



Student Fee Review Board Application Checklist

_____ Cover Sheet

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_____ Application Questions

_____ Budget Form A

_____ Budget Form B (**one-time requests**)

_____ Budget Form C (**non-SFRB funding**)

Please submit an electronic version of this application via email to SFRB@unm.edu and 13 hard copies of this application to the ASUNM Office, Student Union Building suite 1016.

DEADLINE September 9, 2016, 5:00 PM.

***Late applications will not be accepted.**

Student Fee Review Board
Funding Application for Fiscal Year 2017-2018

Project for New Mexico Graduates of Color
Name of Unit

Julie Coonrod, Dean
Dean/Director Title

Lobo Lair 1046, MSC03 2180
Campus Address

277-7397 gradpeer@unm.edu
Campus Phone E-mail Address


\$ 50,000 sedith@unm.edu
Total Amount Requested Alternate Email Address

One-Time Funding Recurring Requesting Increase

CERTIFICATION

I certify that the statements herein are true and complete to the best of my knowledge and accept the obligation to comply with the terms and conditions of the Student Fee Review Board. I understand that the SFRB is a **recommendation** body and that its funding allocations are subject to revision by the Budget Leadership Team before final approval.

Edith Sanchez-Saenz
Submitted By (Print Name)

 Julie Coonrod, Dean 9/9/16
Department Head Signature Date

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DEADLINE September 9, 2016, 5:00 PM.

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Executive Summary
Project for New Mexico Graduates of Color

The Project for New Mexico Graduates of Color (PNMGC) is a unique organization on campus that offers an identity-based peer mentoring program, as well as workshops and activities focused on academic and leadership development. Our Peer Mentoring Program matches students across disciplines and levels based upon their preferences, such as first language, cultural or economic backgrounds, first-gen status, gender, LGBTQ status, immigrant status, or academic/research interests. The purpose of this matching is to engage students' identities in positive ways to support students in a holistic approach as they progress through academia.

The mission of PNMGC is to build emotional, cultural, and academic communities of support among underrepresented graduate students at UNM. PNMGC was founded in the 2002-2003 academic year by graduate students of color who wanted to organize and provide underrepresented students like themselves with various forms of support to succeed in academia. For PNMGC, underrepresented students are people of color, first-generation graduate students, individuals from a low socio-economic background, LGBTQ and ethnic or cultural minorities. PNMGC programs and events are open to all students.

With SFRB fees of \$50,160 for the 2016-2017, PNMGC provides:

- Salaries of one graduate and one undergraduate student project assistants (\$25,000)
- \$7,000 in scholarships per semester (\$14,000)
- Programmatic Efforts: (\$11,160)
 - Annual Faculty of Color Awards each spring semester
 - 4 Peer mentoring orientations, 4 peer-mentoring workshops, & 4 peer mentoring mixers
 - 2 New Visions Research Colloquia per academic year

In addition to these events, PNMGC collaborates with campus partners in the following ways:

- Community Engagement Center to provide monthly service learning workshops and an annual symposium to promote community engagement
- Graduate Resource Center to host Welcome Back and End of Semester events, the Shared Knowledge Conference, and writing camps to promote networking opportunities, academic success and program completion
- El Centro de la Raza to host the annual Mentoring Dinner and Study Marathon during finals week to create networking opportunities and academic success
- Global Education Office on roundtable sessions to create a bridge between all cultures and students
- College Assistance Migrant Program to collaborate on the Farmworker Awareness Week to promote community engagement and awareness of issues faced by migrant student workers

PNMGC requests SFRB funds to continue the important work we do on campus. 78% of SFRB funding goes directly to students, which demonstrates our commitment to their academic and professional success. PNMGC has consistently maintained comparable undergraduate and graduate participation in our activities, which has been entirely organic in development, but speaks to the desire of undergrad students to engage with graduate role models and also highlights the need for graduate students to give back and support the educational pipeline.

1. **Describe the history and mission of your unit, and how its services support the mission of the University. Please address each of the following bullet points in your answer.**

a. **What services does your unit specialize in that are not offered in a similar form elsewhere within the University?**

b. **How does your unit serve the University's commitment to diversity?**

Project for New Mexico Graduates of Color (PNMGC) was originally established in 2003 by a group of interdisciplinary graduate students of color who saw a need to provide support among themselves and other underrepresented students. We are unique in that we focus on graduate students from diverse backgrounds (e.g., students of color, first-gen graduates, low socio-economic status, and international students) rather than on students from a particular ethnicity. After more than 12 years of service toward student success, PNMGC continues to be a student-based organization working to recruit and retain underrepresented graduate students through on-going peer mentoring that provides academic, social, cultural, and emotional support. PNMGC continually researches mentorship and issues related to higher education for underrepresented students in order to provide the best holistic strategies of success for the students we serve.

PNMGC's commitment to diversity emulates the University's mission and is reflected through our mission "to retain graduate students of color through ongoing peer mentoring that provides academic, social, cultural and emotional support." PNMGC empowers the students we serve through cultural support, diversity and inclusion to encourage learning and academic success. We accomplish this by providing them information on resources through various departments on campus, as our goal is not to duplicate services but provide information on said services as well as resources and to enhance those services and resources where applicable and fill in gaps that may exist for our participants. Through workshops, discussions, and activities, PNMGC provides an environment for our diverse student population to learn from one another and generate new knowledge that helps us celebrate and value our differences. We have a significant number of international students join our program. Having international undergraduate and graduate students in this program enriches the environment through different perspectives, and incorporation of new ideas for future activities and workshops for PNMGC.

2. **Briefly describe each program/project in your unit that is funded specifically by student fees. What are the outcomes, so far, of each program/project?**

Aside from providing the salaries of one graduate and one undergraduate project assistants (49% of SFRB funds), SFRB fees fund the general programming of PNMGC (22% of SFRB) and Peer Mentoring Scholarships (29% of SFRB funds) which means 78% goes *directly* to students academic experience.

The **Peer Mentoring Program** is the foundation on which PNMGC was established. The Peer Mentoring Program works to build partnerships that meet students' individual academic and cultural needs. Our matching process allows students to select specific criteria on which they are paired, such as one's first language, cultural background, gender, or academic interest. Over the past few years, PNMGC has steadily increased student participation and have developed a more formalized, high quality mentorship program that takes traditional

mentoring practices that are widely used within the business world and applied them to a particular population—underrepresented students, many of whom are ethnic minorities, first generation college students, DREAMers, immigrant students, and international students. The work we have done with our Peer Mentoring model is based on the latest literature on mentoring relationships, high educational impact practices, and studies of retention, recruitment, and graduation rates of minority students across the country. We believe we can further institutionalize our Peer Mentoring Program, and more broadly, positively contribute to a mentoring culture among students at UNM. Through this mutual mentoring relationship, both mentor and mentee receive a reciprocal learning and support system. Through the Peer Mentoring Program, we have awarded \$30,000 in Peer Mentoring Scholarships. Initially, we awarded \$4,000 per semester, but increased this to \$7,000 per semester for the AY 2016-2017.

Our events and workshops include such activities as our annual Student Leadership Retreat, New Visions Research Colloquium, monthly Community Engagement Center workshops, our Welcome Back (Bienvenida), the Faculty of Color Awards (FoCA), and our End of Semester Celebration. The **Welcome Back** event at the start of each semester allows students to network and reconnect with one another, as well as with the PNMGC office and partners. Similarly, the **End of Semester Celebration** is an opportunity to close the semester by recognizing participants in the Peer Mentoring Program, announcing scholarship winners, socializing, and raffling prizes from community business partners, such as Pop Fizz, Hinkle Family Fun Center, and movie theaters. These social events are essential to our recruitment and retention efforts.

Each fall, PNMGC hosts a one-day **Student Leadership Retreat** in which graduate and undergraduate students are provided with academic, professional, and wellness workshops led by UNM faculty/staff and community partners.

The **New Visions Research Colloquium** is held each semester and provides graduate students an opportunity to present their work at any point in the research process. Students can use the New Visions Research Colloquium to receive valuable input in a friendly setting, and to practice for upcoming conferences, class presentations, or even dissertation defenses. These are all experiences essential to academia, but which are not necessarily cultivated within departments. Additionally, for many first generation college graduate students, presenting one's research is new and daunting. New Visions is a safe space to instill professionalism and nurture the scholarly pursuits of our targeted population. It is also an opportunity for our student staff to network with campus research organizations and peers who are interested in presenting at future events.

The **Faculty of Color Awards (FoCAs)** takes place each spring, and is an awards ceremony that honors faculty researchers, mentors, and instructors, one graduate teaching assistant, and one staff person in the areas of mentorship, teaching excellence, research, and support. Although the FoCAs highlight the efforts of faculty, the event is student-driven. Students nominate and select the award recipients. During the ceremony, students present the awards and take a moment to share why an individual was nominated. As students, we recognize others who have paved the way for our own advancement and who have been role models for

young scholars and educators. The FoCAs emphasize the educational pipeline PNMGC works to support—we want undergraduate minority students to see graduate students who look like them, who have similar scholarly interests, or who come from similar backgrounds. And parallel to that, we want graduate minority students to see faculty members who represent them and their interests in academia. In an attempt to defray some costs, PNMGC has reached out to other departments and organizations for financial support and has moved the event from an off-campus venue to the SUB Ballrooms. In addition to financial support, we anticipate that greater collaboration on the FoCAs will garner more overall interest and participation in the nomination and selection processes.

PNMGC also works to build leaders in education and the community. Some of our past PNMGC leadership include:...

- Dr. Joseph Garcia (founding student), Union College, Postdoctoral Fellow in Latin American and Caribbean Studies
- Dr. Eric Castillo, University of Houston, Adjunct Professor and Director of Center for Mexican American Studies
- Dr. Stephanie Sanchez, University of New Mexico, Program Specialist at Graduate Resource Center
- Dr. Joseph Sanchez, University of New Mexico and Center for Nursing Excellence, Operations Director and Executive Director
- Hakim Bellamy, Beyond Poetry, LLC, Director and Inaugural Poet Laureate for Albuquerque
- Patricia Roybal Caballero, State of New Mexico, House District 13

Additionally, a number of PNMGC leaders have also served in important campus roles, including GPSA Presidents:

Dr. Joseph Garcia – Founding Student and Project Assistant
Christopher Ramirez – Project Assistant
Lissa Knudssen – Participant
Katie Richardson - Participant
Marissa Silva – Project Assistant
Priscila Poliana - Participant
Texanna Martin - Participant

3. **Does your unit have an SFRB balance forward? If so, please justify this balance forward and describe how you will utilize it.**
Saved funds by collaborating with other departments and the funds are going back to programming for the 2016-2017 academic year.
4. **Describe any increase in SFRB funding you are requesting, and provide justification detailing how raising student fees will improve your unit's impact on the student population. If requesting an increase, please state any reserves in your unit's budget and provide justification for not using said reserves for the requested increase.**
 - a. **Please complete Budget Form B for funding increases and one-time requests.**

PNMGC is not requesting an increase in SFRB funding. We are asking that our 2017-2018

SFRB funding remain at \$50,000.

5. What are your unit's current non-SFRB sources of funding (e.g. Instructional & General, state or federal grants, self-generated revenue), and if applicable, what additional funding sources are you seeking this fiscal year?

a. What increases or decreases from non-SFRB funding sources do you anticipate compared to your budget last year?

b. Please complete Budget Form C for non-SFRB income.

PNMGC has two funding sources for all program expenses—SFRB and Instructional & General. The SFRB provides 52% of our total operating budget, while I & G funds provide 48% of our total budget at \$46,000. Graduate Studies funding will pay the graduate students' salaries, tuition and insurance and the SFRB will pay the undergraduates salaries. This decision was made to stretch the SFRB dollar.

6. Describe student participation in your unit, and any plans to improve it, addressing each of the following bullet points.

a. How are students involved in the governance/decision-making of your unit?

b. How many students do you employ (including graduate assistants, interns, etc.)?

Student participation in PNMGC involves attendance at our events and workshops throughout the semester. In this way, PNMGC events are open to all students at UNM. In fall 2014, **352** students attended PNMGC events; in spring 2015, **443** students attended our events. These numbers do not include events for which we provided funding upon request. Students also apply to participate in our Peer Mentoring Program, which is more intensive and requires a greater time commitment to training and mentoring. In fall 2014, **80** students participated as Peer Mentors, while in spring 2015, **105** students were Peer Mentors. One of the central goals for PNMGC is to continue growing the Peer Mentoring Program, reaching new pockets of students and providing them with quality mentor trainings and peer relationships.

PNMGC also receives student input and feedback through End of the Semester surveys on events, workshops, and social events, which are then recorded and used for programmatic changes and adjustments. It is essential to have student input and feedback for the continuation and function of PNMGC as a student-led organization. In previous years, PNMGC implemented Peer Mentoring Scholarships after receiving input from our participants, and we have organized off-campus meetups at local restaurants and for UNM sporting events, all upon the recommendations of our students who wanted more social opportunities for mentors and mentees.

As a student-based organization, PNMGC employs two graduate Project Assistants and two undergraduate student employees who carry out the day to day tasks of the organization as well as planning our ongoing events and workshops. These students are responsible for program development, organizational networking, and recruitment of new participants. All programmatic efforts are led by the students, with one staff member in Graduate Studies who manages the fiscal and personnel aspect.

7. Describe specific improvements your unit has made in the last fiscal year to the visibility/accessibility of its services, and any plans to further improve visibility/accessibility.

PNMGC has strived to improve our organizational visibility and accessibility on campus and in the wider Albuquerque community through a number of approaches. These include increasing and improving our social media presence and engagement, which is critically important among the student population; establishing community partnerships with local non-profits and movements; and forging an organizational identity nationally through conference presentations, workshops, and even co-authorship of a chapter on peer mentoring. PNMGC continually works to use social media not just as a means of communicating events with students, but as a way to share knowledge, information, and to build relationships. PNMGC also works to outreach to departments and organizations with which we have had little or no contact. This is done through presenting at orientations, departmental graduate student associations, and strategic collaborations. Additionally, upon receiving feedback from Peer Mentoring participants, we have focused more completely on mentoring as the foundation of PNMGC, with more rigorous trainings and workshops. A more robust and visible Peer Mentoring Program provides us with credibility and authority among students and faculty.

8. How does your unit collaborate with other campus units and/or off-campus entities?

PNMGC strongly believes our success as an organization is dependent upon our collaborations with other campus and community partners. These partnerships have resulted in joint efforts such as the Shared Knowledge Conference and Writing Camps (GRC), the Annual Mentoring Dinner (El Centro de la Raza), ongoing workshops with the Community Engagement Center (4 per semester), and uniquely tailored mentoring for the UNM Dream Team. In the past year, we have collaborated with the College Assistance Migrant Program (CAMP) on their biggest event, the Farmworker Awareness Week and annual Cesar Chavez Celebration. Partnering with campus units allows PNMGC to contribute to academic and leadership development, networking, and community engagement for students, while still maintaining a focus on peer mentoring. It is also important that we as organizations do not duplicate services or compete for the same population of students, but rather work together to provide students with a more holistic college experience.

9. What methods have been used in evaluating your unit's impact on the student population (e.g. surveys, focus groups, interviews), and how effective have those methods been? Please provide any data collected if it pertains to the application.

Beginning in spring 2014, PNMGC began collecting qualitative data from peer mentoring participants through an essay that specifically examines their peer mentoring relationship, obstacles, successes, and ways we can improve the program. In spring 2015, we added to this approach by adding a brief survey in addition to the essay. The survey provides us with additional information about length of participation and a numerical rating of our program. For example, in spring 2015, 25 out of 90 participants responded, a 27.7% survey response rate. Of those 25, our average rating was 4.64 out of 5 (1 –program was below expectations; 5-program exceeded my expectations). In addition, we began using MentorCore, a matching software for mentoring programs. With this software, it makes the matching process convenient for our team and allows participants to view others in the program, match

themselves, and even track their progress. Users are able to record what they do with their mentor or mentee, what they discussed or learned from one another, and set goals for themselves and their mentoring partnership. Through the software, we can keep applicants informed with resources, online trainings, and programmatic updates. This also facilitates the collaboration between PNMGC's team and partners, and allows for customized review criteria between our staff. We have worked with the University's Director of Assessment and developed a plan of assessment to align with the President's UNM 2020.

10. What are your unit's current plans to address the recommendations of last year's SFRB? We understand that these plans are subject to change in response to any unexpected developments later in the fiscal year.

Graduate Studies will pay the salaries, tuition and insurance for the graduate students in an effort to stretch the SFRB dollar to provide more events and increase direct support to students such as the scholarships.

11. Provide any other information or a narrative that will assist the SFRB in making its decision to fund your unit.

PNMGC has continually strived to provide underrepresented graduate students with tools and support systems to succeed and compete at high levels academically and professionally. We believe we provide thoughtful and robust peer mentoring, while operating with a small budget and office team. We are a unique part of the UNM community and are always open to working with campus and off-campus units, and incorporating student suggestions into our programming. Aside from the work we do, our focus is to engage students' identities—first gen college students, students of color, LGBTQ-identified students, DREAMers, CAMP-FAW and others—in ways that help them connect their scholarly pursuits with their backgrounds, rather than feeling inadequate in academia and masking or assimilating important parts of their personal identity.

Through oral testimonies on students' reflections when transitioning to graduate school and who participated in our Peer Mentoring Program, PNMGC is proud to keep supporting them and encouraging students to pursue advanced degrees. Former PNMGC graduate participants are still connected to PNMGC which is rewarding and encouraging for the staff to keep working for the best of this student-led organization.

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2017-2018

DEPARTMENT PNMGC (Graduate Studies)
VICE PRESIDENT Dr. Chaouki Abdallah

INDEX # 457003 & 457039

| | A | B | C | D | E | F |
|---|---|---------------------------|--------------------------|---------------------------|---------------------------------------|---|
| | ORGANIZATION OPERATING BUDGET 2015-2016 | TOTAL BUDGET 2016-2017 | SFRB BUDGET 2016-2017 | TOTAL BUDGET 2017-2018 | SFRB BUDGET REQUESTED 2017-2018 | SFRB FUNDING INCREASE/DECREASE REQUEST 2017-2018 |
| 1 Faculty salaries | | | | | | |
| 2 Staff salaries | 25,000 | 10,000 | | 10,000 | | |
| 3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2) | \$ 25,000.00 | \$ 10,000.00 | \$ - | \$ 10,000.00 | \$ - | \$ - |
| 4 Student (student employment & workstudy) | 40,000 | 50,000 | 25,000 | 55,000 | 25,000 | |
| 5 GA, TA, RA - Pay and Benefits | | | | | | |
| 6 Fringe Benefits on Staff & Faculty salaries | | | | | | |
| 7 TOTAL COMPENSATION (Lines 3 - 6) | \$ 65,000.00 | \$ 60,000.00 | \$ 25,000.00 | \$ 65,000.00 | \$ 25,000.00 | \$ - |
| GENERAL EXPENSES | | | | | | |
| 8 Programming | 26,000 | 19,550 | 11,160 | 18,000 | 11,000 | (160) |
| 9 Travel - 2 national conferences per year | 5,000 | | | | | |
| 10 Scholarships | | 14,000 | 14,000 | 16,000 | 14,000 | |
| 29 | | | | | | |
| 30 | | | | | | |
| 32 TOTAL GENERAL EXPENSES (Line 8 - 30) | \$ 31,000.00 | \$ 33,550.00 | \$ 25,160.00 | \$ 34,000.00 | \$ 25,000.00 | \$ (160.00) |
| 34 GRAND TOTAL EXPENSES (Line 7+32) | \$ 96,000.00 | \$ 93,550.00 | \$ 50,160.00 | \$ 99,000.00 | \$ 50,000.00 | \$ (160.00) |

Form C

External Funding Sources

This form is used ONLY if you have EXTERNAL FUNDING SOURCES

DEPARTMENT PNMGC (Graduate Studies)
 VICE PRESIDENT Dr. Chaouki Abdallah
 INDEX(es) # 457003 & 457039

STUDENT FEE REVIEW BOARD
 FISCAL YEAR 2017-2018

| | FUNDING SOURCE | 2016-2017 BUDGET | 2017-2018 FORECASTED BUDGET | Funding Increase Request for 2017-2018 |
|---------------------------------------|--|---------------------|-----------------------------------|--|
| 1 | Student Fee Review Board (SFRB) | 50,160 | 50,000 | |
| 2 | UNM Instruction & General | 45,840 | 49,000 | 3,160 |
| 3 | Private Donations | | | - |
| 4 | Fundraising/Foundation/Development | | | - |
| 5 | State Funding | | | - |
| 6 | Federal Funding | | | - |
| 7 | Grants (including federal and private) | | | - |
| 8 | Self-Generated Revenue | | | - |
| 9 | | | | - |
| 10 | If Other(s), please list below: | | | - |
| 11 | | | | - |
| 12 | | | | - |
| 13 | | | | - |
| 14 | | | | - |
| 15 | | | | - |
| 16 | | | | - |
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| 27 | | | | - |
| 28 | | | | |
| 29 | | | | - |
| 30 | | | | - |
| TOTAL OPERATING INCOME/REVENUE | | \$ 96,000.00 | \$ 99,000.00 | \$ 3,160.00 |

*The narrative response to question #5 must reflect this information