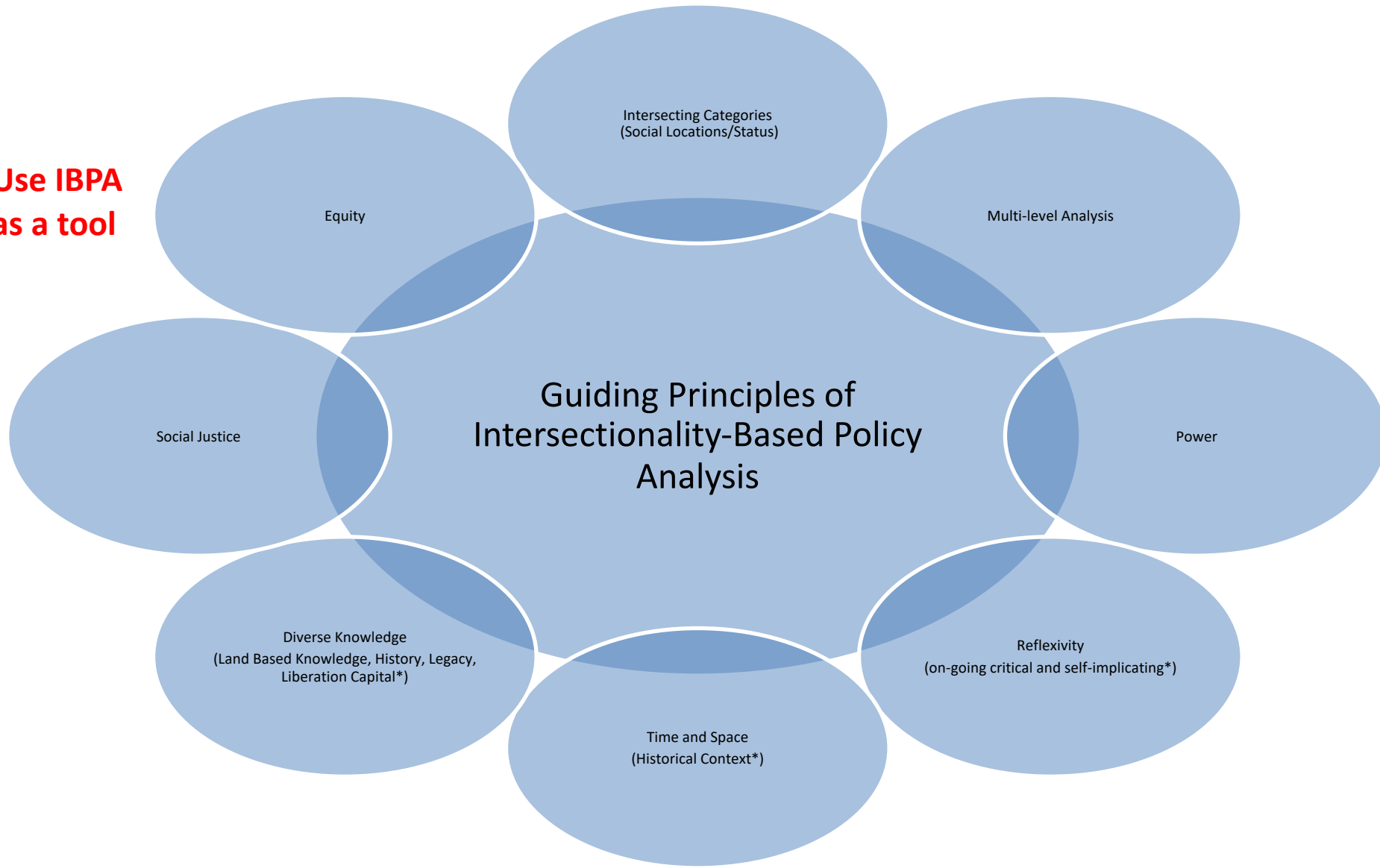


1995 José, 18 year old, U.S.-Born Street Race Black Dominican man with dreadlocks; he identifies as “AfroAsiatic Dominican”; biting critique of colonial anti-Black education, did not graduate high school (N=3,500); recommended Carter Woodson’s *The Miseducation of the Negro* (For more see López book 2003-*Hopeful Girls, Troubled Boys*) *How could culturally responsive intersectional ethnic studies K-12 engage José and countless other underrepresented youth interest and passion for STEM?*

Guiding Principles of Intersectionality-based Policy Analysis (IBPA)

(Fig. 6.1 Hankivsky et al., 2019. [2014]:137, nl*)

Use IBPA
as a tool



Why is reporting by race, gender, class alone insufficient for advancing equity?

Multilevel Logistic Estimates of Odds of Six-Year Undergraduate Graduation 2000-2008 (ALL SCHOOL GRADUATES FROM THE STATE, N > 6,000)

Variables	Marginal Effects
White, High-income Women	-(Reference Group)
American Indian, Low-income Men	-.453***
American Indian, Low-income Women	-.396***
American Indian, High-income Men	-.371***
Black, High-income Men	-.305**
White, Low-income Men	-.288***
Hispanic, Low-income Men	-.24***
Black, High-income Women	-.226***
Hispanic, Low-income Women	-.225***
Black, Low-income Men	-.223***
Asian, Low-income Men	-.217***
Asian, High-income Men	-.211***
Black, Low-income Women	-.185***
Hispanic, High-income Men	-.172***
White, Low-income Women	-.142***
White, High-income Men	-.137***
Asian, Low-income Women	-.137***
American Indian, High-income Women	-.093*
Hispanic, High-income Women	-.033
Asian, High-income Women	.001

López, Nancy, Christopher Erwin, Melissa Binder and Mario Chavez. 2017. "Making the Invisible Visible: Advancing Quantitative Methods Through Critical Race Theory and Intersectionality for Revealing Complex Race-Gender-Class Inequalities in Higher Education, 1980- 2015." Special Issue: QuantCrit: Critical Race Theory and Quantitative Research Methods, *Race, Ethnicity and Education*,

DESCRIPTIVE STATISTICS FOR OVERALL GRADUATION AND SPECIFICALLY FOR STEM

UNM Graduation 2015-2020 (First-time, First-year students)

1st gen college = no parents 4-yr college degree; Continuing Gen = 1 parent earned 4yr degree

Consider how does decontextualized data lead to racial thinking (Zuberi 2001)

For Black Students (Non-Hispanic):

- 26% of Black first-generation college women graduated
- 28% of Black continuing-graduation women graduated
- 0% of Black first-generation college men graduated
- 60% of Black continuing-generation men graduated

For Hispanic Ethnicity Students (can be of any race):

- 38% of Hispanic first-generation college women graduated
- 53% of Hispanic continuing-graduation women graduated
- 35% of Hispanic first-generation college men graduated
- 47% of Hispanic continuing-graduation men graduated

For White Students (non-Hispanic):

- 44% of White first-generation college women graduated
- 61% of White continuing-graduation women graduated
- 33% of White first-generation college men graduated
- 49% of White continuing-graduation men graduated

For Native American Students (non-Hispanic):

- 26% of Native American first-generation college women graduated
- 38% of Native American continuing-graduation women graduated
- 23% of Native American first-generation college men graduated
- 33% of Native American continuing-graduation men graduated

For Asian Students (non-Hispanic):

- 65% of Asian first-generation college women graduated
- 64% of Asian continuing-graduation women graduated
- 50% of Asian first-generation college men graduated
- 53% of Asian continuing-graduation men graduated

Consider drafting a state-level bill/executive order on collecting Parent Educ. Attn. from preschool to grad school for intersectional distribution of resources and find a sponsor - NM Senate Bill 465 in 2023

How will you engage disaggregated data and intersectionality Inquiry? (Saenz & Morales 2015:94)

Table 6.3 *Percentage of Persons 25 Years of Age and Older who are College Graduates by Race/Ethnic Group, Sex, and Place of Birth, 2011*

Race/Ethnic Group	Male			Female		
	Total	Native-Born	Foreign-Born	Total	Native-Born	Foreign-Born
Mexican	8.7	13.6	5.1	10.7	16.2	6.0
Puerto Rican	14.7	14.8	13.8	17.8	17.9	11.1
Cuban	24.8	36.1	20.9	24.6	37.3	20.3
Salvadoran	7.0	17.0	5.8	7.3	20.7	5.9
Dominican	14.7	17.3	14.1	16.5	28.4	14.0
Guatemalan	6.5	19.0	5.3	7.9	25.0	6.0
Colombian	31.5	37.4	30.3	30.4	46.0	28.0
Other Central American	14.1	26.8	11.6	18.9	38.6	15.1
Other South American	31.2	45.0	28.8	31.8	44.4	29.6
Other Latino	22.1	20.8	27.1	21.6	20.1	26.5
Latino	12.3			14.5		
White	32.7			31.1		
Black	16.5			20.5		

Source: 2011 American Community Survey Public-Use File (Ruggles et al. 2010).

Consider how these numbers may change if we included race and pursued intersectional inquiry?

(e.g., are first gen college Black Colombian earning STEM college degrees as their white, Brown-not Black first gen college Colombian counterparts?

Discussion Topics



Write in chat:

**What words/images/actions
come to mind when you hear the
word “intersectionality”?**

- Invitation to lifelong Critical Reflexivity (Individual & Institutional Levels): What is your race (self-identified/perceived)? Gender? Ethnicity? Think back to when you were 16 years old. What was the highest level of Education of Parents/Guardians? What Configurations of Intersectional Inequities exist at your institutions?
- Consider the ontological difference between: “identities” & “social locations” in grids of power? “Disaggregated” data & engaging intersectionality as inquiry and praxis.
- How will you use your intersectionality prism for data equity, policy and practice change for impact? How will you anticipate/navigate resistance to change?

***TOWARD CULTIVATING FLEXIBLE SOLIDARITY THROUGH ON-GOING INTERSECTIONAL CRITICAL REFLEXIVITY
AND COMPASSION FOR OTHERS WHO ARE DIFFERENT FROM YOU***

IMAGINE IF ALL INSTITUTIONS OF HIGHER EDUCATION APPLICATIONS INCLUDED AN OPTIONAL ESSAY PROMPT THAT IS ANCHORED IN CRITICAL REFLECTION ON ONE'S INTERSECTIONAL SOCIAL STATUS AND EXPERIENCES WITH POWER, INEQUALITY AND PRIVILEGE. BELOW IS A POTENTIAL QUESTION THAT COULD BE INCORPORATED IN THE APPLICATION PROCESS.

(Maximum length, one-page, single space, 12-point font)

**INSTITUTIONAL VALUE STATEMENT
(TIE TO INSTITUTIONAL VALUE/DISCOURSE)**

We are committed to cultivating a healthy and compassionate campus community where everyone belongs. Each of us defines all of us. We welcome any additional information that applicants may want to share about their character and potential contributions to our university community for the purposes of holistic review.

ESSAY PROMPT (OPTIONAL)

Please share any experiences that shaped your character and/or unique ability to contribute to the university setting. This may include discussing your experiences with self-identified racial narrative of identity, perceived visual race/street race, tribal status, gender, ethnicity/cultural heritage, national origin, ancestry, language, veteran status, sexuality, disability, growing up in family where no parent/guardian had a four-year college degree when you, the applicant, were 16 years of age, and/or other experiences.

SAMPLE POLICY ANALYSIS INCORPORATING INTERSECTIONALITY AS INQUIRY AND PRAXIS IN HIGHER EDUCATION

EQUITY METRICS FOR DISTRIBUTION OF RESOURCES

Target Audience: NM State Senate and House Education Committees, NM Secretary of Public Education, NM Secretary of Higher Education, Office of Institutional Analytics P-20

Current Practice & Assumption	Dominant Narrative	Tradeoffs	Transition	Projected Outcomes	Stress Test
Use of income-alone, PELL status alone, or parent/guardian educational attainment-alone is the effective way to identify equity gaps serve historically underserved students	"PELL eligible students graduate at lower rates than others. PELL status is a universal way of achieving equity."	(1) We will never have income data for everyone; only 42 % of students at a large public university in NM fill out the FAFSA (2) PELL eligibility is not a proxy for intergenerational wealth (3) Investment in data collection for equity metrics for impact	Not needed; this is the current practice	Institutions that demonstrate improvements in graduation for PELL-eligible students receive additional funding	Are we able to assess complex equity gaps? This is the status quo of evaluation for equity metrics possible if implemented; however, Historic and contemporary inequalities in graduation by race-gender-class remain unseen and inactionable (López et al. 2018)

ALTERNATIVE #1: USE OF RACE-GENDER-CLASS (E.G., Income) SOCIAL LOCATIONS FOR IDENTIFYING AT-RISK STUDENTS

Alternative Assumption	Alternative Narrative	Tradeoffs	Transition	Projected Outcomes	Stress Test
Use of race-gender-income as overlapping social locations is necessary for identifying equity gaps	"Using PELL eligibility alone is not enough. We need to include race, gender and income in analysis of inequalities and solutions for students and communities that have experience historic and contemporary equity gaps."	Educational institutions often lack the technical capacity to do analysis of complex race-gender-class inequalities so must build analytical capacity through executive order and proposed legislation. Also see tradeoff #1, #2 and #3 above	Harmonize all institutional and statewide data analysis and equity metrics in our colleges and universities so that intersectionality becomes a normative principle.	Cultivate communities of practice with ethical and professional commitment to confront and improve race-gender-class-ethnicity inequities in six-year graduation	Are we able to assess complex equity gaps? evaluation possible if implemented

ALTERNATIVE #2: USE OF RACE-GENDER-CLASS (E.G., PARENT EDUCATIONAL ATTAINMENT/NOTE: FIRST GENERATION COLLEGE DEFINED AS GROWING UP IN HOUSEHOLD WHERE NO PARENT/GUARDIAN EARNED 4-YR COLLEGE DEGREE IN US OR ABROAD). SOCIAL LOCATIONS FOR EQUITY METRICS IN HIGHER EDUCATION INSTITUTIONS

Alternative Assumption	Alternative Narrative	Tradeoffs	Transition	Projected Outcomes	Stress Test
Use of race-gender-class as overlapping social locations is necessary for identifying at-risk students	"We have an ethical commitment to identify intersectional equity gaps. Our equity metrics, communication and distribution of resources reflect this commitment."	Educational institutions often lack the technical capacity to do analysis of complex race-gender-class inequalities so must build analytical capacity through executive order and proposed legislation. Also see tradeoff #1, #2 and #3 above	Harmonize all institutional and statewide data analysis and equity metrics in our colleges and universities so that intersectionality becomes a normative principle.	Cultivate communities of practice with ethical and professional commitment to confront and improve race-gender-class-ethnicity inequities in six-year graduation	Are we able to assess complex equity gaps? evaluation possible if implemented

GRACIAS! THANK YOU!

Collaborative Research: HSI HUB

Intersectionality as Inquiry & Praxis:

Race, Class, Gender & Ethnicity

for Student Success in STEM

The University of New Mexico (2310990)

Nancy López, PhD

Director & co-Founder,

Institute for the Study of “Race” & Social Justice

Professor, Sociology

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

[Website: hsistemintersectionality.com \(under construction\)](http://hsistemintersectionality.com)

******CHALLENGE & OPPORTUNITY******

**Intersectionality acknowledged as buzzword, yet missed opportunities for
strategic action, policy change, practice & distribution of resources**

*****THEORY OF CHANGE*****

**Moving Mountains: Through Value-Driven Critical Intersectional Reflexivity Praxis
(Action & Reflection at the Individual, Department, Institution, Structural Levels)**