

Better Practices in Surveying Demographic Information

Technical Report

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**Please note that demographic verbiage is in consistent flux. We aim for this to be a living document to be updated, at a minimum, of every 2 years.

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Collecting demographic information is a ubiquitous practice among scientists and practitioners alike. Surveyors may collect this information from participants to ensure their sample is representative of the population or because they are interested in how psychological phenomena vary as a function of demographic characteristics. Practitioners working within organizations may similarly be interested in gathering this information from employees to monitor the demographic composition of their applicants and/or workforce, to accurately prepare Equal Employment Opportunity reports, or to internally assess the effectiveness of diversity efforts. Regardless of the purpose, it is important to carefully consider the way in which demographic information is collected from participants for several reasons. First, the way demographic data is collected can influence the accuracy of participant responses. For example, describing identities in ways that do not comport with how individuals self-identify might cause participants to choose an option deemed incorrect by the surveyor or to opt out of responding to the question altogether (Bauer, Braimoh, Scheim, & Dharma, 2017; Moody, Obear, Gasser, Cheah, & Fechter, 2013). This can obscure the true demographic composition of the sample or lead to inaccurate conclusions about the effects of demographic group membership.

In addition to reduced accuracy, demographic items can also harm participants if they are not inclusive or use terminology that is unintentionally derogatory. Identities and the way individuals represent them can be complex and survey items often ignore these intricacies by adopting simplistic demographic questions. As an example, many surveys often use binary gender items that only present respondents with the options of “male” or “female”. This item would not recognize the many individuals who identify outside of the gender binary, and these participants may feel as though their gender identity is being delegitimized when it is not included as a response option. Having to select a response option that does not accurately reflect

one's self-concept or that uses offensive language can also create frustration for participants (Hughes, Camden, & Yangchen, 2016). For these reasons, we believe it is paramount to create demographic surveys that accurately capture the ways individuals personally represent their identities, are inclusive of the full range of identities individuals may hold, and are free of potentially offensive terminology. The purpose of this report is to provide specific recommendations for the best practices in measuring and assessing demographic information as well as to highlight limitations with some commonly used demographic items. In the subsequent sections, we detail our recommendations for assessing participant sex, gender identity, sexual orientation, race, religion, and ability status.

Surveying Sex and Gender Identity

Historically, surveys have typically included a single question to assess respondent sex or gender, and these terms are often considered to be interchangeable. Further, the response options for these questions are often limited to the binary responses of “male” or “female.” We advise against this approach given there are a number of associated limitations. To understand the first limitation, we must begin by defining and differentiating between sex, gender, and gender identity. Sex refers to a person's sexually-differentiated biology. It comprises a complex range of biological factors, including sex chromosomes, sex-determining genes, sex hormones and hormone receptor functioning at various stages of development, primary sexual characteristics (gonads, external genitalia), and secondary characteristics, among others (APA, 2012). A person's presumed sex is typically assigned at birth, usually on the basis of the appearance of external genitalia. Importantly, the many biological factors comprised by sex do not always align, and biological sex cannot be reduced to a binary “female” versus “male” dichotomy.¹

¹ People whose sex-related characteristics do not consistently align with “male” or “female” categories are sometimes described as and identify as “intersex” (APA, 2012). Although this term is widely used and is generally

Gender is a social construct and refers to the expectations that cultures associate with a person's biological sex and a person's experiences related to, expressions of, and performance of those roles and expectations (APA, 2012). Gender identity is a person's sense of their own gender or their psychological identification with a gender (APA 2012). Importantly, one's gender identity can differ from one's sex that was assigned at birth and can change over time (APA 2015). Thus, questions assessing sex and gender identity should not be treated as interchangeable. Which to assess should be carefully considered based on the objectives of the survey. For many organizational and institutional surveys, gender identity and related experiences are most relevant. Surveyors should aim to be affirming and inclusive in their gender and sex question formats.

Failing to specifically assess gender identity can negatively impact data quality because respondents may not know what type of response is intended. Omitting a gender identity question can also signal to people with nonbinary or trans gender identities (see below) that they are not represented or valued in the survey. As a result, surveyors may fail to identify these gender groups and thus be unable to adequately assess their needs or experiences (Bauer et al., 2017).

Biological Sex

In most situations, we recommend not including a question assessing biological sex. As discussed above, biological sex encompasses a wide range of biological factors. For most organizational and institutional surveys, these factors are not particularly relevant (e.g., compared to medical contexts). For example, a person's hormone functioning or genitalia are not relevant for organizational surveys and may even represent very personal or private medical

preferred over other descriptors, it is not universally adopted among members of the intersex community (interACT, 2015; Intersex Human Rights Australia, 2019).

information. Instead, a person’s experiences of gender (e.g., inclusion, community, representation, discrimination) and gender identity are typically what is relevant and should be the focus of sex- and gender-related demographic questions.

When there are specific biological factors that are relevant for an organization, it is best to ask these questions about these directly, rather than to rely on a general sex question as proxy. For example, if an organization is surveying the adequacy of facilities related to breastfeeding or menstruation, it is preferred to ask about these directly rather than to assume that all women (and no one else) menstruates or breastfeeds.

Sometimes, questions related to biological sex are phrased as “What was your sex assigned at birth?” In general, such questions should also be avoided. This question can be very invasive for trans and nonbinary people and, as discussed above, the answer is rarely relevant for organizational or institutional decisions. If an organization or institution wishes to identify transgender or nonbinary people in a survey, it is preferred to ask about these identities directly.

Recommendation 2: Gender Identity

Which of the following best defines your current gender identity? Select all that apply.

- ☐ Genderqueer, nonbinary, or genderfluid
- ☐ Man
- ☐ Woman
- ☐ Prefer to self-describe: _____
- ☐ Prefer not to respond

Do you identify as trans or transgender?

- ☐ Yes
- ☐ No
- ☐ Prefer not to respond

We recommend the above two-part question for assessing gender identity. The first question has several notable features. First, it uses the terms “man” and “woman” rather than

“male” or “female”. These terms more clearly communicate that gender identity is the focus of the question. Second, an option for “genderqueer, nonbinary, or genderfluid” is provided. These terms refer to gender identities that are outside of the traditional woman-man gender binary. The provided identities are among the most common, though other identities are also common (e.g., agender, gender nonconforming, two-spirit [an identity expressed by some Indigenous people]), and the terminology used by the trans and nonbinary community can change over time. Third, a free response option is provided for individuals to express their own identity not listed. This box is labeled “Prefer to self-describe” rather than “Other”; the term “other” is dehumanizing and implies that unlisted identities are not “normal” (Fernandez et al., 2016). Fourth, the question refers to “current” gender identity, as gender identity may develop or change over time.

Transgender identity is asked as a separate question. This is important for several reasons. First, “man” and “transman” or “woman” and “transwoman” should not be listed in the same item (cf. Williams Institute, 2014). This can convey the implication that trans people are not “real” men or women. Thus, it is important to first allow people to select their gender identity then separately indicate whether they identify as trans. Second, although the term “trans” or “transgender” is widely used as an umbrella term to refer to any person whose gender identity does not align with their sex assigned at birth (APA, 2012), not all people with nonbinary gender identities identify with this category. They may be reluctant to endorse “transgender” if this option is combined with nonbinary categories or, especially, if no other nonbinary options are provided (Bauer et al., 2017). Accordingly, it is best to ask about trans identity separately from gender identity.

One additional question concerns statistical analyses. It is often the case that the number of nonbinary respondents in surveys is small unless they are specifically sampled. This may limit

possibility for statistical analysis of this group. A common frustration among trans and nonbinary survey respondents is that, even if their identity is represented on a survey, they will “disappear” when their responses are dropped from analyses and reporting. Several steps should be taken to avoid this experience. First, whenever possible if respondent privacy can be preserved, report results for nonbinary respondents, even if just basic descriptive statistics. Reporting results is important for informing decision making, increasing representation, and contributing to future research and meta-analyses. Second, provide nonbinary respondents the option to make their own decision about how their use their data in analysis. For example, a question such as this could be asked to respondents endorsing nonbinary gender identities:

If we were to conduct an analysis comparing respondents who are men versus not men, how would you prefer your responses to be grouped?

- ☐ With the non-men
- ☐ With the men
- ☐ I would prefer my responses be omitted from this analysis.

These recommended questions are based on several sets of previous recommendations from various organizations (e.g., Bauer et al. 2017; Human Rights Campaign, 2016), as well as the lived and community experience of consulted SIOP members. Importantly, previous recommendations may not always be applicable to organizational or institutional surveys. For example, biological sex questions about organs may be relevant in a medical intake or research context whereas as they are not for organizational surveys.

Bauer et al. (2017) used qualitative and quantitative research methods to empirically examine the effectiveness of two sex and gender identity questions commonly used in large-scale medical and epidemiological surveys. Their findings in part informed our recommendations.

Importantly, research on these and similar question formats have found that these items can be accurately interpreted by both transgender and cisgender (non-transgender) respondents. Though some cisgender respondents may view the two items as redundant, this does not lead cisgender participants to opt out of responding to one or both of the items (Williams Institute, 2014).

Given the complexity of gender identity, some researchers have suggested using only open-ended items to assess gender identity because this allows individuals to report their identities in their own terms instead of attempting to force identities into a small number of response options that may not be accurate (Hughes et al., 2016). Analysis of open-ended gender responses can be facilitated using algorithms such as the *gendercoder R* package (Beaudry et al., 2020), which can classify many common gender identity terms (including typos) into woman, man, and nonbinary categories. There are advantages and disadvantages to this approach. An advantage is that many different identities can be represented. A disadvantage is that although algorithms such as *gendercoder* can be useful, they require assumptions about how people would more broadly categorize their gender identity. Another disadvantage is that only open-ended formats may reduce response rates (Tourangeau & Smith, 1996). A final disadvantage is that for some nonbinary people, gender identity can be somewhat amorphous or ambiguous, making responding to a plain open-ended item difficult (Hahn, 2021). This can be especially the case if respondents are unsure about surveyor motivations for the question and whether the surveyor understands the distinction between sex and gender identity. Providing both a set of discrete options and an open-ended option can thus be maximally accommodating for respondents.

Surveying Sexual Orientation

Sexual orientation refers to whom someone is sexually and/or romantically attracted (APA, 2012). Like gender identity, sexual orientation is complex and multifaceted. Sexual

orientation encompasses many aspects of one's psychology, including identity (with which categories and communities one identifies), attraction or desire, and behavior (e.g., sexual orientation expression, community participation, sexual behavior). The relevant aspects of sexual orientation depend on the purpose of the survey. For example, a study of sexual development and health might be concerned with all of identity, attraction, and behavior. For organizational and institutional surveys, identity and community membership are the most relevant, and demographic items should focus on these.

Several sexual orientation identities are most commonly endorsed. These include heterosexual or straight (attracted only or primarily to people of a different gender than oneself), gay or lesbian (attracted only or primarily to people of the same gender as oneself; the term lesbian refers specifically to gay women), bisexual or pansexual (attracted to people of more than one gender), and asexual (not sexually attracted to people of any gender). Other sexual orientations are also common (e.g., queer, questioning, flexible, demisexual, polyamorous). Like gender identity, sexual orientation is a specific experience for each person and may develop and change over time. Also like gender identity, the terminology used by various sexual orientation communities changes over time. Importantly, sexual orientation and gender identity are distinct personal characteristics—a person might be trans or nonbinary and also straight, gay, or pansexual, for example. A person may also describe their sexual and romantic orientations separately (e.g., bisexual, heteroromantic).

As a community, non-heterosexual people and trans and nonbinary people are often collectively referred to using the terms LGBT, LGBTQ, or LGBTQIA+. The last term is generally favored as being most inclusive. The term “queer” is also commonly used in this

community as a collective descriptor, but the history of this term as a slur makes some people uncomfortable with it, so it should generally be avoided on organizational surveys.

When designing organizational and institutional surveys, it is important to be inclusive in the range of sexual orientation options provided, as well as to focus on identity and community membership, rather than attraction or sexual behavior. Some previous recommendations have suggested a limited set of orientations (e.g., only heterosexual/straight, gay/lesbian, bisexual, and an open-ended option; cf. The Stonewall Report, 2016; Human Rights Campaign, 2016; Williams Institute, 2014). There is little reason to limit the response options in this way; providing a wider range of options has little cost and can be more inviting and affirming to survey respondents (Hughes et al., 2016).

Based on the above considerations, we recommend this question for sexual orientation.

Recommendation 3: Sexual Orientation

Do you consider yourself to be:

- ☐ Asexual
- ☐ Bisexual or pansexual
- ☐ Gay or lesbian
- ☐ Heterosexual or straight
- ☐ Prefer to self-describe _____
- ☐ Prefer not to respond

This question has several features. First, it includes a broad range of groups across the full spectrum of sexual orientations, including asexual people. Second, it provides an option for open-ended self-description, again avoiding the word “other” (Fernandez et al., 2016). Third, the item focuses on identity rather than attraction or behavior.

Some researchers have used entirely open-ended items to enable all respondents to self-identify their sexual orientation. However, similar concerns with this approach apply to sexual orientation as to gender identity—it may negatively affect response rates, it entails assumptions

about classifying responses for statistical analysis, and respondents with complex, ambiguous, or amorphous sexual orientations may find it difficult to respond to an open-ended question and so prefer to choose from an enumerated list.

Several features should be avoided when assessing sexual orientation. First, as noted above, gender identity and sexual orientation are distinct characteristics. “Transgender” and “intersex” should not be included among a list of sexual orientations. Second, the term “homosexual” should be avoided as in contemporary usage it is perceived as othering and inappropriate (GLAAD, 2016). Third, the terms “sexual minority” should be avoided, as “minority” is also often experienced as othering (Williams Institute and the Sexual Minority Assessment Research Team, 2009). LGBTQIA+ should be preferred as an umbrella term for the community. Finally, the term “sexual identity” should be avoided, as respondents may be confused as to whether this refers to sexual orientation or gender identity (Williams Institute and the Sexual Minority Assessment Research Team, 2009).

Surveying Race and Ethnicity

Often, race and ethnicity are used interchangeably on surveys to define the same characteristic. Sometimes surveyors use either the term race or ethnicity or the two are combined into a single construct (e.g., racioethnicity); however, often the same response categories are used when only one is listed. Despite this interchanging of terms, research does recognize some differences between race and ethnicity. Research in sociology defines race as a social concept used to categorize people by the social relations and historical context in which they are situated (Omi & Winant, 1994). Such definitions vary based on geographic location and historical context. Ethnicity, meanwhile, is defined by cultural values and practices (Markus, 2008). Building on these definitions, psychologists Markus and Moya (2010) defined both race and

ethnicity as historically derived social processes about ideas and practices in which people engage. They defined race as a categorization of people into ethnic groups based on physical traits and associating power, privilege, and value to these traits to create social status hierarchies and ethnicity as commonalities in cultural practices and characteristics such as language, religion, and physical appearance, that lead to identification with a group. They note that race often espouses negative connotations and is used as a justification for prejudice whereas ethnicity has a positive connotation that highlights belonging and identification.

In addition to academic literature, the U.S. Census Bureau has long been concerned with tracking and classifying race and ethnicity. These data are used to not only track and monitor people, but have also played an integral role in civil rights legislation by highlighting unequal opportunities based on race and ethnicity within the U.S. In the last census, the Bureau defined race using five categories: a) American Indian or Alaska Native; b) Asian; c) Black or African American; d) Native Hawaiian or Other Pacific Islander; and e) White, and defined ethnicity with two categories: a) Hispanic or Latino; and b) Not Hispanic or Latino. The Bureau notes that they define race as one's self-identification with a social group(s) and ethnicity as whether one is Hispanic or not (U.S. Census Bureau, 2017). Research conducted by the U.S. Census Bureau suggests that combining race and ethnicity into a single question as opposed to using two questions improves reporting of these identities (U.S. Census Bureau, 2017). Additional research by the bureau has found that adding Middle Eastern or North African (MENA) as a separate category improves the quality of data collected (currently individuals with these identities are classified as White by the census, which leads to under-reporting and inaccuracy of data). Overall, the definitions of race and ethnicity are ever evolving. Based on continued research that has attempted to acknowledge and address the social concerns of reporting race and ethnicity

within the U.S., we recommend the use of the following categories consistent with current the U.S. Census research:

Recommendation 4: Race and Ethnic Identity

Which of the following best defines your race or ethnicity? Select all that apply:

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic, Latino/a/é, or Spanish
- ☐ Middle Eastern or North African
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Prefer to self-describe _____
- ☐ Prefer not to respond

We note that this current recommendation combines race and ethnicities into broad categories (e.g., Asian, consists of a person with any origins in Asia). For most research that does not have any pre-determined hypotheses for differences within races and ethnicities, the use of broad race and ethnicity categories consistent with the above recommendation should be sufficient. However, if more fine-grained data about specific sub-cultures within the broader race and ethnic categories are useful, we recommend the following sub-categories which are consistent with current U.S. census guidelines:

Recommendation 4a: Race and Ethnic Identity

Which of the following best defines your race or ethnicity? Select all that apply:

- ☐ American Indian or Alaska Native
 - ☐ Provide details (e.g., Navajo Nation, Blackfeet Tribe, Mayan) _____
- ☐ Asian or Asian American
 - ☐ Chinese
 - ☐ Japanese
 - ☐ Korean
 - ☐ Vietnamese
 - ☐ Filipino

- ☐ Asian Indian
- ☐ Print other (e.g., , Laotian, Cambodian, Hmong) _____
- ☐ Black or African American
 - ☐ African American
 - ☐ Jamaican
 - ☐ Haitian
 - ☐ Nigerian
 - ☐ Ethiopian
 - ☐ Somali
 - ☐ Print other (e.g., Ghanaian, South African, Barbadian) _____
- ☐ Hispanic, Latino/a, or Spanish
 - ☐ Mexican or Mexican American
 - ☐ Puerto Rican
 - ☐ Cuban
 - ☐ Salvadoran
 - ☐ Dominican
 - ☐ Colombian
 - ☐ Print other (e.g., Guatemalan, Ecuadorian) _____
- ☐ Middle Eastern or North African
 - ☐ Lebanese
 - ☐ Iranian
 - ☐ Egyptian
 - ☐ Syrian
 - ☐ Moroccan
 - ☐ Israeli
 - ☐ Print other (e.g., Algerian, Iraqi, Kurdish) _____
- ☐ Native Hawaiian or Other Pacific Islander
 - ☐ Native Hawaiian
 - ☐ Samoan
 - ☐ Chamorro
 - ☐ Tongan
 - ☐ Fijian
 - ☐ Marshallese
 - ☐ Print other (e.g., Palauan, Tahitian) _____
- ☐ White
 - ☐ German
 - ☐ Irish
 - ☐ English
 - ☐ Italian
 - ☐ Polish
 - ☐ French

- ☐ Print other (e.g., Scottish, Dutch) _____
- ☐ Prefer to self-describe _____
- ☐ Prefer not to respond

Please note, guidelines for reporting race and ethnicity here are based on reporting guidelines for research conducted within the U.S. For those conducting cross-cultural research or research exclusively outside of the U.S., different race and ethnic categories may be more appropriate. As such, it is important to keep geographic location and context in mind when reporting and interpreting race and ethnicity data.

Surveying Religious Identity

The next identity we consider is religious identity. Religious identity refers to one's self-identification with a religious group and does not necessarily capture specific religious beliefs or practices (Pew Research Center, 2018). The religious identities presented below represent the response categories used by the Pew Research Center. These options include (a) Christian: Protestant, (b) Christian: Catholic, (c) Christian: Other, (d) Buddhist, (e) Hindu, (f) Jewish, (g) Muslim, (h) Atheist, and (i) Agnostic. In addition to the responses used by the Pew Research Center, we also advocate for two additional response options. First, we suggest adding the option, "spiritual, but not religious" which captures respondents who do not affiliate with a specific religious group but also do not identify as nonreligious. We make this recommendation because a growing number of respondents in the United States represent their religious identity in this way (estimates are up from 19% in 2012 to 27% in 2017; Lipka & Gecewicz, 2017). Second, as with the other items, we also advocate for including the option to self-describe one's own religious identity in case they do not self-identify with one of the included religious categories. We also note that this item may be most appropriate with a Western audience and

may need to be adapted for regions with other dominant religions, or areas in which understanding more specific religious affiliations (e.g., whether respondents identify as Sunni, Sufi, and Shi'ite in Muslim-dominant regions) is important.

Recommendation 5: Religious Identity

Which of the following best defines how you identify your religion?

- ☐ Christian: Protestant
- ☐ Christian: Catholic
- ☐ Christian: Other
- ☐ Buddhist
- ☐ Hindu
- ☐ Jewish
- ☐ Muslim
- ☐ Atheist
- ☐ Agnostic
- ☐ Spiritual, but not religious
- ☐ Prefer to self-describe _____
- ☐ Prefer not to respond

Surveying Ability Status

The final identity is one's ability status. Though there are various definitions of the term 'disability', a person is generally regarded as having a disability if they have a chronic or persistent condition that limits one or more of their major life activities (Equal Employment Opportunity Commission, n.d.). Ability status is often excluded from demographic questionnaires, likely due at least in part to the legal regulations regarding disclosure of employee health-related information (Equal Employment Opportunity Commission, n.d.). However, there are a number of reasons why assessing ability status may be of relevance for organizations and researchers. For example, organizations may be interested in how employee engagement and retention differ across subgroups of employees with and without disabilities.

One option to measure ability status is to ask respondents to self-identify as having or not having a disability or impairment (Hughes et al., 2016; Moody et al., 2013). This item typically presents respondents with a definition of a disability and provides ‘yes’ and ‘no’ response options. However, given that disabilities and their impact range considerably, we advocate for assessing ability status by asking respondents to indicate the category or categories into which their disabilities can be classified (Fernandez, Godwin, Doyle, Verdin, & Boone, 2016). This may better inform organizations about potential ways to increase inclusion for all through continued development and refinement of accessibility policies and practices and can also provide more insight for researchers who are attempting to understand the experiences of employees with differing ability statuses. Of note, as summarized in a report from the Center for Disease Control (2002), national health-related surveys are relatively successful at identifying respondents with no disability or impairment as well as respondents with severe disabilities or limitations, but fail to capture a significant number of respondents with moderate limitations due to disabilities. However, a solution has not yet been identified that improves categorization of respondents with moderate limitations due to disabilities that does not require a substantially greater number of survey items.

Recommendation 6: Ability Status

Do you have a long-lasting or chronic condition that substantially limits one or more of your major life activities?

- ☐ Yes
- ☐ No

How would you describe your ability/disability status? We are interested in this identification regardless of whether you typically request accommodations for this disability. Select all that apply:

- ☐ A sensory disability (e.g., vision or hearing)
- ☐ A learning disability (e.g., ADHD, dyslexia)

- ☐ A long-term medical illness (e.g., epilepsy, cystic fibrosis)
- ☐ A mobility disability
- ☐ A mental health condition (e.g., anxiety disorders, depression)
- ☐ A temporary disability due to illness or injury
- ☐ A disability not listed above _____
- ☐ I do not wish to disclose the type of disability I have
- ☐ I do not have a disability
- ☐ Prefer not to respond

Conclusion

To conclude, demographic questions are an integral part of surveys, yet these items are often given relatively little consideration. We urge surveyors to carefully select demographic items that are comprehensive, accurate, and affirming to respondent identities. The demographic items presented in this technical report are intended to guide surveyors toward better practices in assessing demographics. We note that these items were selected because of their appropriateness for general audiences but may need to be tailored for more specific or non-Western populations.

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Appendix A: Recommended Survey Items

1. Which of the following best defines your current gender identity? Select all that apply

- ☐ Genderqueer, nonbinary, or genderfluid
- ☐ Man
- ☐ Woman
- ☐ Prefer to self-describe _____
- ☐ Prefer not to respond

2. Do you identify as trans or transgender?

- ☐ Yes
- ☐ No
- ☐ Prefer not to respond

****Based on your proposed analyses, you may consider asking:**

If we were to conduct an analysis comparing respondents who are men versus not men, how would you prefer your responses to be grouped?

- ☐ With the non-men
- ☐ With the men
- ☐ I would prefer my responses be omitted from this analysis.

3. Do you consider yourself to be:

- ☐ Asexual
- ☐ Bisexual or pansexual
- ☐ Gay or lesbian
- ☐ Heterosexual or straight
- ☐ Prefer to self-describe _____
- ☐ Prefer not to respond

4. Which of the following best defines your race or ethnicity? Select all that apply:

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic, Latino/a/é, or Spanish
- ☐ Middle Eastern or North African
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Prefer to self-describe _____
- ☐ Prefer not to respond

4a. Which of the following best defines your race or ethnicity? Select all that apply:

- ☐ American Indian or Alaska Native
 - ☐ Provide details (e.g., Navajo Nation, Blackfeet Tribe, Mayan) _____
- ☐ Asian or Asian American
 - ☐ Chinese
 - ☐ Japanese
 - ☐ Korean
 - ☐ Vietnamese
 - ☐ Filipino
 - ☐ Asian Indian
 - ☐ Another (e.g., Laotian, Cambodian, Hmong) _____
- ☐ Black or African American
 - ☐ African American
 - ☐ Jamaican
 - ☐ Haitian
 - ☐ Nigerian
 - ☐ Ethiopian
 - ☐ Somali
 - ☐ Another (e.g., Ghanaian, South African, Barbadian) _____
- ☐ Hispanic, Latino/a/é, or Spanish
 - ☐ Mexican or Mexican American
 - ☐ Puerto Rican
 - ☐ Cuban
 - ☐ Salvadoran
 - ☐ Dominican
 - ☐ Colombian
 - ☐ Another (e.g., Guatemalan, Ecuadorian) _____
- ☐ Middle Eastern or North African
 - ☐ Lebanese
 - ☐ Iranian
 - ☐ Egyptian
 - ☐ Syrian
 - ☐ Moroccan
 - ☐ Israeli
 - ☐ Another (e.g., Algerian, Iraqi, Kurdish) _____
- ☐ Native Hawaiian or Other Pacific Islander
 - ☐ Native Hawaiian
 - ☐ Samoan
 - ☐ Chamorro
 - ☐ Tongan
 - ☐ Fijian

- ☐ Marshallese
- ☐ Another (e.g., Palauan, Tahitian) _____
- ☐ White
 - ☐ German
 - ☐ Irish
 - ☐ English
 - ☐ Italian
 - ☐ Polish
 - ☐ French
 - ☐ Another (e.g., Scottish, Dutch) _____
- ☐ Prefer to self-describe _____
- ☐ Prefer not to respond

5. How would you identify your religion?

- ☐ Agnostic
- ☐ Atheist
- ☐ Buddhist
- ☐ Christian: Catholic
- ☐ Christian: Protestant
- ☐ Christian: Other
- ☐ Hindu
- ☐ Jewish
- ☐ Muslim
- ☐ Spiritual, but not religious
- ☐ Prefer to self-describe _____
- ☐ Prefer not to respond

6. Do you identify with having or living with a disability?

- ☐ Yes
- ☐ No

7. If you answered yes to question 6, how would you describe your ability/disability status? We are interested in this identification regardless of whether you typically request accommodations for this disability. Select all that apply:

- ☐ A sensory disability (vision or hearing)
- ☐ A learning disability (e.g., ADHD, dyslexia)
- ☐ A long-term medical illness (e.g., epilepsy, cystic fibrosis)
- ☐ A mobility disability
- ☐ A mental health disorder
- ☐ A temporary disability due to illness or injury
- ☐ A disability not listed above _____
- ☐ Prefer not to respond

8. Are you a veteran or actively serving?

- ☐ Veteran
- ☐ Actively serving
- ☐ Neither actively serving nor a veteran
- ☐ Prefer not to respond