



Student Fee Review Board Application Checklist

Cover Sheet

Executive Summary

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 **GPSA Office**, Student Union Building suite 1021.

DEADLINE September 6, 2019, 5:00 PM.

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

**Student Fee Review Board
Funding Application for Fiscal Year
2020-2021**

Project for New Mexico Graduates of Color (PNMGC) / Graduate Studies
Name of Unit

Julie Coonrod Dean
Dean/Director Title

Lobo Lair 1046 / Humanities Suite 107
Campus Address

277-7397 / 277-2711 gradpeer@unm.edu
Campus Phone E-mail Address

\$ 56,000 bdeflon1@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.

Brandon De Flon
Submitted By (Print Name)

Julie Coonrod 9/6/19
Department Head Signature Date

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DEADLINE September 6, 2019, 5:00 PM.

*Late applications will not be accepted

Executive Summary
Project for New Mexico Graduates of Color
SFRB 2020-2021

The Project for New Mexico Graduates of Color (PNMGC) is a unique program that offers identity-based peer mentoring, as well as workshops and activities focused on the strategic areas of academic development, leadership, mentoring, and social support and networking. Our Peer Mentoring Program matches students across disciplines and stated preferences, such as first language, cultural background, first-generation status, gender, sexual orientation, international status, special needs, non-traditional, and academic/research interests. The purpose of this pairing is to engage and support students holistically in positive ways as they progress and complete their program of study.

The mission of PNMGC is to build emotional, cultural, and academic communities of support among underrepresented graduate and undergraduate students at UNM. PNMGC was founded in AY 2002-2003 by graduate students of color wanting to organize and provide underrepresented students like themselves support to succeed in academia and beyond. In the AY 2009-2010, SFRB funding increased due to the demand from undergraduates wanting to participate in the mentoring program. Thus, increased support from SFRB including ASUNM and GPSA collectively supported the expansion. For PNMGC, underrepresented students are people of color, first-generation students from diverse socioeconomic backgrounds, special needs students, LGBTQ students, non-traditional students, and ethnic/cultural minorities. PNMGC programming is designed to serve and empower underrepresented students in academia. Our programs and events are open to all students, staff, and faculty. The uniqueness of the program relates directly to the focus on the holistic student and, in particular, graduate students of underrepresented groups. Therefore, PNMGC has addressed an existing void created by the absence of support for students of color.

PNMGC's funding increase request is critical to continuing the historical success of our peer-mentoring program and supporting activities. PNMGC demonstrates a commitment to students by allocating 100% of funding and including carry forward towards student scholarships and employment. PNMGC's request for an increase is to restore the funding level to what it had been for ten years (beginning in AY 2009-2010). President Abdallah and the Board of Regents provided restorative funding for AY 2017-2018. Most recently, President Stokes provided an additional restorative funding commitment for AY 2018-2019. This funding has been provided in recognition of PNMGC's historical contribution to the University of New Mexico's academic and intellectual environment in promotion of all participating students' success, including academia, public service, and community leadership.

AY 2018-2019 SFRB fees of \$5,000 (one-time funding), PNMGC provided:

- Scholarships AY 2018-2019 \$ 3,500
- Programmatic & Administrative Charges (Banner & Foundation) \$ 1,500

AY 2019-2020 SFRB fees of \$20,000 (one-time funding), PNMGC will provide:

- Scholarships AY 2019-2020 \$15,000
- Graduate Assistantships (partial) \$ 5,000

Application Questions

- 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 2002-2003 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 focusing on students from diverse backgrounds (i.e., cultural and economic, first-generation status, gender, sexual orientation, international, and special needs), rather than on students from a particular ethnicity. After more than 18 years of service towards student success, PNMGC continues to be a student-led program (not student organization) in Graduate Studies working to recruit and retain underrepresented students through ongoing peer mentoring that provides academic, social, cultural, and emotional support. PNMGC continually researches the elements of mentorship and issues related to higher education in order to provide the best holistic strategies for students' success.

PNMGC's mission emulates the University's commitment to diversity in retaining graduate and undergraduate students of color through ongoing peer mentoring and provision of academic, social, cultural, and emotional support. PNMGC empowers students through cultural support, diversity, and inclusion in encouraging learning, academic success, providing resource information, and networking through our campus partnerships. Through workshops and social dialogues (i.e., informal open conversations on pre-identified topics), PNMGC fosters an environment for our diverse student population to learn from one another, generate new knowledge, and celebrate and value our differences. For example, PNMGC's Indigenous Peoples Day and Black History Month Read-Ins were attended by UNM students, staff, faculty, and community members. Additionally, a significant number of international students participate in PNMGC programming. By integrating the contributions of international graduate and undergraduate students, PNMGC's programmatic efforts are enriched and diversified.

- 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? What, if any, changes do you plan to make to these programs/projects?**

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 has developed a more formalized, high quality mentorship program that takes traditional mentoring practices and tailors them to a myriad of populations—underrepresented students, many of whom are ethnic

minorities, first generation college students, LGBTQ students, immigrant students, non-traditional students, and international students. We believe we can further institutionalize our Peer Mentoring Program and, more broadly, positively contribute to a mentoring culture among students at UNM and the Valencia branch campus by continuing to enhance our successful model. Through this mutual mentoring relationship, both mentor and mentee receive a reciprocal learning experience and support system.

In AY 2018-2019, 136 mentors and mentees participated in the program. Programmatically, PNMGC annually sponsors workshops on a variety of timely and topical issues. For example, UNM students, staff, faculty, and community members attended PNMGC's Immigration Colloquium. Elizabeth "Eli" Cuna, member of the national United We Dream organization and alumni of PNMGC, presented at the Colloquium. The turnout was impressive due to the speaker and the timeliness of the topic. Ms. Cuna provided information on workshops being presented by United We Dream and current efforts to aid the immigrant communities and detainees at the border.

PNMGC intends to continue with our events and workshops, including such activities as our annual Welcome Back, the Faculty of Color Awards (FoCA), Farmworkers Awareness Week, and the 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 and announcing student scholarship winners. These social events are essential to our recruitment and retention efforts.

The Faculty of Color Awards (FoCAs) takes place each spring at a ceremony that honors two faculty members in the areas of student mentorship and all-around assistance/support. As students, we recognize faculty of color who have paved the way for our own advancement and who have been role models for emerging scholars and educators. The FoCAs emphasize the educational pipeline PNMGC works to support—we want graduate and undergraduate minority students to see faculty members who reflect them and support their interests in academia. Plans for AY 2019-2020 will continue to involve the incorporation of the FoCA awards into the Center for Teaching and Learning awards for Teaching Excellence. PNMGC believes this event is vital in recognizing the demonstrated value that faculty of color contribute to student success, since generally these relationships are not credited towards a faculty member's tenure. Additionally, nominations for FoCA award considerations are submitted by students.

3. Does your unit have an SFRB balance forward? If so, please justify this balance forward and describe how you will utilize it.

There will not be any balance forward available.

4. Describe any increase in SFRB funding or one-time 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.

Over the last several years, PNMGC has experienced large cuts in SFRB funding resulting in the President's Office providing supplemental funds for the 2017-2018 and 2018-2019 AYs as well as our department Graduate Studies' provision of carry-forward funds to supplement the funding short fall. Due to the depletion of Graduate Studies' carry-forward funds and no commitment for supplemental funds from the President's Office, an anticipated challenge for AY 2019-2020 will be in funding student positions currently supporting PNMGC. Graduate Studies remains committed to supporting PNMGC, while exploring alternative funding opportunities during this time of financial challenge. With the aforementioned situations in mind, PNMGC is requesting an increase of \$36,000 to hire graduate students to manage the programmatic efforts and provide student scholarships.

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.

For the AY 2019-2020 PNMGC is receiving funding from the Provost's Office for \$26,286. Graduate Studies will provide funding for assistantships from various indices to get the \$50,000 needed and the SFRB One Time Funds will provide the scholarships for participants. In AY 2017-2018 and AY 2018-2019, PNMGC received restorative funding from the President's Initiatives, but we do not foresee that as a possibility for the AY 2019-2020 or AY 2020-2021. Most recently, and in addressing current budget constraints, PNMGC has applied for funding from the Research & Public Service Project, which is presently pending final review and consideration for approval by the UNM Board of Regents, NM Higher Education Department, and the NM State Legislature. Additionally, PNMGC has recently established a foundation account to receive donations in support of student scholarships.

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

Student participation in PNMGC is achieved through several avenues: mentor and mentee involvement in the Peer Mentoring Program; student attendance at PNMGC workshops and social dialogues throughout the year; campus and off-campus outreach; and collaboration and partnerships with student programs, resource centers, and other university entities. One of the central goals for PNMGC is to continue growing the Peer Mentoring Program, reaching new communities of students, and providing them with quality mentor trainings and peer relationships. Although all events are open to anyone and everyone, they are focused on developing the overall students' experience. End-of-semester eligibility for a \$500 scholarship requires:

- Monthly student participation in the Peer Mentoring Program;

- Attendance of at least two workshops;
- Attendance of at least one social dialogue; and,
- Completion and submission of the program evaluation.

Student Decision-Making

All programmatic efforts are student-led in collaboration with departmental leadership including the Dean and Associate Dean of Graduate Studies and administrative support to include the fiscal and human resource aspects of the program. As a student-led program (not student organization), graduate assistants are vital to the decision-making process but in turn learn leadership, decision-making, and administrative skills. PNMGC receives student input through evaluation forms collected after each event and at the end of the semester. As a student-led program, it is essential to have student input and feedback for the continuing involvement, ongoing development, and operation of PNMGC.

Graduate assistants are charged with carrying-out the daily tasks of the program, as well as planning, implementation, and facilitation of ongoing mentoring, social dialogues, workshops, and community outreach and engagement opportunities. These graduate assistants are responsible for the mentoring program administration, program development, organizational networking, and student recruitment.

Employment

Currently, PNMGC and Graduate Studies support employment of 2.0 FTE graduate assistantships.

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 continues to enhance and expand its campus and community organizational visibility and accessibility despite the funding challenges that it has faced. Strategies and activities that PNMGC implements in establishing campus and community partnerships and collaborations include: tabling at events; new student orientations; listserv mailings; alumni updates; workshops; social dialogues; one-on-one mentorship; informational resource referral; media outreach; and hosting of campus and departmental tours for visiting domestic and international students from other universities. These activities are critically important to the student population that PNMGC serves. PNMGC has strategically developed a national peer mentorship identity through conference presentations, workshops, and co-authorship of a chapter on peer mentoring in the publication, *“Developing Effective Student Peer Mentoring Programs”* (Collier, 2015). Additionally, PNMGC represented UNM in delivering presentations on its peer-mentoring model at both the 2018 and 2019 Western Association of Graduate Schools (WAGS) regional conferences in Las Vegas, Nevada and Tucson, Arizona. The presentations were respectively titled, “Peer-to-Peer Mentoring for Graduate Students of Color Success,” and “Peer Mentoring as a Vehicle for Building Networks of Student Support.” For the future, PNMGC intends to participate and assist in the organization of the 2020 WAGS conference to be hosted by UNM Graduate Studies in Albuquerque, while exploring other conference opportunities to promote our peer mentoring model.

PNMGC continually works to use social media such as Facebook, Instagram, and Snapchat, not only as a means of communicating events with students, but as a strategy to share knowledge, information, and build relationships. PNMGC also regularly advertises and promotes its programmatic activities with the UNM Daily Lobo. Collectively, through these approaches PNMGC further advances its social media presence and engagement across the university campus and the community.

PNMGC consistently works to establish campus and community collaborations within university departments, programs and organizations, branch campuses, and with local school districts. An example of this is the continuance of mentoring partnerships with UNM Valencia. The partnership with Valencia aids in creating an environment where the Valencia students feel comfortable at main campus. The goal is 2-fold: 1) to get the students comfortable at main campus so that they may decide to attend and 2) to introduce them to graduate education. The establishment of new collaborations with Emerson Elementary School and Washington Middle School encourages community engagement, and it also establishes the University as a place of belonging for under-represented students by providing tours, presentations, and activities when they visit the campus once a month. Through these activities and others, PNMGC is able to increase visibility and accessibility in addressing our Strategic Areas as well as addressing needs within the state.

During AY 2018-2019, PNMGC improved visibility/accessibility through revisions of the program's applicant questionnaire. The questionnaire revisions allow PNMGC to collect, analyze, and interpret its member cohort information for purposes of data-driven decision making, strategic planning, and identification of programmatic trends, needs and priorities. Feedback from peer mentoring participants helps PNMGC to focus and improve the implementation of our core mentoring mission. Additionally, PNMGC is presently establishing a professional-to-peer mentoring model.

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

PNMGC's success as a program is strongly dependent upon our collaborations with campus and community partners. Campus partnerships have resulted in joint efforts such as: the Shared Knowledge Conference; Jumpstart Orientations; Global Education Office (GEO) new international student orientation; new student campus tours for the University of Central Oklahoma, Fort Lewis College, Sul Ross State University, New Mexico State University, and Friends of Fulbright of Argentina; Safe Zone Training through the LGBTQ Resource Center; Green Zone training with the Veterans Resource Center; collaboration with the College Assistance Migrant Program (CAMP) during Farmworker Awareness Week in recognition of all migrant workers and Cesar Chavez' advocacy; and hosting of the Faculty of Color Awards (FOCA) in association with the Center for Teaching and Learning (CTL). Off campus mentoring partnerships have been established with UNM Valencia, Emerson Elementary School, and Washington Middle School. Partnering with on and off campus units allows PNMGC to contribute to academia, networking, community engagement, and leadership development of its program's participants.

Other campus partners with whom PNMGC collaborates include but are not limited to: Community Engagement Center (CEC); El Centro de la Raza; the Dream Team; African American Student Services; American Indian Student Services; Kiva Club; Men of Color Initiative; Student Veterans of UNM; Women's Resource Center; Association of Non-Traditional Students; Graduate and Professionals Students Association; Associated Students of the University of New Mexico; Office of Career Services; and UNM-Valencia.

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 in which the program can be improved. In Spring 2015, we enhanced this approach by adding a brief survey. Students are given the opportunity to provide feedback at the end of each workshop. For the past two years, we have been using MentorCore, a matching software for mentoring programs. This software makes the matching process convenient for our team and allows participants to view others in the program, record mentor sessions, track their partnership progress, and access supporting mentorship resources. The 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 this software, we can keep applicants informed with resources, online training, and programmatic updates. This also facilitates the collaboration between PNMGC's team and partners, and it allows for customized review criteria between our staff. Additionally, PNMGC has worked with Graduate Studies and the university's Office of Assessment to develop criteria by which PNMGC's success can be reviewed to align with UNM 2020. Encompassed within this assessment is student learning and administrative outcomes as determined by Graduate Studies and the Office of Assessment. The assessment will reflect the program's effectiveness in providing mentoring for all students with a focus on underrepresented students. The assessment methods will involve using MentorCore and a pre and post survey each semester. This will include gathering student feedback concerning their confidence in their academic pursuits. At the end of each semester, each member is required to complete an evaluation to determine their satisfaction with the program, recommended improvements, and suggestions for future workshops, social dialogues, and initiatives.

10. If your unit received specific recommendations from last year's SFRB, what are your unit's current plans to address these recommendations?

Following the 2019-2020 SFRB funding deliberations, no formal recommendations were provided to PNMGC for future consideration and planning.

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 and undergraduate students with tools and support systems to succeed and compete academically and professionally

at the highest levels. PNMGC provides strategic and impactful peer mentoring, while operating with a small budget and office team. Historically, PNMGC has served as a vital and unique program within the UNM community in supporting students' academic progress, retention, and graduation, while creating bridges between students and on-campus resources and acting as a catalyst concerning current social issues. Testimonials of students' reflections when transitioning to graduate school and, alumni feedback upon embarking on their post-UNM experience, confirms PNMGC's integral and timely role in their achievements and accomplishments. PNMGC stands proudly in its mission to continue supporting and encouraging students towards their higher education dreams and goals for the future.

A significant benefit resulting from the work PNMGC does is in engaging students' identities, including first language, cultural and economic backgrounds, first-generation status, gender, sexual orientation, international students, special needs, non-traditional, and academic/research interest. Through this process, students are able to connect their scholarly pursuits with their backgrounds, rather than being made to feel inadequate, incompetent, and marginalized, which results in masking and assimilating important parts of their personal, social, and cultural identity. Over the past 18 years, the Project for New Mexico Graduates of Color (PNMGC) has been critical in supporting the retention and completion of student's pursuit of academic excellence and post-university success.

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2020-2021

DEPARTMENT Project for NM Graduates of Color
VICE PRESIDENT Provost Holloway

INDEX # 457107

	A	B	C	D	E	F
DESCRIPTION	ORGANIZATION OPERATING BUDGET 2018-2019	TOTAL BUDGET 2019 - 2020	SFRB BUDGET 2019 - 2020	TOTAL BUDGET 2020 - 2021	SFRB BUDGET REQUESTED 2020 - 2021	SFRB FUNDING INCREASE/DECREASE REQUEST 2020 - 2021
1 Faculty salaries						
2 Staff salaries	6,734.00					
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ 6,734.00	\$ -	\$ -	\$ -	\$ -	\$ -
4 Student (student employment & workstudy)						
5 GA, TA, RA - Pay and Benefits	100,000.00	100,000.00	5,000.00	100,000	31,000	
6 Fringe Benefits on Staff & Faculty salaries						
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 106,734.00	\$ 100,000.00	\$ 5,000.00	\$ 100,000.00	\$ 31,000.00	\$ 26,000.00
GENERAL EXPENSES						
8 Workshop Office Supplies	1,000.00	1,000.00		1,000.00		
9 Business Food	2,500.00	2,500.00		2,500.00		
10 Telecom	330.00	330.00		330.00		
11 Voicemail	60.00	60.00		60.00		
12 Copying/Printing	1,200.00	1,200.00		1,200.00		
13 Banner Taxes	80.00	80.00		80.00		
14 Foundation Charge	300.00	300.00		300.00		
15 Student Awards	25,000.00	25,000.00	15,000.00	25,000.00	25,000.00	
16 Event Fees	5,000.00	5,000.00		5,000.00		
17 Computer Software	1,020.00	1,020.00		1,020.00		
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32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 36,490.00	\$ 36,490.00	\$ 15,000.00	\$ 36,490.00	\$ 25,000.00	\$ 10,000.00
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 143,224.00	\$ 136,490.00	\$ 20,000.00	\$ 136,490.00	\$ 56,000.00	\$ 36,000.00

Form C

External Funding Sources

This form is used **ONLY** if you have EXTERNAL FUNDING SOURCES

DEPARTMENT Project for NM Graduates of Color (PNMGC)
 VICE PRESIDENT Provost Holloway
 INDEX(es) # 457107 (SFRB), 457039 (Provost), (various) Graduate Studies

STUDENT FEE REVIEW BOARD
 FISCAL YEAR 2020-2021

	FUNDING SOURCE	2019-2020 BUDGET	2020-2021 FORECASTED BUDGET	Funding Increase Request for 2020-2021
1	Student Fee Review Board (SFRB)	20,000	56,000	36,000
2	UNM Instruction & General	26,286	26,286	-
3	Private Donations			-
4	Fundraising/Foundation/Development			-
5	State Funding			-
6	Federal Funding			-
7	Grants (including federal and private)			-
8	Self-Generated Revenue			-
9	Various (I&G, Endowment, etc.) Graduate Studies	90,204	54,204	(36,000)
10	If Other(s), please list below:			-
11				-
12				-
13				-
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18				-
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26				-
27				-
28				-
29				-
30				-
TOTAL OPERATING INCOME/REVENUE		\$ 136,490.00	\$ 136,490.00	\$ -

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