

**Student Fee Review Board
Funding Application for Fiscal Year
2021-2022**

Asian Pacific American Culture Center (APACC)

Name of Unit

Andrew Gonzalez

Director, Student Services/LG Unit

Dean/Director

Title

MSC02 1630 1921 Las Lomas NE

Campus Address

277-3165

Campus Phone

jvillar@unm.edu and andrewg@unm.edu

E-mail Address

\$ \$ 171,679.50

Total Amount Requested

emmahotz@unm.edu & jolaguir@unm.edu

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.

Jose Villar Manager of Student Success of CEOP

Submitted By (Print Name)


Department Head Signature

09/11/2020

Date

Please submit an electronic version of this application via email to SFRB@unm.edu.

DEADLINE September 11, 2020, 5:00 PM.

***Late applications will not be accepted**

SFRB Executive Summary:

The new UNM Asian Pacific American Culture Center (APACC) will be an integral part of creating community and fostering success in students of Asian American, Pacific Islander and Desi American (APIDA) heritage. This includes, but is not limited to, people with backgrounds of East Asian (e.g. Chinese, Japanese, Korean), Southeast Asian (e.g. Vietnamese, Thai, Hmong, Laotian), South Asian/Desi (e.g. Indian subcontinent), Native Hawaiian/Pacific Islander (e.g. Filipinx, Polynesian, Micronesian), Middle Eastern & Arab American, and Mixed Race, Transracial/Transnational Adoptees, Third Culture Kids, and all student at the university.

The mission of the APACC is to create a home and resource center for students of APIDA Heritage during their studies at the University. It will serve a purpose similar to AISS, AASS, El Centro de la Raza, LGBTQRC, WRC and VMRC. APACC would provide culturally relevant programs and academic support that will cultivate APIDA student leaders within our campus community.

The 2021-2022 school year would be the first year of APACC. The funds requested would go towards a professional staff member, student support staff, and general operating costs to ensure the first-year success of this center. The requested general operating costs are comparable to other ethnic/resource centers on campus. The APACC Student Board will continue to work with the New Mexico Legislature and UNM Administration to find additional sources of funding for the center, however, this will be unavailable for the first year of the center. We are following the successful model that allowed the LGBTQ Resource Center to get its start on campus ten years ago.

As the University of New Mexico, APIDA students make up six percent (6%) of the undergraduate student body. Additionally, APIDA students are taking campus leadership roles on a regular basis and student organizations on campus are extremely active.

Asian Pacific American Culture Centers across the country are showing their value and have seen positive impacts with their student communities and retention rates. The University of Southern California's (USC) Student Equity and Inclusion's Survey shares, that out of the students that participate in the Asian Pacific American Student Service's (APASS), 82% believe they are treated fairly and equitably at USC and in the classroom and 94% believe they are treated fairly and equitably at APASS. Additionally, through APASS's resources, programs, and services, 90% feel a sense of value, 83% feel a sense of belonging, 81% perform up to their potential, and 74% found community. 31% of students were first-generation, 37% received the Federal Pell Grant, and 29% are self-identified LGBTQ+.

APACC would be a valuable addition to the Resource Center community at UNM. By collaborating and working with existing resource centers, as well as CEOP, programs and support services will be created to cater to APIDA students and promote student success and retention among the community. Any level of SFRB funding will be appreciated and a start towards the creation of a home for a population of students at UNM needing those services.

We are requesting a total of \$171,679.50 from the Student Fee Review Board.

SFRB 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.**

The funding request through SFRB would allow for the creation of the Asian Pacific American Resource Center (APACC) at UNM. The Mission of APACC is to build a sense of belonging for students of Asian American, Pacific Islander and Desi American (APIDA) Heritage during their studies at the University of New Mexico. APACC will seek to provide culturally relevant programs that cultivate APIDA leaders within our campus community. It will serve a purpose similar to AISS, AASS, El Centro de la Raza, LGBTQRC, WRC and VMRC. APACC will provide academic support with the goal of achieving higher retention rates and academic success.

UNM APACC would start as a unit under the College Enrichment and Outreach Programs (CEOP), allowing for a physical space for staff and students. This collaboration will also allow for the sharing of services including budgeting, accounting, equipment, and computer access.

CEOP promotes and develops opportunities and enrichment activities to help facilitate the educational and personal growth of students who participate in the program. It accomplishes these goals through its own organized activities as well as collaborative efforts involving other departments within Student Affairs, Academic Affairs and other offices throughout the campus. There is a clear pipeline established to assist the students that are served to ensure they receive adequate services to accomplish their goal of attaining a college degree.

UNM APACC has gained attention across the UNM community, with over one-thousand signatures in support of the Center.

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

The Vision of Asian Pacific American Culture Center is to provide a physical space where APIDA students and community members are able to enrich their college social experience and access state of the art student services, programs, research, and educational opportunities without feeling the guilt of the "Model Minority Myth" (*Understanding College Student Subpopulations - Published by NASPA Student Affairs Administrators in Higher Education*).

The Intended Programs of APACC are (First Year Priorities will be determined by the Programs Director, Student Board, and Advisory Board in the 2020-2021 school year in preparation for the 2021-2022 school year):

- Computer Pod (Included Printing Services)
- Advising/Research Fellowships with Faculty and Advisory Board

- FAFSA Support (Potentially collaborating with Center for Financial Capability) - Annual workshops scheduled after the opening of the national Free Application for Federal Student Aid process and before the UNM FAFSA Priority Date provide personalized assistance to students & families to ensure they are able to complete the FAFSA.
- Scholarship and Programming Support - Emergency scholarships are provided to undergraduate and graduate students demonstrating a critical financial need. Professional development scholarships support students who participate/present at a professional conference, expanding their professional knowledge. Programming support assists student organizations with event funding.
- Research Fellowship (Collaborating with professors across campus conducting research) - Providing undergraduate students with opportunities available across campus to learn about graduate-level research. Students are provided with additional funding to further research of their choosing.
- Entrepreneurship Fellowship - This fellowship focuses on providing social entrepreneurship skills to undergraduate and graduate students. This program helps define an idea and/or an area of long-term interest for the participating student so they can better understand and assess opportunities within their area of interest.
- Summer Homecoming Independent Study Program - A program that provides students with an opportunity to reconnect with their culture as well as help communities in Asian countries that they are strongly connected to. Students can develop a proposal for a learning service project that benefits a community abroad. UNM 5: Research & Assessment; Critical Thinking; Collaboration; Professionalism; Communication
- Potential Events:
 - Welcome Back Social Event - Welcome back event which provides new and returning students a cultural experience with the opportunity to network and meet faculty, staff, alumni, and community members that can assist in their matriculation.
 - Special Events/ Workshops - Special events that are put together by student organizations and hosted by APACC to enrich college social experience. Workshops that focus on various important APIDA cultural issues, including, but not limited to student real talks, lectures, forums, and workshops related to APIDA life and experience.
 - Study Session & Study Marathon - Open study areas with tutoring and light refreshments are provided through a student-led collaboration between APACC, CAPS, and student organizations.

- Asian/ Pacific Islander Heritage Month Cultural Event - Providing students with a cultural experience of a combination of performances similar to a talent showcase. Engage the UNM community in highlighting the contributions of APIDA leaders, scholars, activists, etc. to our country, community, and University. Programming encompasses academic, cultural, and social themes.
- Awards and Recognition Ceremony - UNM APACC is an opportunity to recognize the academic and service/volunteerism accomplishments of our students from the university.
- Peer Mentorship Program “Big/Little” - This program was developed by the Asian American Student Association student organization at UNM’s campus. It strategically pairs underclassmen (international or not) with an upperclassman. This benefits incoming students by providing them with valuable information about UNM and develops leadership skills for upperclassmen.
- Recruitment - Already established students have a lot of pull when it comes to promoting events on campus. Promotional services will be included in student job descriptions for students applying for student employment or work-study at the resource center.

It is important to note that many APIDA students are international students and first-generation, furthering the need for access to different programs on UNM’s campus that are specific to their culture and language. These programs currently are not provided at UNM.

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

UNM APACC is seeking to provide resources to diverse student populations, identities and experiences, and this is including but not limited to Asian American, Pacific Islander and Desi American (APIDA) students. When referring to APIDA students, this is including, but not limited to, people with backgrounds in any and all of the categories listed here:

- East Asian (e.g. Chinese, Japanese, Korean)
- Southeast Asian (e.g. Vietnamese, Thai, Hmong, Laotian)
- South Asian/Desi (e.g. Indian subcontinent)
- Native Hawaiian/Pacific Islander (e.g. Filipinx, Polynesian, Micronesian)
- Middle Eastern & Arab American
- Mixed Race, Transracial/Transnational Adoptees, Third Culture Kids

UNM APIDA population is at least four percent (4%) according to the 2020 Fall Enrollment report, but it is important to note that Middle Eastern and Arab American students are often classified as “white” due to the lack of proper ethnic/racial designation on Federal and University classifications (i.e. the Census) causing inaccuracy in this data. Enrollment of “Asian” and “Native Hawai’ian” has declined within the last year, however, the goals of this center will help

promote the inclusivity of all cultures at the University, to hopefully counteract this declining trend, improving retention and recruitment efforts.

UNM APACC will also positively impact the retention and graduation of undergraduate and graduate/professional students through academic, cultural/personal, and professional activities designed to build a sense of community and a supportive environment.

UNM APACC will also help recruit APIDA students. Information about the center will be provided to potential/incoming APIDA students and their families about UNM and Asian Pacific American Culture Center's programs and activities that promote successful learning environments.

The APIDA community has also experienced an influx of misinformation surrounding COVID-19. This has led to the increased discrimination and ostracization of minority communities around the world and at the University, specifically among the APIDA community. This has led to the potential harm, discrimination, and blatantly racist acts against individuals of APIDA descent. Specifically, there have been two instances at the University regarding racial insensitivity, xenophobia, and hate crimes since the start of the COVID-19 pandemic. For example, a Chinese international student was attacked with a hate crime at their Lobo Village apartment. Additionally, a professor had a racially insensitive photo as their Facebook profile picture, potentially causing the spread of xenophobia. During this time, the need for a center is dire to ensure that students of APIDA descent are able to receive support and advisement in regard to specific situations.

- 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?**

N/A

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

N/A

- 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 increases for multiple programs/projects, which program/project is your top priority? 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.

N/A

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?

UNM APACC does not currently receive non-SFRB funding. The APACC Student Board will continue to work with the New Mexico Legislature and UNM Administration to find additional sources of funding for the center, however, this will be unavailable for the first year of the center.

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

UNM APACC will continue to work with the New Mexico Legislature and UNM Administration to find external sources of funding, this would not be available for the 2021-2022 fiscal year.

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

N/A

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

As it stands, APIDA students make up at least four percent (4%) of the undergraduate student body. Additionally, APIDA student organizations on campus have some of the highest turnouts at events and have some of the highest average membership.

Additionally, according to Spring 2020 ASUNM Budget Applications:

- 1) Asian American Student Association has 48 undergraduate members and 2 graduate members,
- 2) Bangladeshi Student Association has 27 undergraduate members, and 52 graduate members.
- 3) Bengal United student organization has 55 undergraduate and graduate members,
- 4) Chinese Student and Scholars Association has 100 undergraduate members, 100 graduate members, and 80 unspecified members,
- 5) Filipino Student Organization has 25 undergraduate members, 3 graduate members, and 2 unspecified members,
- 6) Muslim Student Association has 25 undergraduate members, 10 graduate members, and 5 unspecified members, and finally
- 7)

National Asian Pacific American Women's Forum has 10 undergraduate members, and 5 graduate members.

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

UNM students have been advocating for this center for years and will continue to take part in the governance of this center. Within the first year of this center and the construction of this center, the Student Board will continue to help build this center from the ground up.

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

No students are currently employed, however, the SFRB request gives multiple students the opportunity to work for UNM APACC for the 2021-2022 year. In the request, a Graduate Assistant will also provide more jobs to students to build this center.

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.

As this would be the first year of UNM APACC, there is a lot of potential to ensure high visibility to students. UNM has significant participation in APIDA student organizations. Collaboration with these organizations will continue this next year to ensure students are receiving advisement, support, and community, as well as receiving program opportunities.

UNM APACC also plans to collaborate with CEOP and other resource and ethnic centers to create an inclusive environment to help build academic success and retention.

Within this first year, the outlined priorities are:

- Scholarship and Programming Support - Emergency scholarships are provided to undergraduate and graduate students demonstrating a critical financial need. Professional development scholarships support students who participate/present at a professional conference, expanding their professional knowledge. Programming support assists student organizations with event funding. UNM 5: Research & Assessment; Professionalism; Communication

- Peer Mentorship Program "Big/Little" - This program was developed by the Asian American Student Association student organization at UNM's campus. It strategically pairs underclassmen (international or not) with an upperclassman. This benefits incoming students by providing them with valuable information about UNM and develops leadership skills for upperclassmen. UNM 5: Professionalism Communication

-Special Events/ Workshops - Special events that are put together by student organizations and hosted by Asian Pacific American Culture Center to enrich college social experience. Workshops that focus on various important APIDA cultural issues, including, but not limited to student real talks, lectures, forums, and workshops related to APIDA life and experience. UNM 5: Professionalism, Communication, Critical Thinking

-Study Sessions & Study Marathon - Open study areas with tutoring and light refreshments are provided through a student-led collaboration between UNM APACC, CAPS and student organizations. UNM 5: Critical Thinking; Collaboration; Professionalism; Communication

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

Currently, this unit does not collaborate with other campus units as this will be the first year it is a unit.

It is important to note that students that are members of APIDA Student Organizations on campus are highly involved and take on many leadership positions at the university. The Student Board will continue to ensure the support of other resource centers on campus. They will continue to support the current resource centers at UNM, such as African American Student Services, American Indian Student Services, El Centro de la Raza, Women's Resource Center, and LGBTQ+ Resource Center.

For different programming events, collaboration with CEOP and other places on campus will help outreach the goals of this center.

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.

Across the United States, centers similar to the Asian Pacific Culture Center have shown positive statistics involving retention and creating a community on campus. According to the University of Washington study, "Ethnic spaces" at U.S. universities make students from underrepresented minority groups feel a greater sense of belonging and engagement with their campus, new research suggests. Many universities already have designated facilities, such as social areas and cultural centers, specifically for students of color." The University of New Mexico still lacks a center for those of APIDA descent.

Asian Pacific American Culture Centers across the country have seen positive impacts. The University of Southern California's (USC) Student Equity and Inclusion's Survey shares, that

out of the students that participate in the Asian Pacific American Student Services (APASS), 82% believe they are treated fairly and equitably at USC and in the classroom and 94% believe they are treated fairly and equitably at APASS. Additionally, through APASS's resources, programs, and services, 90% feel a sense of value, 83% feel a sense of belonging, 81% perform up to their potential, and 74% found community. 31% of students were first-generation, 37% received the Federal Pell Grant, and 29% are self-identified LGBTQ+.

A similar survey will be taken after the first year of APACC and the center will also keep close track of attendance rates and traffic in the center.

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

N/A

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

As this would be the first year for the Asian Pacific American Culture Center, the committee understands the need for the center to keep track of data and research on the center, in order to progress in the upcoming semesters. This will be a priority in order to request funding in the future from SFRB and the New Mexico State Legislature.

Undergraduates APIDA students across the country benefit from centers similar to this, helping with university retention rates and giving academic support to students. With a center on campus, the committee believes that this will help the University's recruitment efforts to APIDA students across the United States and in New Mexico.

This project has been student-led, the Student Board comprises of:

- Emma Hotz- Co-Director & East Asian & Transracial/Transnational Adoptees Representative
- Jacob Olaguir- Co-Director & Native Hawaiian/Pacific Islander & Mixed Race Representative
- Andy Bui- Marketing Specialist & Southeast Asian Representative
- Jaciel Forbes- Communications Specialist Native Hawaiian/Pacific Islander Representative
- Miles Harris- Community Specialist & Southeast Asian & Mixed Race Representative
- Alina Le- Engagement Specialist & Southeast Asian Representative
- Irene Sananou- Development Specialist & Southeast Asian Representative

- Sahana Ummadi- Educational Specialist & South Asian/Desi Representative
- Helen Zhao- Programming Specialist & East Asian Representative

UNM Administrators & Faculty Advisory Board comprises of:

- Rodney Bowe- UNM Director of Men of Color Initiative
- Kiyoko Simmons- Director of CAELD, Honors College Scholarships & Outreach Manager
- Dr. Tiffany Florvil- Associate Professor of UNM History Department
- Dr. Finnie Coleman- Associate Professor of English Department, Faculty Senate President: African American Studies, and Faculty Senate President-Elect: English Department
- Dr. Shinsuke Eguchi- Associate Professor of Department of Communication & Journalism
- Dr. Jamal Martin- Associate Vice Chancellor for African American Health, Health Sciences Center- Office for Community Health, and Faculty for Africana Studies
- Dr. Mohammad Yousuf- Assistant Professor of Department of Communication & Journalism

<https://www.washington.edu/news/2020/04/27/ethnic-spaces-make-minority-students-feel-at-home-on-campus/>

<https://apass.usc.edu/>

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2021-2022

DEPARTMENT College Enrichment and Outreach Programs
VICE PRESIDENT Eliso "Cheo" Torres

DESCRIPTION	INDEX # 429000					
	A	B	C	D	E	F
	ORGANIZATION OPERATING BUDGET 2019-2020	TOTAL BUDGET 2020-2021 (not including SFRB)	SFRB BUDGET 2020-2021	TOTAL BUDGET 2021-2022 (not including SFRB)	SFRB BUDGET REQUESTED 2021-2022	SFRB FUNDING INCREASE/DECREASE REQUEST 2021-2022
1 Faculty salaries						
2 Staff salaries					48,000	
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ -	\$ -	\$ -	\$ -	\$ 48,000.00	
4 Student (student employment & workstudy)						
5 GA, TA, RA - Pay and Benefits					25,000	
6 Fringe Benefits on Staff & Faculty salary					31,220	
7 TOTAL COMPENSATION (Lines 3-6)	\$ -	\$ -	\$ -	\$ -	\$ 122,219.50	\$ -
GENERAL EXPENSES						
8 Office supplies GEN					3,000	
9 Student Scholarships					1,500	
10 Telecom Charges Gen					1,100	
11 Cellular Charges Gen					480	
12 Voice Mail Box Gen					60	
13 Long Distance Gen					120	
14 Copying/ Printing/ Binding					300	
15 Non-Capital Equipment - Computers					5,000	
16 Computer Software Gen					1,000	
17 Co-Sponsorships					1,500	
18 Food					1,000	
19 Travel - In State					300	
20 Travel - Out State					3,000	
21 Other Supply Costs Gen					600	
22 Books Periodicals Gen					500	
23 Copier Supplies Gen					500	
24 Advertising					500	
25 Postage					100	
26 Professional Services					23,000	
27 Rental Fees General					2,000	
28 Conference Fees Gen					500	
29 Dues Memberships Gen					500	
30 Banner Tax & Foundation Surcharge					1,400	
Equipment Rent Expense Gen					1,500	
32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ -	\$ -	\$ -	\$ -	\$ 49,460.00	\$ -
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ -	\$ -	\$ -	\$ -	\$ 171,679.50	\$ -