

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

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

Julie Coonrod Dean
Dean/Director Title

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\$ 45,563.00 shaikh@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.

Shaikh Ahmad
Submitted By (Print Name)

Julie Coonrod 09/10/2020
Department Head Signature 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**

Executive Summary
Project for New Mexico Graduates of Color
SFRB 2021-2022

The Project for New Mexico Graduates of Color (PNMGC) is a student-led program at UNM that provides peer-mentoring services to all graduate students and directly targets graduate students of color, while also extending its services to undergraduates. PNMGC offers workshops and activities that are coordinated with other student-serving programs, such as the Graduate Resource Center, El Centro de la Raza, and African American Student Services. However, peer mentoring is PNMGC's mainstay service, and it is not formally duplicated by any other student resource available to graduate students. PNMGC mentors students holistically in a positive manner as they progress and complete their program of study. 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, students with disabilities, non-traditional, and academic/research interests, to offer sustained peer support for graduate student success that goes beyond academic advising.

In AY 2002-2003, graduate students of color founded PNMGC to provide underrepresented students like themselves support to succeed in academia and beyond. While some students of color might receive mentoring from a faculty member, PNMGC recognizes that faculty mentorship might not be achieved until later in the graduate process and that such access to mentoring occurs unevenly. A recent survey of graduate students, for example, noted that most non-white students surveyed felt as though they did not have a mentor of any sort in their graduate programming. Moreover, while students might receive faculty academic advising, PNMGC recognizes that social and professional mentoring is also vital when it comes to overall graduate student success, especially for first-generation and graduate students of color. PNMGC provides such holistic peer graduate student mentoring to bridge the gap between available forms of academic advising and the uneven access to faculty mentorship that minority students experience.

SFRB funding increased in the AY 2009-2010 due to the demand from undergraduates to participate in the mentoring program. So, the increased support from SFRB, including ASUNM and GPSA, expanded PNMGC's overall student impact, while PNMGC's growing role in Graduate Studies' outreach and recruitment initiatives further broaden its reach. While PNMGC's programs and events are open to all students, staff, and faculty, the program's design is to serve and empower underrepresented students in academia, particularly in graduate school, when students often encounter departmental isolation resulting from first generation status and the lack of familiarity with the expectations of graduate school. Additionally, the absence of faces that look like theirs contributes to the isolation and perception that no one will understand the cultural nuances that are part of their lives. PNMGC utilizes peer mentorship to make graduate education more welcoming, familiar, and inclusive for those graduate students who might otherwise struggle to find success in their graduate careers or stop out along the way.

PNMGC's funding expansion request is critical to continuing the historical success of our peer-mentoring program and supporting activities, which include outreach, recruitment, professionalization workshops, and new plans to train faculty on minority-student mentoring. PNMGC demonstrates a commitment to students by allocating 100% of its funds towards student scholarships and employment. PNMGC's request for an increase is to begin to restore funding to its previous levels. President Abdallah and the Board of Regents provided restorative funding for AY 2017-2018. Most recently, President Stokes provided additional restorative funding for AY 2018-2019.

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?**

For nearly twenty years, PNMGC has been a student-led program (not student organization) within Graduate Studies working to recruit and retain underrepresented students through ongoing peer mentoring that provides academic, social, cultural, and emotional support. The Program was established by a group of graduate students of color from different departments at the University of New Mexico in 2002-2003, and its goal remains focused on providing resources and support for marginalized graduate students who experience a divide between their cultural, racial, or ethnic backgrounds and the demands of their academic lives. PNMGC has a unique focus on ensuring that its diverse participants have access to the academic resources available on campus along with the cultures of support that lead to greater overall academic achievement and graduate student success.

PNMGC is the only student-led program on campus that provides peer-mentoring services to all graduate students, with particular attention to graduate students of color. There is not another student-led program or formal student organization at UNM that offers PNMGC's services or duplicates the success of its mentoring system at the graduate level. The program emphasizes the inclusion of the various facets of PNMGC's participants to include cultural and economic, first-generation status, gender, sexual orientation, international, and students with disabilities, with the understanding that graduate student success hinges on more than just academic advising; it requires cultural support too, formal and informal mentoring free from departmental conflicts of interest, networking for professional placement, and everyday interactions that reinforce graduate student belonging. PNMGC continually researches the elements of mentorship and issues related to higher education in order to provide the best holistic strategies for students' success, drawing on best-practices for minority student mentorship, studies on closing academic achievement gaps, and examples from similar programs across the country.

PNMGC's mission emulates the University's commitment to diversity in retaining graduate students of color through ongoing peer mentoring and provision of academic, social, cultural, and emotional support. Through workshops and social dialogues (i.e., 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, the Black History Month art exhibition was attended by UNM students, staff, faculty, and community members. Additionally, a significant number of international students participate in the program, which enriches and diversifies the experiences. An example of leadership and academic development was the Diplomat in Residence workshop facilitated by Laura Gritz which highlighted careers in the United States Department of State while encouraging students to pursue careers abroad. Another example of the diverse offerings provided by PNMGC was the Critical Reflection of Our Education social dialogue and workshop facilitated by Eduardo Esquivel-Gonzalez of the New Mexico Dream Team which focused on education for immigrant students in the International district, while discussing different perspectives in order to design an integrated school system for these students.

Additionally, PNMGC focuses on a pipeline preparing undergraduate students for success in graduate school and is increasing its outreach and recruitment activities in coordination with Graduate Studies' minority student recruitment initiatives. At the undergraduate level, PNMGC provides mentoring from graduate students in an effort to facilitate undergraduate application to graduate school. This includes helping students select a program; walking them through the application process; and reviewing funding information. However, because PNMGC offers more than academic assistance, graduate mentors also advise undergraduates about the culture of graduate education, its expectations, challenges, and avenues toward success. PNMGC also participates in recruitment events during visits from national universities. The visits are mainly from universities within the region and regularly include students from the eight federally funded TRIO programs that provide support for students from disadvantaged backgrounds. Veterans, tribal, and other programs have also visited UNM with an interest in graduate school, and in all cases, PNMGC explains graduate programs; summarizes academic and financial support provided; and participates in a panel to answer questions about the graduate school experience. PNMGC also has an offshoot program at UNM Valencia in an effort to recruit the Valencia students to attend main campus for graduate study and plans to enhance its outreach by participating in Graduate Studies' use of the National Name Exchange and McNair Scholars databases to target and recruit minority students nationally. It also serves as the main mentoring platform for the newly launched UNM-Sandia National Labs Minority Graduate Student Success Program, which specifically targets, recruits, and admits minority student interns at the Labs for comparable programs of study in the School of Engineering.

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. The matching process allows students to select specific criteria for the pairing of mentor/mentee such as one's first language, cultural background, gender, or academic interest. Over the past several 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. In AY 2019-2020, 182 mentors and mentees participated in the program, which is 7.5% more than 2018-2019 academic year. A major outcome of the mentoring program has been the successful program completion of numerous graduate students of color. We plan to enhance the reach of the Peer Mentoring Program by offering student-led workshops and seminars to inform and better train faculty to mentor minority graduate students.

PNMGC annually sponsors workshops and social dialogues on a variety of topics and concerns relevant to the program participants. The events focus on social justice work, conversations around equality, and making UNM campus a more equitable space for all. For example, PNMGC organized the Black History Month art exhibition event in collaboration with Africana Studies, African American Student Services, and the Department of Fine Arts. This art exhibit was a rarity as historically throughout the country public funded and university museums exhibitions exclude Black, Indigenous, and Brown artist and their work. The exhibit provided an opportunity for inclusion where learning and expression occurred with the communication of interests, views, and concerns were presented via oral poetry and

visual art. One hundred and fifty faculty, staff, students, and community members attended, and while the current Covid-19 crisis might curtail similar, large social gathering events, PNMGC plans to enhance its program reach through Zoom seminars, webinars, and virtual workshops that could invite a larger number of faculty to present and participate.

Each semester PNMGC works to build and maintain an on-campus community with its recruitment, collaboration, and networking events, and this year PNMGC plans to enhance its student reach by incorporating more outreach and recruitment initiatives in coordination with Graduate Studies, from actively engaging in first contact outreach to providing Zoom-room chats for potential graduate students who cannot physically visit campus. PNMGC will formalize recruitment programming in addition to its annual Welcome Back and the End-of-Semester celebrations. These events provide the participants the chance to meet other students in various disciplines and with different research interests, creating opportunities for building and maintaining meaningful peer relationships in academia, after graduation, and throughout life. Due to the COVID-19 pandemic, the events were moved to remote with the cancellation of the End-of-Semester Celebration. Typically, the scholarships are awarded at this event, but the awarding occurred early in the semester to aid in the burden the pandemic created on students' finances. The 46 student scholarships helped participants who were experiencing economic hardships while trying to finish their semester.

The Faculty of Color Awards (FoCAs) take place each spring at a ceremony that honors two faculty members in the areas of student mentorship and all-around assistance/support. FoCAs are the only forms of student-led recognition of faculty of color at UNM who contribute to the advancement of emerging scholars and educators. While there are other campus teaching awards, 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 2020-2021 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 or promotion criteria. PNMGC offers two FoCAs. The all-around award recognizes faculty who support, guide, and provide opportunities for graduate students of color to conduct research and attend or present at national conferences; these faculty understand issues students of color experience in relation to the marginalization that can occur in departments, and they promote all around degree completion. The mentoring award recognizes faculty who support and guide students through the graduate school process and who understands the issues students of color experience in relation to the marginalization that can occur in graduate school. This year, the award recipients were Dr. Rosa Vallejos Y for all around, and Dr. Patricia Rosas Lopátegui for mentoring. In both cases, they were student-nominated and student-selected, unlike other campus awards.

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

The balance forward of SFRB funds from 19-20 is \$398 and the balance forward from Instruction and General is \$12,325.88. The balance forward funds will cover the budget cuts to the SFRB allocation and the I & G allocations. Additionally, the balance forward funds will help to defray the costs of graduate

student health insurance that, as of 2020-2021, will be charged directly to the departments and not through the fringe benefit pool.

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

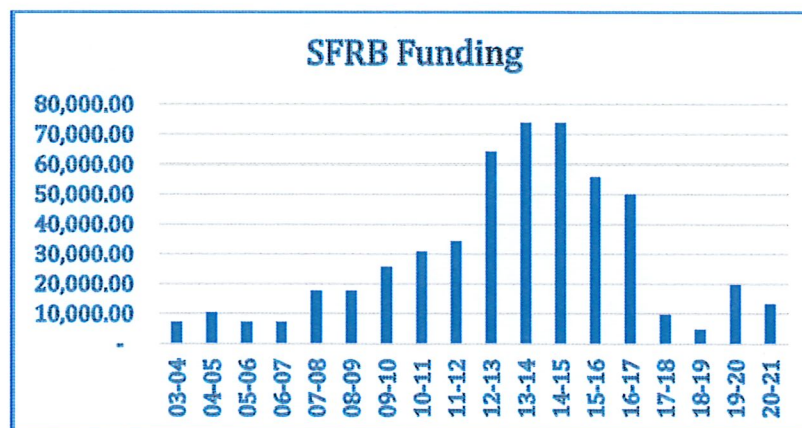
AY 2020-2021 SFRB fees of \$13,371 (recurring funding), PNMGC will provide:

- Scholarships AY 2020-2021 \$13,869
(included \$398 reserves from 19-20)

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.

PNMGC has experienced a continued decrease in funding from SFRB over the past 7 years. The highest decrease to funding was a ~87% decrease for the 17-18 funding year compared to the highest funding year 14-15. The highest funding level from SFRB in the 14-15 AY and the lowest in 18-19 AY resulting in a decrease of ~93%.

In comparison, the funding for 20-21 AY decreased at ~82%. For the 17-18 AY and 18-19 AY, the UNM President provided funding to support PNMGC and Graduate Studies. In addition, during these years, PNMGC received support from carry forward funds from Graduate Studies. For the 19-20 AY, the current UNM President did not provide any funding support; however, Graduate Studies carry-forward funding was provided but is being depleted rapidly due to numerous budget cuts. Despite the rapidly depleting carry-forward funds, Graduate Studies remains committed to supporting PNMGC because it is the only student-led program on campus that focuses on graduate student mentoring as a pathway toward success. Thus, PNMGC is requesting an increase to \$45,463 for the 21-22 AY to support the graduate assistants and student participant scholarships. Without the increase in SFRB support, PNMGC may be forced to eliminate the scholarships for undergraduate participants.



PNMGC is requesting an increase in funding to pay a project assistant's salary. Graduate Studies provides the majority of the graduate students' assistantships from their balance forward, but with the continued erosion due to increased budget cuts, this is becoming challenging. The graduate assistantship positions have been cut due to the COVID-19 budget cuts, and to avoid further cuts, the support from SFRB will be vital. Along with the normal program-related duties, Project Assistants will be asked to enhance further graduate student outreach and recruitment initiatives and to launch new programming on training faculty to better mentor minority students.

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 20-21 AY, Instruction and General funds of \$24,777 and balance forward of ~\$12,600. The balance forward relates directly to the decrease in the scholarship amounts provided for the spring 2020 semester. The I & G funds, including the carry forward, have been budgeted at 65% for the scholarships. The balance will fund programmatic efforts. Graduate Studies will provide the funding for the assistantships, including student salary, tuition, health insurance, etc. with the increase in health insurance of 19% and tuition of 2.5%. While Graduate Studies is committed to support graduate students, the depletion of the carry-forward funds makes it increasingly untenable to fund PNMGC assistantships to maintain, let alone improve, its demonstrated effectiveness at graduate student success.

An application for Research and Public Service Project (RPSP) funds is currently in progress, but due to anticipated budget cuts within the state for the 21-22 budget year, funding is not expected for any new RPSP proposals. Additionally, an anticipated call from the US Department of Education for the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) funding grant will include funding for PNMCC.

PNMGC has established and is currently maintaining a foundation account to receive donations in support of student scholarships, and one of its goals for the year is to increase the visibility of the fund at community events and find ways of growing public, community, and private-sector donations to bolster the endowment.

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

PNMGC is not a formal student organization. Instead, it is a student-led program housed in Graduate Studies. 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; on 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 training and peer relationships. Although all events are open to anyone and everyone, they are focused on developing the overall students' experience.

PNMGC is vital to graduate student recruitment within Graduate Studies and for the university as a whole. PNMGC serves as hosts for campus tours and presentations for undergraduate students from different universities to encourage them to attend UNM and to support the university's recruitment efforts. In the upcoming year, PNMGC will become more active in Graduate Studies outreach and recruitment programming, from serving as first-contact points to hosting Zoom-room chats with prospective graduate students. Graduate Studies and PNMGC envision graduate students in such events as vital to improving minority student graduate admissions.

Student Decision-Making

All programmatic efforts are student-led in collaboration with departmental leadership, including the Dean and Associate Dean of Graduate Studies. As a student-led program, graduate assistants are the decision-makers, which in turn allows the graduate project assistants to 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 growth, 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. The 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 2.25 FTE for graduate assistantships. This has been decreased to 1.75 for the 20-21 AY.

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." The PNMGC

graduate assistants successfully facilitated campus tours for the members of the 2020 WAGS conference hosted by UNM Graduate Studies in Albuquerque, New Mexico. For the future, PNMGC intends to participate in the 2021 WAGS conference, while exploring other conference opportunities to promote our peer mentoring model. PNMGC also plans to launch seminars, workshops, and programming designed to train faculty to better mentor minority students of color.

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. For the future, PNMGC is searching other social media platforms to stay current with the latest trends in communication such as TikTok and Twitter. 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.

During AY 2019-2020, PNMGC transitioned to Google and Microsoft forms instead of the management mentoring software MentorCore. These online tools allow for cost-efficient data collection and storage processes while improving flexibility and security. By undertaking this transition process, PNMGC has been able to revisit and update each document within the data collection process, including the beginning of the semester mentee and mentor application, the monthly mentor session tracking form, and the end-of-semester scholarship application. The beginning of the semester mentee and mentor application 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. PNMGC focuses on quality improvement of the programmatic services. Each semester the program receives feedback from the monthly mentor session tracking form, and the end-of-semester scholarship application. This helps PNMGC to improve the implementation of its core-mentoring mission by incorporating members' advice with the selection of future topics and locations for workshops and social dialogues. In addition, the PNMGC website has been redesigned to provide an avenue for the program's documents to be accessible for its members.

In response to the COVID-19 pandemic, PNMGC will offer the same quality workshops, social dialogues, and mentoring but adapting to the new way of doing business. All events will be available via Zoom and the orientation sessions will also be through Zoom. PNMGC will work to enhance its online programming, however, by reaching out to various faculty and other collaborators to diversify some of the offerings.

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

While PNMGC is the only program to offer graduate peer mentoring, its overall mission for graduate student success overlaps with a variety of on and off campus entities. PNMGC consistently works to establish campus collaborations within university departments, programs and organizations, branch campuses, and with local school districts. Through collaboration with other departments and programs, PNMGC increases its visibility and accessibility to students across campus. For example, during the last fiscal year, the PNMGC organized events with the NM Dream Team, the Fine Arts department, the Africana Studies program, the African American Students Services, the UNM Diplomat in Residence, the Farmworkers' Awareness Week planning committee, the UNM Career Services Center, the Graduate Resource Center, the Graduate and Professional Student Association, El Centro de La Raza, the

Women's Resource Center, the Global Education Office, the Men of Color Initiative, the Center for Financial Capabilities, the Community Engagement Center, the Student Action Network, the Native American Leadership in Education program, and the College of Education.

The establishment of new community collaborations via campus tours with the East Mountain High School, the New Mexico State University Trio Program, and the University of South Dakota increases access and visibility for not only PNMGC but other departments and campus resources as well. Additionally, maintaining an ongoing collaborative community partnership with Washington Middle School encourages community engagement, and it establishes the university setting as a place of belonging for under-represented, under-served students in our community. This partnership includes providing tours, presentations, and activities when the students are visiting the campus. Through these activities and others, PNMGC is able to increase visibility and accessibility to address our strategic areas including needs within and outside of the state in academic settings. In addition, these widespread community engagement efforts support academic success by providing leadership and philanthropic opportunities for students.

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 each peer mentoring relationship, obstacles, successes, and ways in which the program can be improved. For the past semester, a combination of Google and Microsoft forms, the website, and the grad peer email have been used to manage the mentoring program. These tools make the matching process convenient for the graduate assistant team to overlook recording of mentor sessions, tracking of partnership progress, and the access of mentorship-based resources. The users are able to track monthly progress with their mentor or mentee including the topics discussed, and the goals set for the mentoring partnership. Through the website and the gradpeer UNM email, applicants can stay informed with resources, online training, and programmatic updates.

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. 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 a combination of Google and Microsoft forms, the website, and the gradpeer email 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. For instance, two feedback quotes received from participants in the mentorship program for the spring 2020 semester, included "It was great to have a mentee that appreciated and noticed the effort I put in to help him. He is great and I have high hopes for him." Another is, "Even though I was only in the program for a short period of time, I really like the enthusiasm and willingness of the mentor to try and guide me in my education, and also her just interacting with me as a friend." These quotes highlight how the PNMGC program provides academic success for students through social support, networking, and mentorship.

These methods are shown to be effective from the programmatic history dating back the past 19 years as PNMGC has supported the retention and completion of student's pursuit of academic excellence and post-university success. Additionally, the effectiveness of the program is showcased on the PNMGC website with the alumni spotlight. Each month, a picture and bio of the alumni's overview of research or career achievements are posted on a rotating banner located on the main page of the PNMGC website. The alumni spotlight allows current participants to be inspired by the successes of previous PNMGC members while providing an avenue for networking through the connection of students and professionals.

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 2020-2021 SFRB funding deliberations, no formal recommendations were provided to PNMGC for future consideration and planning. Nonetheless, we have incorporated two strategies to broaden the impact of PNMGC's reach: 1) increased role in graduate student outreach and recruitment; 2) enhanced programming to train faculty to mentor minority students.

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

The program's unique structure has helped PNMGC 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 program within the UNM community in supporting students' academic progress, retention, and graduation. For these nearly two decades of growth as a program, PNMGC has been actively creating bridges between students and on-campus resources while serving 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. These achievements and accomplishments are further supported with the additional highlights of the PNMGC alumni's successes shown by the program's alumni spotlight on the website. PNMGC stands proudly in its mission to continue supporting and encouraging students towards their higher education dreams and goals for the future while integrating engagement and creating leaders within the community.

The recent pandemic has changed the landscape for all of us, with Covid-19 severely impacting communities of color in particular. For instance, a list of identified risk factors has been determined or suggested as causes for the COVID-19 infection and eventual hospitalization and death rate among racial-ethnic minority groups including discrimination, educational income, wealth gaps, housing, and healthcare access (CDC, 2020). Moreover, in April, the reported mortality rates from the Center for Disease Control and Prevention (CDC) COVID-19 results revealed that 34% of confirmed cases were reported as Black Americans despite being only 13% of the total population (Fortuna et. al 2020). Additionally, Latinos and Hispanics were found to have similar statistics, while Native Americans were often included in the "other" category.

Lastly, in a UNM survey collected from 1,195 Latino adults, results found the following percentages of participating families were experiencing economic-based impact factors (Sanchez et. al 2020), which included job losses (29%), business losses (33%), issues with current housing payments (41%), and underemployment (52%).

For the Spring 2020 semester, due to the COVID-19 pandemic the end-of-semester scholarship was disbursed early by funding partial scholarships. One student wrote “I want to thank PNMGC and the staff for supporting, guiding, and providing valuable resources to me and my peers. I am thankful for the opportunity.” The scholarship was a small way of making a big impact for this student.

The pandemic is not the only thing besetting students of color, however. The nation’s racial climate, the escalating tensions across different groups, and the startling number of incidents of police violence against people of color have created a crisis as widespread as Covid-19, and minority students across the country are increasingly on the front line of social change and calls for social justice. They are also on the front lines of feeling the nation’s stress, anger, and frustration with our current political and cultural climate. Now is the time for universities like UNM to make sure our students of color in particular feel supported not just in their academic goals but in their goals to make our society a better place to be a person of color. 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, students with disabilities, non-traditional, and academic/research interest. Through this process, students are able to connect 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.

References:

<https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>

<https://psycnet.apa.org/fulltext/2020-37320-001.pdf>

<https://news.unm.edu/news/covid-19-is-having-a-devastating-economic-impact-on-latino-families>

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2021-2022DEPARTMENT Graduate Studies - PNMGC
VICE PRESIDENT James Holloway

INDEX # 457107

	DESCRIPTION	A ORGANIZATION OPERATING BUDGET 2019 - 2020	B TOTAL BUDGET 2020 - 2021	C SFRB BUDGET 2020 - 2021	D TOTAL BUDGET 2021 - 2022	E SFRB BUDGET REQUESTED 2021 - 2022	F SFRB FUNDING INCREASE/DECREASE REQUEST 2021 - 2022
1	Faculty salaries	-	-	-	-	-	-
2	Staff salaries	-	-	-	-	-	-
3	SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	Student (student employment & workstudy)	-	-	-	-	-	-
5	GA, TA, RA - Pay and Benefits	65,000.00	69,000.00	-	81,000	25,563	
6	Fringe Benefits on Staff & Faculty salary	-	-	-	-	-	-
7	TOTAL COMPENSATION (Lines 3 - 6)	\$ 65,000.00	\$ 69,000.00	\$ -	\$ 81,000.00	\$ 25,563.00	\$ 25,563.00
	GENERAL EXPENSES						
8	Scholarships	30,000.00	30,000	13,471	30,000	20,000	
9	Software	1,000.00					
10	Printing	40.00	40		40		
11	Foundation Charges	300.00	300		300		
12	Banner Tax	250.00	300		300		
13	Telephone/Long Distance/ Voicemail	480.00	480		480		
14	Printer	360.00	360		360		
15	Supplies	2,000.00	2,000		2,000		
16	Fringe Benefits for Graduate Students		12,943	see line 17			
17	being charged directly to departments as of 20-21						
18	21-22 this charge added to line 5						
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
32	TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 34,430.00	\$ 46,422.72	\$ 13,471.00	\$ 33,480.00	\$ 20,000.00	\$ 6,529.00
34	GRAND TOTAL EXPENSES (Line 7+32)	\$ 99,430.00	\$ 115,422.72	\$ 13,471.00	\$ 114,480.00	\$ 45,563.00	\$ 32,092.00

Form C

External Funding Sources

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

DEPARTMENT Graduate Studies / Project for NM Graduates of Color

VICE PRESIDENT James Holloway

INDEX(es) # 457107

STUDENT FEE REVIEW BOARD

FISCAL YEAR 2021-2022

FUNDING SOURCE	2020-2021	2021-2022	Funding Increase
	BUDGET	FORECASTED BUDGET	Request for 2021-2022
1 Student Fee Review Board (SFRB)	13,471	45,563	32,092
2 UNM Instruction & General	24,777	23,000	(1,777)
3 Private Donations			-
4 Fundraising/Foundation/Development			-
5 State Funding			-
6 Federal Funding			-
7 Grants (including federal and private)			-
8 Self-Generated Revenue			
9 Graduate Studies Funding (Reserves)	77,175	45,917	(31,258)
10 If Other(s), please list below:			-
			-
12			-
13			-
14			-
15			-
16			-
17			-
18			-
19			-
20			
21			
22			
23			
24			
25			-
26			-
27			-
28			
29			-
30			-
TOTAL OPERATING INCOME/REVENUE	\$ 115,422.72	\$ 114,480.00	\$ (942.72)

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