



## Funding Application for Fiscal Year 2022-2023

\_\_\_\_\_  
Name of Unit

\_\_\_\_\_  
Dean/Director Title

\_\_\_\_\_  
Campus Address

\_\_\_\_\_  
Campus Phone

\_\_\_\_\_  
E-mail Address

\_\_\_\_\_  
Alternate Email Address


\$ \_\_\_\_\_  
Total Amount Requested

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.

\_\_\_\_\_  
Submitted By (Print Name)

  
\_\_\_\_\_  
Department Head Signature Date

Please submit an electronic version of this application via email to [SFRB@unm.edu](mailto:SFRB@unm.edu)

**DUE DATE: September 10, 2021, at 11:59 PM**

\*Late applications will not be considered

Student Fee Review Board 2022-2023  
Executive Summary  
*American Indian Student Services (AISS)*

*“Providing opportunities that enhance the ability of American Indian students to be successful.”*

Serving as the primary student support service program for prospective and enrolled Native students at The University of New Mexico-Main Campus; American Indian Student Services – established in the 1980-1981 academic year – has specialized in the creation and implementation of programmatic initiatives providing academic, cultural, and social support to ensure Native student success. Leading American Indian recruitment and retention efforts, developing student leadership opportunities, and strengthening partnerships with New Mexico tribal constituencies are components of the department’s work that provide for positive impact on student success.

Additionally, AISS provides a suite of general operating functions including, but not limited to:

- Academic Advisement
- Scholarship Advisement & Assistance
- Peer Mentorship
- Leadership Development
- Volunteerism
- Cultural Programming
- Computer & Printing Pod
- Community & Service Learning
- Financial Aid Counseling & Training
- Advocacy
- Tutoring
- Crisis Intervention & Support

**Funding:** SFRB resources are earmarked to support 100% of the professional development and leadership skill-building opportunities of the entire *AISS Program Success Leader team* and *American Indian Summer Bridge Program Residential Advisors & Academic Tutors*, and .40 FTE of the one of the department’s *Student Success Specialist, Sr.* positions. The remainder of SFRB allocations provide: 1) A investment in the advancement of the *AISS Ambassador Program*: AISS’ primary student development and retention initiative that supports a framework for advancing student success and leadership; 2) Operational supplies and materials necessary for implementation of programmatic initiatives; and 3) Financial resources to supplement student costs for attendance at education conferences, international exchange experiences, and emergency and special circumstances not covered in financial aid/scholarship budgets or cost(s) of attendance. In light of the COVID-19 pandemic, AISS continues to diversify its scope of operations - offering remote services and developing new web-based programming in addition to consistent in-person campus availability. The 2020-2021 academic year resulted in the cancellation of significant in-person programs supported by SFRB resources. As has been the case for the past decade; AISS seeks additional/alternative financial resources to support its mission and work.

**2021-2022 SFRB Request:** AISS is requesting a full restoration to the FY16 SFRB allocation level for FY23. The requested allocation will allow the continuation of programming that plays a major role in the recruitment & retention of UNM American Indian students, a fundamental element of the original establishment of AISS. The proposed increase will provide crucial support for the continually-expanding AISS Ambassador Program – which experienced a 300% increase from FY20 to FY21. Since returning to 100% in-person operations in August 2021, AISS has enhanced hybrid (in-person & virtual) services and programs to an even greater level than those initiated in March 2021. AISS has previously requested an increase in SFRB funding –for FY18, FY19, and FY20 – primarily to support a *permanent* Special Circumstances/Emergency Scholarship fund without success. Despite University-wide enrollment declines since Fall 2017, American Indian enrollment at UNM-Main Campus has proportionately increased since that time as a *direct result* of AISS targeted recruitment & outreach efforts. An increase in SFRB funding is imperative. Please note that American Indian Student Services has not received an SFRB allocation increase since FY15 and, in fact, has experienced a decrease of \$34,897 in SFRB resources since FY16, despite consistent demonstration of programming success and increases in American Indian student enrollment.

Student Fee Review Board  
2022-2023 Application Questions  
*American Indian Student Services (AISS)*

**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.**

Since its establishment 40 years ago; the creation and implementation of numerous support services and programmatic initiatives providing academic and cultural support that ensure success for UNM Native students is constantly evolving at American Indian Student Services (AISS). Supporting the empowerment of tribal citizens and striving to enhance the quality of life in Indigenous communities by producing quality academic and student support services, meaningful cultural programming, and distinctive constituent relationships are the central focus of AISS.

AISS' commitment to further the UNM2020 Strategic Plan that connects, aligns, and activates the University's mission, vision, values, and strategies, as well as actively & currently participating in the UNM2040 Steering Committee is deliberate and intentional. AISS places particular priority on the perspective of students, namely contributing to the effort to Prepare Lobos for Lifelong Success. The AISS Ambassador Program, Program Success Leader Program, High School Junior & Senior Visitation Recruitment/Outreach programming, American Indian Heritage Month events, year-round academic student support programming, and Nizhoni Week activities sustain and demonstrate the department's commitment to bolstering the graduation rate above 25% and contribute to improving 3<sup>rd</sup> semester retention. Most every programming effort is connected to areas where the University has seen achievement, including the retention and graduation of UNM's American Indian students. In addition to, and like the University's strategic achievement, the American Indian Summer Bridge (AISB) Program is the primary example of the department's focus on better preparing UNM American Indian first-year students for college success and impacting retention.

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

AISS efforts are distinct in the following ways:

- Educating the University about the changing needs of Native students and their roles as members of the University community and members of distinct tribal communities. Currently, AISS provides support and service to UNM students representing over 125 tribal affiliations.
- Creating an environment that seeks to meet the needs of Native students in a culturally sensitive and relevant manner.
- Implementing numerous individual and group activities as opportunities for social interaction with special emphasis on cultural issues and history relative to Indigenous groups and communities.
- Providing guidance, advisement, and assistance for the acquisition of tribal, institutional, and/or private forms of financial assistance and scholarships that are uniquely available to American Indian students and completion of Tribal Financial Needs Analysis processes. AISS created the FAFSA-FOR-U initiative to further support students' quest to access additional cost of attendance financial resources.

- Official contact for the New Mexico Tribal Higher Education Consortium Directors for end-of-semester academic success and enrollment reporting.
- Coordination of meaningful consultation with 24 Sovereign Nations: the 20 Pueblos of New Mexico, the Navajo Nation, the Jicarilla Apache Nation, the Mescalero Apache Tribe, and the Fort Sill Apache Tribe, as well as their respective Tribal Higher Education Programs.
- Management oversight of the awarding of the UNM-MOU Undergraduate Tuition Scholarship and Graduate Student Stipend initially created in 1994 by the establishment of a Memorandum of Understanding between New Mexico Tribes and The University of New Mexico.
- Serving as a liaison for Native students attending local high schools and schools located on or near tribal reservations; tribal governments; and tribal higher education programs and/or organizations that directly impact the recruitment and retention of American Indian students at The University of New Mexico.
- Oversight and implementation responsibility for the American Indian Summer Bridge Program, the institution's premier Native student retention initiative.
- Selection and awarding of UNM General Scholarships funded by thirty-two (32) endowments earmarked and established to support Native students.

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

New Mexico is home to twenty-four tribal nations (20 Pueblos, the Navajo Nation, the Jicarilla Apache Nation, the Mescalero Apache Tribe, and the Fort Sill Apache Tribe), with American Indians comprising approximately 11.0% of the state's total population. While the UNM-Main Campus American Indian enrollment (approximately 9% of the entire student body) has not yet reached parity with the state's demographic, it enjoys the largest American Indian student enrollment in comparison to other State Flagship Carnegie designated Highest Research Universities.

The establishment of American Indian Student Services resulted from a University climate that, at that time, appeared to have a lack of both genuine understanding and commitment to advancing the educational experiences of Native students. Through its numerous academic, student support service, financial, social, cultural, recruitment, and outreach programming; AISS contributes significantly to UNM's diversity and Inclusive Excellence by actively participating – and engaging others – in bringing diverse worldviews together and providing access to numerous avenues of learning and interaction. American Indian students at UNM represent significant range with respect to tribal affiliation, abilities, perspectives, and aspirations.

**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?**

- Professional Salary and Fringe Benefits: approximately \$27,131 is earmarked for the Student Success Specialist, Sr. position and represents 28% of the total FY22 request. No change is anticipated unless state mandates regarding salary increases and/or UNM Collective Bargaining processes dictate an increase change. (Note: SFRB funds support .40 FTE respective to this position – the AISS I&G resources finance the remaining .60 FTE)

- Student and Temporary Staff Salary: approximately \$26,787 will support employment costs for four (4) AISS Program Success Leader staff and the American Indian Summer Bridge Program student staff, consisting of three (3) Residential Advisors and two (2) Math & English Academic Tutors for the American Indian Summer Bridge Program and reflects approximately 27% of the total FY23 budget. **\*\*Please Note:** The drastic reduction in the FY22 allocation has forced AISS to reduce the Program Success Leader staff from seven (7) positions in FY20 to four (4) for FY22.
- Student Events & Programming/Outreach/Professional Development Costs: a total of \$23,000 is earmarked for line items 45Z0 (General Student Costs), 31B0 (Food F&A Unallowable Gen), and 63B0 (Rental Fee Gen), 31C0 (Membership Dues), 3800 (In State Travel Gen), 3820 (Out of State Travel Gen), 6350 (Promotional Exp) and 63A0 (Conference Fees Gen) – this reflects expenses specific to implementing the AISS Ambassador Program, American Indian Senior Day, American Indian Junior Day, and American Indian Convocation programming costs; student attendance at education conferences (registration fees, travel, hotel, supplies/materials), and international exchange/study abroad experiences – this represents approximately 23% of the total FY23 request.
- Special Circumstances/Emergency Scholarships: \$13,500 is earmarked for line item 4060 (Scholarship/Fellowships) for expenses not covered in financial aid/scholarship budgets or cost(s) of attendance, but necessary to maintain enrollment & progression to degree completion. This proposed initiative represents approximately 14% of the total FY23 request and is a continuing – but never funded – request for the past five (5) SFRB Application cycles.
- General Office Supplies/General Promotional/Operation Costs: it is anticipated that \$2,132 (approx. 2% of the total FY23 request) will be utilized to cover supplies and materials to support all recruitment, outreach and campus visit initiatives, AISS Ambassador Program, cultural programming; and partial support of student organization activities and events.
- Computer Software/Supplies: budget line-item 3189 was initially incorporated into the AISS-SFRB budget during the 2010-11 cycle, per specific recommendation that a minimum of \$3000 be incorporated as a recurring portion of the overall SFRB budget. Upgraded/replacement laptop computers purchases were completed in Spring 2021 with the FY21 SFRB allocation and represents 3% of the total FY23 request.
- Non-Student Operating Costs: these costs, inclusive of line items 69Z0 (Other Professional Services Gen) and 80K2 (Foundation Surcharge), are anticipated at \$2700 and represents less than 3 % of the total amount requested for FY23.

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

The FY21 SFRB balance forward of \$16,059 will be utilized for line item 4060 (Scholarships Fellowships Gen) as well as anticipated expansion costs for the *AISS Ambassador Program* in academic year 2021-2022. The balance forward results from a number of shifts culminating directly from COVID-19, including, but not limited to: 1) the shift of the 2021 *American Indian Summer Bridge* (AISB) Program to a Fall 2021 semester-long experience and the resultant hiring cancellation of AISB Residential Advisors and Academic Tutors, 2) the cancellation of the *American Indian Convocation*, originally scheduled for May 2021, 3) the shift to online, web-based formats for *AISS Ambassador* activities, 4) and the inability to financially support and hire

a full *Program Success Leader* staff for the entire 2021-2021 academic year due to the University's remote operations.

**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.**

The increase of \$34,897 is requested to restore SFRB funding back to FY16 funding levels. An increase in SFRB funding will allow programming to return to more robust student engagement, leadership development activities, and academic, cultural and social events to enhance peer-to-peer networking. This is particularly the case with the *AISS Ambassador Program*, which experienced a 300% increase in participants in academic year 2020-21. The year-long program utilized available resources to participate in targeted American Indian outreach & recruitment events, personalized academic & financial aid advisement sessions, engagement in a wide range of skill-building, leadership development, and wellness workshops. An allocation increase will also support the Special Circumstances/Emergency Scholarship initiative. This initiative is vital to students who experience financial emergency & hardships that fall outside of standard costs of attendance. Finally, the return to 100% in-person operations calls for a larger Program Success Leader (PSL) team. The increase will support the salaries of four PSLs, who are tasked with front desk operations, programming support, and peer-to-peer advisement.

**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?**

- Instruction & General Funds: \$260,628
- RPSP Legislative Appropriation: \$398,100

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

While the current AISS FY22 Instruction & General Funds reflects an increase from FY21, in reality, it is simply a redistribution of Fringe Benefit resources directly to the department that had previously been paid through the University's central budget structure. RPSP Legislative Appropriation resources are anticipated to remain flat for FY23.

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

Completed and attached.

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

AISS defines student participation by virtue of the number of students that are officially registered (i.e. have a completed Student Data Form on file) with the department. For the 2020-2021 academic year, approximately 300 students were officially registered with the average

number of distinct individual *in-person* student visits to AISS per month being approximately 47. Service type(s) and total number of student visits recorded by *Lobo Check-In* and other in-house tracking methods, include:

<u>Service Type/Use</u>	<u>Total Number of Visits</u>
• Advisement (academic/fin aid/scholarships)	11
• Student Support Services	148
• Tutoring/Studying	6
• Computer Use	52
• Fax/Copier/Phone Use	303
• Socializing & Networking	298
• <b>TOTAL</b>	<b>818</b>

General programming is an opportunity to expose students to events, faculty, peers, and the overall campus environment in an effort to inspire commitment to becoming actively involved at AISS. Collecting accurate participant numbers is fairly challenging since registration or sign-in processes are generally voluntary. Despite the shift to virtual programming for the 2021-2022 academic year with voluntary sign-in included:

- 120+ students participated in Fall 2020 virtual AISS Welcome Back.
- 200+ students participated in 2020-2021 AISS virtual social events collectively.
- During the 2020-2021 academic year 66 middle, high school, and community events were attended by AISS staff, throughout New Mexico and Arizona. Of those engagements, 40 were virtual. Those visits resulted in 2372 direct prospective student contacts, as reflected by completed American Indian Student Services Interest Cards. Despite the recruitment & outreach efforts being limited to virtual formats due to the COVID-19 pandemic, direct contacts nearly tripled in 2020-2021 as compared to 2019-2020.

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

Electronic surveys via *Opinio & Formstack* and in-platform surveys (Facebook & Instagram) allow students opportunities to provide perspectives regarding AISS programming effectiveness and impact. Continued efforts for the 2021-2022 academic year include: 1) promoting AISS services more broadly across campus and increased use of social media, and 2) early connection with American Indian freshman students. Additional efforts include: 1) advanced and increased utilization of marketing and outreach to students via AISS social media platforms (Facebook, Twitter, Instagram, Snapchat, & AISS Website) with specialized pages & communities developed for the American Indian Summer Bridge Program, AISS Ambassador Program, and FAF\$A-FOR-U programming.

Additionally, students have decision-making input and involvement opportunities by responding to announcements, ideas, and/or requests made by AISS and distributed via the AISS list-serve, AISS social media platforms, or through announcements posted on-site at American Indian Student Services. Students also participate in hiring selection committees for both professional and student staff positions, as appropriate. As a result of strong commitment to UNM Native chartered student organizations, AISS also requests and receives student input when proposing new programming; as well as sponsoring efforts developed by each respective organization. Finally, the department’s Program Success Leaders are involved in daily operations of the department and have significant decision-making input.

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

In FY21, AISS employed only one Program Success Leader. With gradual and eventually full return to 100% in-person operations, one (1) additional Program Success Leader was hired during the Summer 2021 term. AISS anticipates hiring a maximum of four (4) PSLs for FY22. Normally, AISS and the AISB Program employs five (5) American Indian Summer Bridge Program student staff comprised of three (3) Residential Advisors and two (2) English & Math Academic Coaches/Tutors however, due to the COVID-19 pandemic, the 2021 AISB Program was cancelled and the anticipated team was not hired. Program Success Leaders perform a wide range of customer service functions as part of front desk operations and serve as first point of contact for visitors and/or callers to the department. Responsibilities include varied levels of peer advisement; planning & coordination of social and cultural events under the supervision of professional staff; serving as presenters and campus tour guides for individual prospective students, visiting families, and large school groups; and video and media projects specific to recruitment and retention efforts.

Advanced Program Success Leader duties and responsibilities include planning, implementing, scheduling and evaluating programming events (i.e. orientation, training, workshops, student support services, professional development, and social events); managing program activity, databases, and listserv; completing comprehensive scholarship searches for inclusion on the AISS website portal informing students of private, institutional, and tribal funding resources; maintaining daily social media updates; a variety of customer service functions when assigned to front desk duties; and serving as department representatives at various off-campus recruitment and outreach events in tribal communities and schools.

**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.**

Student traffic flow at American Indian Student Services typically continues to increase each year as a result of ongoing improvement, modification, and expansion of programming and student support services; in-house concept and design of department public relations materials; extended hours and access to the Computer Lab; and consistent security and systems maintenance of the student computers as the primary factors. Proactive customer service strategies, improved student and visitor hospitality, and expanded contact and connection to all Native students attending UNM remains a priority.

*Student User Data Tracking*

As was shared in last year's SFRB Funding Request, AISS ceased utilization of the AdvisorTrac system in Spring 2019, which previously provided marked opportunities for internal assessment/evaluation of the effectiveness and accuracy of the department's categorization codes and consistency of student check-in processes. In collaboration with UNM Information Technologies Applications team, a new system was designed and implemented at the start of August 2019. This continued collaborative effort marks the first-of-its-kind software system, designed to support AISS data-tracking & maintenance structures. AISS is the first Student Support Service department to utilize the LoboCheckIn system. The COVID-19 pandemic has posed tremendous student user data tracking challenges, as student contact could no longer be captured by the LoboCheckIn system when operations became remote. The AISS staff shifted tracking effort through use of University tools like FormStack to record and track student



engagement. With the implementation of the LoboAchieve 2.0 system, AISS continues to make significant investment to establish parameters specific to department services, student tribal affiliation, and attribute codes; in an effort to support effective Academic Advisement standards congruent with University-wide efforts.

### Communication/Access

Applications and all associated information and updates specific to the American Indian Summer Bridge Program (AISB), the AISS Ambassador Program, the Miss Indian UNM Program, source listings of Institutional, Tribal, and Private Scholarships, AISS FAFSA-FOR-U Program, American Indian Junior Day, American Indian Senior Day and the American Indian Convocation program are made available on-line to offer students continuous year-round access. The AISS listserv, department website, and social media platforms (Facebook, Twitter, Instagram, Snapchat) are primary electronic and on-line communication methods utilized by AISS, students/visitors, and tribal constituents. They also serve as primary avenues for sharing information broadly throughout campus and local communities regarding student-organized American Indian Heritage Month and Nizhoni Week events & activities. Consistent use has positively impacted student, staff, and faculty attendance at social gatherings & academic programs; seminars scheduled throughout the academic year; and a medium for Native student organizations to exchange relevant information. Hyperlinks from the AISS website to NM Tribal Higher Education Programs connect students to their respective tribal communities Maintenance of all web-based mechanisms require daily updates and modification to ensure information is current and up-to-date. The AISS Program Analyst spearheads on-going and additional professional development training modules specific to web-based operations.

### Service & Professional Development

Customer service and cultural competency remains a priority at AISS. Extensive training in Banner, LoboWeb, LoboCheckIn, and LoboAchieve systems allows staff to assist students immediately in addressing questions and/or needs regarding academic advisement and student financial aid and scholarships. Continued and refresher customer training sessions for all AISS staff are an on-going collaborative effort with Employee and Organizational Development, Office of Advising Strategies, Exploratory and Pre-Professional Advising Center, College of Arts & Sciences, the Dean of Students Office, CAPS, Financial Aid Office, Bursar's Office, and Enrollment Management Office of Admissions & Recruitment Services. Expanded professional development opportunities exist thru memberships with professional organizations including, but not limited to: National Association of Student Personnel Administrators (NASPA), College Board's Native American Student Advocacy Institute (NASAI), College Board Forum, and the National Indian Education Association (NIEA).

### Scholarships/Funding Opportunities

American Indian Student Services has primary oversight for rating and awarding all UNM General Scholarships designated for American Indian students. Specialized virtual FAFSA-FOR-U Workshops to support expanding financial aid resource opportunities were conducted weekly from October 2020 to January 2021 and available to all UNM students. Follow-up instructions were made available on-line throughout the remainder of the academic year. This initiative included extended outreach efforts to tribal communities, local high schools, tribal colleges, and prospective 2021 American Indian Summer Bridge Program participants. The department is positioned to continue this effort for the 2021-2022 academic year and throughout the 2022 AISB Program recruitment process. \*\*\* (Note: this is an additional representation of

programming implemented as part of the visibility and outreach agreements and reporting processes specific to the established goals and accountability measures outlined in the UNM-Tribal Memorandums of Understanding.

#### Access

During Fall & Spring semesters, AISS normally implements extended operating hours (8am to 8pm) with additional/occasional weekend hours available upon student request. Extended hours were ceased in March 2020 with the implementation of remote operations due to COVID-19, but will resume once University administration deems the campus safe to offer such services.

#### Events

Community-building within the University outside of academics remains a priority for AISS. AISS social, cultural, and leadership initiatives include, but are not limited to: Fall Welcome Back Social; Holiday Socials; AISS Ambassador diversity & professional development training; American Indian Senior Day; American Indian Junior Day; American Indian Heritage Month activities; Miss Indian UNM Pageant; Nizhoni Week events; and the American Indian Convocation. 2020-2021 marked the fourth full year of the AISS Ambassador Program. Nineteen (19) students completed the program; participating in various cultural, social justice, and leadership training sessions and programming. With increasing expansion and student participation; consistent funding levels are necessary to both continue and enhance these efforts, as well as develop new initiatives.

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

Intentional partnership and collaboration with other UNM programs and departments, particularly within the Division of Student Affairs, is key to the unit's success. Several established working committees and projects support the collaborative relationships. Because students can often be connected to several departments that comprise their respective support networks, AISS takes an active role in engaging other departments and programs on a regular basis. AISS is often present at support programming coordinated by other departments and vice versa. When establishing planning committees that develop and organize recruitment and outreach programs for the department; AISS extends invitations to other departments requesting representatives that are able to commit to enhancing such programs. Conversely, AISS representatives sit on a number of standing committees and planning groups campus-wide.

Office of the President: The AISS Director's role as Special Assistant to the President for American Indian Affairs is a liaison role between the University Administration and Tribal Leaders and has been important in securing more favorable attitudes and perspectives from tribal constituents. In particular, the UNM-Tribal Memorandums of Understanding (MOU) have been beneficial to demonstrating ongoing and genuine commitment to American Indian students. American Indian Student Services is charged with coordinating programming, campus visits, tribal community outreach engagements and reporting processes specific to the established goals and accountability measures outlined in the MOU's.

Enrollment Management: Partnership with Admissions, Recruitment, and Financial Aid continue to be strong and produce positive results. Many AISS student programming involve engaging and supporting students in all three areas and are most notable in the American Indian Summer Bridge Program, National American Indian Scholars, American Indian Senior Day, American Indian Junior Day, and AISS FAFSA-FOR-U programming. Collaborative targeted recruitment

efforts and cross-training supports AISS's ability to complete the Financial Needs Analysis process for tribal students and the selection and awarding of General Scholarships is of significant value as AISS completes these processes independently of Enrollment Management.

Academic Affairs: Faculty and/or courses representing the College of Arts & Sciences (Math & English Departments) and University College are reflected in the American Indian Summer Bridge (AISB) Program. While AISS finances all associated faculty salaries and course fees, the success of the AISB Program would not be possible without the participation of each academic unit. AISS has established partnerships with select academic colleges, collaborating to provide various student success workshops.

Student Affairs: AISS collaborates with most every unit within Student Affairs in all of its student support programming. Strongest partnerships exist with African American Student Services, El Centro de la Raza, Women's Resource Center, Dean of Students Office, Career Services, College Enrichment & Outreach Programs, New Student Orientation, Transfer & Non-Traditional Orientation, Recreational Services, Student Activities, Residence Life & Student Housing, and Student Health and Counseling.

UNM Athletics: The implementation of American Indian events for Lobo Football and Basketball provide programming to engage and highlight Tribal Leaders. AISS coordinates and promotes the effort on behalf of the Office of the President and utilizes the support of UNM American Indian chartered student organizations and American Indian Summer Bridge Program participants to host the events. UNM Athletics provides event tickets. Despite not holding any events during the 2020-2021 year, AISS will resume these events in 2021-2022 in partnership with UNM Athletics.

**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.**

The utilization of online assessment tool *Opinio* and *Formstack*, enabled the evaluation of academic and social outcomes of specialized programming assist in making the assessment process more effective and non-intrusive. Focus groups held at varying intervals throughout - and at the conclusion of - each program often results in programming altering, enhancement, and expansion. The most recent addition to the department's evaluation process includes a short survey that is administered during every special programming effort, as well as at the conclusion of individual appointments with AISS staff: this can include interaction with students, parents, tribal leaders, or community constituents. Individuals completing evaluations have the option of completing the paper/hard copy format or electronic version. Thus far, the methods currently utilized have proven to be fairly effective and will continue to be modified, expanded or enhanced as appropriate.

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

**FY21 SFRB Recommendation:** American Indian Student Services received no formal SFRB recommendations for the FY21 process.

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

American Indian Student Services has prioritized relatively limited and consistently diminishing resources to reflect its commitment to UNM's mission and is a testament to both the ability to engage the University in advancing its commitment to providing the best educational experiences and opportunities for American Indian students; and to serving as an invaluable resource to students, families, New Mexico tribal leadership and tribal communities. It should be noted that in spite of the ongoing loss of SFRB funding which reflects a 36% decrease since FY15 that translates to more than \$34,800; the department has led the institution's recruitment of American Indian students and spearheads retention efforts. The additional responsibility of coordinating and implementing accountability measures outlined in the current UNM-Tribal Memorandums of Understanding has been placed in AISS – we take the responsibility seriously and consistently demonstrate the ability to achieve and secure success.

AISS remains committed to: 1) providing excellent student support services, 2) leading and implementing targeted American Indian recruitment for the university, and 3) developing advanced programming support and leadership opportunities for American Indian students. AISS understands the current UNM student enrollment climate and how those factors ultimately (negatively) impact the SFRB pool of available resources for FY22, however, it is also important to remain conscious of SFRB recommendations for the past four (4) funding cycles to continue to request resources to establish a permanent AISS Special Circumstances/Emergency Scholarship process and fund as well as the fact that our continuous enhancement & expansion of student support programming and targeted American Indian recruitment & outreach have yielded continued enrollment increases for UNM. Restoration of the SFRB allocation to the FY16 level is necessary to maintain the significant positive impact AISS has on the institution.

The consequences of a decrease in funding are far-reaching and devastating to the advancement of access to a higher education experience and retention of American Indian students at the University of New Mexico. Additionally, it negates the continued evolution, development, and enhancement of student support services for UNM's native student community. Continued funding decreases are already viewed by the tribal community as an affront to the consistent success and ongoing enhancement of AISS programming as well as American Indian student success rates and will likely negatively affect the institution's relationship with tribal leadership. An even starker reality is that resistance to reversing consistent funding decreases will inevitably reverse strides in recruitment and outreach efforts ultimately resulting in diminishing annual increases in enrollment.

American Indian Student Services' commitment to strengthening relationships with tribes, advanced partnership and collaboration with New Mexico colleges, universities and tribal colleges; and increased direct engagement with UNM Native students and the campus community will continue to be the prime focus and priority for FY23. **Thank you for your continued support!**



FORM A  
FUNDING REQUEST FORM

DEPARTMENT American Indian Student Services  
VICE PRESIDENT Dr. Tim Gutierrez

INDEX # 442001 (SFRB), 442000 (I&G), 569015 (RPSP)

FISCAL YEAR 2022-2023

A B C D E F

	ORGANIZATION OPERATING BUDGET 2020-2021	TOTAL BUDGET 2021 - 2022 (not including SFRB)	SFRB BUDGET 2021 - 2022	TOTAL BUDGET 2022 - 2023 (not including SFRB)	SFRB BUDGET REQUESTED 2022- 2023	SFRB FUNDING INCREASE/DECREASE REQUEST 2022 - 2023
						-
1 Faculty salaries	12,450	13,000	-	13,000		
2 Staff salaries	393,435.00	380,897	18,631	380,897	18,631	
3 <b>SUBTOTAL NON-STUDENT SALARIES (Line 1+2)</b>	<b>\$ 405,885.00</b>	<b>\$ 393,897.00</b>	<b>\$ 18,631.00</b>	<b>\$ 393,897.00</b>	<b>\$ 18,631.00</b>	<b>\$ -</b>
4 Student (student employment & workstudy)	38,545.00	10,000	16,787	10,000	26,787	10,000
5 GA, TA, RA - Pay and Benefits						
6 Fringe Benefits on Staff & Faculty salaries	149,168.00	144,403	7,550	144,403	8,500	950
7 <b>TOTAL COMPENSATION (Lines 3 - 6)</b>	<b>\$ 593,598.00</b>	<b>\$ 548,300.00</b>	<b>\$ 42,968.00</b>	<b>\$ 548,300.00</b>	<b>\$ 53,918.00</b>	<b>\$ 10,950.00</b>
						-
<b>GENERAL EXPENSES</b>						
8 3100 - Office Supplies Gen	4,657.00	1,567	485	1,567	1,632	1,147
3140 - Computer Software G	2,400.00	1,500		1,500		
3150 - Computer Supplies Gen	800.00	400		400		
9 3189 - Computers & Servers <\$5,001	3,000.00		3,000		3,000	
10 31B0 - Food F&A Unallowable Gen	600.00	3,000	1,000	3,000	3,000	2,000
11 31C0 - Dues Memberships G	-	200		200	1,000	1,000
12 31J0 - Parking Permits Gen	3,500.00	3,500		3,500		
13 31K0 - Postage Gen	600.00	861		861		
31S0 - Lab Supplies	-					
3800 - In State Travel Gen	1,177.00	2,000		2,000	1,000	1,000
14 3820 - Out of State Travel G	-	1,000		1,000	5,000	5,000
38E0 - Vehicle Fuel Gen	1,400.00	2,000		2,000		
15 4060 - Scholarships Fellowships Gen	34,500.00	17,000	9,500	17,000	13,500	4,000
16 40C0 - Food Services Gen	27,800.00	19,000		19,000		
17 40E0 - Housing Gen	33,000.00	22,000		22,000		
18 45Z0 - Student Costs Other Gen	3,300.00	1,800	2,300	1,800	5,000	2,700
19 6000 - Telecom Gen	5,641.00	5,840		5,840		
21 6350 - Promotional Exp F&A Unallow		2,000		2,000	2,000	2,000
22 6370 - Printing/Copying/Binding Gen	1,300.00	1,100		1,100	500	500
23 6380 - Cable Television	250.00	-				
24 63A0 - Conference Fees Gen	-	-			2,000	2,000
63A1 - Event Fees	-	2,000		2,000		
63A2 - Seminars/Training Fe		1,000		1,000		
25 63B0 - Rental Fee Gen	6,000.00	5,500	3,000	5,500	4,000	1,000
26 63C0 - Copying Gen	1,000	1,065		1,065		
27 69Z0 - Other Professional Services Gen	2,400	3,000	400	3,000	1,500	1,100
28 7000 - Plant Repairs Maintenance Gen	400	700		700		
29 70A0 - Auto Repair Maintenance	1,900	1,900		1,900		
30 70F0 - Equipment Rental Gen	5,800	5,100		5,100		-
31 8060 - Other Operating Cost	547					
32 8065 - Administrative Overhead	15,365	-				
33 80K0 - Banner Tax	1,360	2,095		2,095		
34 80K2 - Foundation Surcharge	3,645	3,300	700	3,300	1,200	500
						-
35 <b>TOTAL GENERAL EXPENSES (Line 8 - 30)</b>	<b>\$ 162,342.00</b>	<b>\$ 110,428.00</b>	<b>\$ 20,385.00</b>	<b>\$ 110,428.00</b>	<b>\$ 44,332.00</b>	<b>\$ 23,947.00</b>
						-
36 <b>GRAND TOTAL EXPENSES (Line 7+32)</b>	<b>\$ 755,940.00</b>	<b>\$ 658,728.00</b>	<b>\$ 63,353.00</b>	<b>\$ 658,728.00</b>	<b>\$ 98,250.00</b>	<b>\$ 34,897.00</b>

**Form C: External Funding Sources**



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

DEPARTMENT American Indian Student Services

VICE PRESIDENT Dr. Tim Gutierrez

INDEX(es) # 442001 (SFRB), 442000 (I&G), 569015 (RPSP)

**STUDENT FEE REVIEW BOARD  
FISCAL YEAR 2022-2023**

FUNDING SOURCE	2021-2022 BUDGET	2022-2023 FORECASTED BUDGET	Funding Increase Request for 2022-2023
1 Student Fee Review Board (SFRB)	63,353	98,250	34,897
2 UNM Instruction & General	260,628	260,628	-
3 Private Donations			-
4 Fundraising/Foundation/Development			-
5 State Funding	398,100	398,100	-
6 Federal Funding			-
7 Grants (including federal and private)			-
8 Self-Generated Revenue			-
9			-
10 <b>If Other(s), please list below:</b>			-
11			-
12			-
13			-
14			-
15			-
16			-
17			-
18			-
19			-
20			-
21			-
22			-
23			-
24			-
25			-
26			-
27			-
28			-
29			-
30			-
<b>TOTAL OPERATING INCOME/REVENUE</b>	<b>\$ 722,081.00</b>	<b>\$ 756,978.00</b>	<b>\$ 34,897.00</b>

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