

SFRB Application Checklist

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

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

*Late applications will not be considered



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

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

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Executive Summary

Project for New Mexico Graduates of Color

SFRB Application 2022-2023

The Project for New Mexico Graduates of Color (PNMGC) is a student-run 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, unlike student services centers, peer-mentoring is PNMGC's mainstay service and forms the foundation of its student-led and student-run mission. Our Peer-mentoring Program matches students across disciplines and stated preferences, such as first language, cultural background, first-generation status, gender identity, sexual orientation, international status, students with disabilities, and academic/research interests to offer sustained peer support for graduate student success that goes beyond academic advising. PNMGC mentors students holistically in a positive manner as they progress and complete their program of study.

In AY 2002-2003, graduate students of color founded PNMGC to provide underrepresented students the support to succeed in academia and beyond. 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 holistic peer mentoring to graduate students to bridge the gap between available forms of academic advising and the uneven access to faculty mentorship that minority students experience. Because holistic mentoring is life focused, it goes beyond academic and career goals to incorporate the whole person. In this sense, PNMGC is more than a program for academic support. It is also a safe space on campus for marginalized students. PNMGC seeks to cultivate these students' sense of belonging to grow their success in their classes, careers, and life.

SFRB funding increased in the AY 2010-2011 due to the demand from undergraduates to participate in the mentoring program. The increased support from SFRB expanded PNMGC's overall student impact, while PNMGC's growing role in Graduate Studies' recruitment initiatives further broadened 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, the lack of familiarity with expectations of graduate school, and an absence of cultural representation. PNMGC uses 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.

PNMGC's funding request is critical to continuing the historical success of our peer-mentoring program and supporting activities, which include outreach, recruitment, professional workshops, and new plans to increase undergraduate involvement and to train faculty on marginalized-student mentoring. PNMGC demonstrates a commitment to students by allocating 100% of its funds towards student scholarships and employment. Former UNM President Abdallah and the Board of Regents provided restorative funding for AY 2017-2018, and most recently, President Stokes provided additional restorative funding for AY 2018-2019. PNMGC is requesting an increase in funding for 2022-2023.

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 a 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 a culture of support that leads 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 standing; first-generation status; gender identity and sexual orientation; international students and students with disabilities, with the understanding that graduate student success hinges on more than just academic advising. It requires cultural support too, including 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 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 a workshop focused on research compliance facilitated by Dr. William Gannon that highlighted strategies in academia for scholarly research. An example of a diverse event provided by PNMGC was "How Inequalities in COVID-19 Outcomes Dominated Voting Behavior in 2020." Dr. Gabriel Sánchez facilitated this social dialogue that discussed how racial inequalities with COVID-19 outcomes led the pandemic recovery to be the main issue for minority voters in 2020. PNMGC also collaborated with the Career Services Center to facilitate

a workshop on “Negotiating a Job Offer” that outlined basic strategies on how students of color can advocate for themselves in the work environment.

Additionally, PNMGC focuses on a pathway leading undergraduate students to 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 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 marginalized 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 to recruit the Valencia students to attend the 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. Due to the global pandemic, PNMGC has had to adapt to new mediums of recruitment by including virtual options for attendees. PNMGC plans to continue to make use of these technologies by offering the events through a hybrid platform. Additionally, we are requiring anyone who participates to follow the University’s COVID-19 guidelines to ensure the safety of our campus community.

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 2020-2021, 130 mentors and mentees participated in the program. We plan to enhance the reach of the Peer-mentoring Program by offering student-led workshops, developing outreach to undergraduate students, and involving faculty in mentoring training.

In response to the global pandemic, PNMGC evolved its program reach through Zoom seminars, webinars, and virtual workshops that invited a larger number of faculty and students to present and

participate. The most well-received events were “Revival and Teaching of Curanderismo,” facilitated by Dr. Eliseo “Cheo” Torres, “Understanding Administrative Leadership,” hosted by SGAO, and “Self-Care Beyond Consumerism” conducted by PNMGC.

The Faculty of Color Awards (FoCAs) are given each spring at a ceremony that honors two faculty members in two areas: student mentorship and all-around assistance/support. FoCAs are the only forms of student-led awards that recognize 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 pathway 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 2022-2023 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. The mentoring award recognizes faculty who support and guide students through the graduate school process and who understand the issues students of color experience in relation to the marginalization that can occur in graduate school. The all-around award recognizes faculty who support, guide, and provide opportunities for graduate students of color to conduct research, attend and 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 2020-2021 award recipients were Dr. Yangsun Hong for all around, and Dr. Patricia O. Covarrubias 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.

PNMGC SFRB had a \$2,713 carryforward resulting from the I&G funding allocated for tuition for one of the Project Assistants. This balance will be utilized to fund scholarships for students. There was \$15,076 carryforward in the I&G funding due to the decrease in Project Assistants for the AY 2020-2021 academic year due to COVID-19. The funds will be utilized for a Project Assistant for the AY 2021-2022 as the workload will increase due to strategic efforts to increase underrepresented undergraduate participation on a pathway to graduate education. This will allow the FTE to increase to 2.0, which is more than the 1.75 FTE of the 2020-2021 academic year but less than the 2.25 FTE of AY 2019-2020.

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.

The total increase request from SFRB for the AY 2022-2023 is \$24,500 for two initiatives: First, \$5,000 (10 students/5 peer pairs) increase for student scholarships related directly to Yazzie/Martínez vs State initiative to address access and equity in education for indigenous and Latinx students. It would cost \$10,000.00 to fund 5 pairs of students for the academic year. PNMGC is requesting \$5,000.00 from SFRB to cost-share this initiative. PNMGC will coordinate with Dr. Jay Parkes, the Associate Dean of Undergraduate and Graduate Education in the College of Education and Human Sciences, to create a peer

cohort for this initiative. Second, \$19,500 increase for Project Assistant to support and grow the undergraduate outreach begun in AY 2021-2022. Continuing the work of increasing and creating a clear pathway for underrepresented undergraduates to apply to graduate school is vital to the diversity and equity goal of the university, especially to open more access to UNM undergraduates to relevant UNM graduate programs. Thus, carryforward would be utilized in AY 2021-2022 to begin the undergraduate initiative, but for the initiative to be successful, SFRB funding would be necessary to increase PNMGC's undergrad outreach.

The new funding would not only benefit underrepresented students in K-12 as well as higher education but would also benefit the State of New Mexico. The impact on the entire educational system throughout the state is immeasurable when looking at the demographic of the student population, particularly within the K-12 education system. New Mexico would benefit from the increased educational achievements of underrepresented students, and during these uncertain times, our undergraduate students, especially native New Mexicans, will be more inclined to remain in the state for post-secondary education. This, combined with the growing trend of UNM departments to recruit from our pool of undergraduates, signals a critical opportunity for PNMGC to extend its reach to the undergraduate student body.

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

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

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

PNMGC receives \$24,777 from I&G funding to fund scholarships and some programmatic costs. PNMGC received new funding in the form of a state Research and Public Service Project (RPSP) award for the 2021-2022 academic/budget year. The amount of this funding is \$150,000. (Please see the External Funding Resources Budget-Form C for how funds will be utilized). \$9,075 faculty stipends are allocated to increase peer-to-peer mentorship pairings, with faculty coaching to create a teacher education model that supports a trickle-down effect within the public schools in response to Yazzie/Martínez v. State of New Mexico decision. \$10,925 for the Associate Dean buyout to manage the faculty development aspect of the program and further increase the participation of faculty with 5 peer-to-peer mentorship pairings across each of the three Grand Challenge Initiatives to develop and promote student research in addressing related needs within the State of New Mexico.

I&G funding of \$24,777 will support \$24,000 in scholarships and \$777 in other costs. The carryforward of \$15,076 will support an increased .25 FTE Project Assistant for the undergraduate component (see the response to number 4).

a. The RPSP \$150,000 is an increase from 2020-2021 as it is new funding.

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 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 student's overall experience.

PNMGC is vital to graduate student recruitment within Graduate Studies and for the university. 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 believe graduate students attending such events will improve graduate admissions of minority students.

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, 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 employs four Project Assistants. PNMGC and Graduate Studies aim to support the employment of 2.0 FTE for graduate assistantships. This had been decreased to 1.75 for the AY 2020-2021.

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. 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. 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 and Instagram, as a means of communicating events with students and 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 the quality improvement of its 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's website has been redesigned to provide an avenue for the program's documents to be accessible for its members. As a program, we are consistently growing and learning how to better serve and give back to our students in our mentee and mentor program. In response to COVID-19-19 during AY 2020-2021, we adapted our program to Zoom and online services, but what we are

learning as we begin to offer a hybrid program for the AY 2021-2022 is that providing a hybrid program inherently makes our program more accessible. With transitioning to offering both in-person and online events, we realized that we can now offer our program benefits to students we couldn't before. Through Zoom, our program has now become available to students with disabilities who possibly have difficulties attending in-person events, student parents who cannot make it to campus, students navigating their mental health, and students who are solely online for reasons of work or location. As we continue to overcome the pandemic, we will make consistent efforts to offer these online accessible events to give all students a chance at our scholarship program.

PNMGC will offer the same quality workshops, social dialogues, and mentoring but also adapt them 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 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, 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, PNMGC organized events with the NM Dream Team, African American Students Services, Farmworkers' Awareness Week planning committee, UNM Career Services Center, the Graduate Resource Center, Graduate and Professional Student Association, El Centro de La Raza, the Global Education Office, Men of Color Initiative, Department of Political Science, Professional and Academic Writing Center, Student Government Accounting Office, Student Affairs, and Project Feed the Hood.

In the past, PNMGC has established community collaborations via campus tours with the East Mountain High School, New Mexico State University Trio Program, and the University of South Dakota Veterans Program to increase access and visibility for PNMGC and 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 and under-served students in our community. This partnership includes providing tours, presentations, and activities when students are visiting the campus. Through these activities and others, PNMGC increases its 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. PNMGC looks forward to continuing these efforts in the post-pandemic world.

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 gradpeer email has been used to manage the mentoring program. These tools make the matching process convenient for the graduate assistant team to supervise recording of mentor sessions, tracking of partnership progress, and the access of mentorship-based resources. The users can 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 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 2021 semester, included "The relationship that I developed with my mentee crosses barriers now and our bond is stronger than ever. I could never fathom the intensity of the multifarious of experiences between PNMGC and me. As the semesters roll by, I feel more and more in tune with PNMGC's mission." Another student stated, "It has been a wonderful and a great experience with my partner for this program, and I am seeking this scholarship to support my family here in Albuquerque as an International student." 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 program's history dating back the past 20 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 via SFRB funds; 2) enhanced programming to train faculty to mentor minority students via RPSP funds.

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 limited 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 twenty years, 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 successes are further supported with the additional highlights of the PNMGC alumni shown by the spotlight on the website. PNMGC stands proudly in its mission to continue supporting and encouraging students toward 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 2020, 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 African Americans despite being only 13% of the total population (Fortuna et. al 2020). Additionally, Latinx 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 Latinx adults, results found the following percentages of participating families were experiencing economic-based impact factors (Sánchez et. al 2020), which included job losses (29%), business losses (33%), issues with current housing payments (41%), and underemployment (52%). Considering these facts, PNMGC is committed to structuring the program to support these marginalized groups and their needs.

Typically, the Peer-mentoring scholarship requirements are firm; however, to accommodate more students and ease the financial burden produced by COVID-19, the PNMGC team agreed to adjust the usual requirements. For the Spring 2020 semester, due to the COVID-19 pandemic, the end-of-semester scholarship was disbursed early. The 49 student scholarships helped participants who were experiencing economic hardships while trying to complete their respective programs. 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 on this student.

The pandemic is not the only element besetting students of color. 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. 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 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 more inclusive. 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 interests. Through this process, students can 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:

1. <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>
2. <https://psycnet.apa.org/fulltext/2020-37320-001.pdf>
3. <https://news.unm.edu/news/COVID-19-19-is-having-a-devastating-economic-impact-on-latino-families>

FORM A: FUNDING REQUEST FORM

FORM A
FUNDING REQUEST FORM

DEPARTMENT Graduate Studies/PNMGC
VICE PRESIDENT James Holloway
INDEX # 457107

FISCAL YEAR 2022-2023

A

B

C

D

E

F

	DESCRIPTION	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	-	20,000	-	20,000		
2	Staff salaries (75% FTE)	-	32,994	-	32,994		
3	SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ -	\$ 52,994.00	\$ -	\$ 52,994.00	\$ -	\$ -
4	Student (student employment & workstudy)	-					
(2) 5	GA, TA, RA - Pay and Benefits (2.0 FTE)	79,758.43	75,077	25,563	60,000	45,063	
6	Fringe Benefits on Staff & Faculty salaries	-	12,006		12,006		
7	TOTAL COMPENSATION (Lines 3 - 6)	\$ 79,758.43	\$ 140,076.57	\$ 25,563.00	\$ 125,000.00	\$ 45,063.00	\$ 19,500.00
							-
	GENERAL EXPENSES						
(1) 8	Scholarships (fall 20 \$300/spring 21 \$500)	21,800.00	32,000	22,713	30,000	25,000	
9							
10	Foundation Tax	165.18	300		300		
11	Banner Tax	12.27	100		100		
12	Bookstore	471.00					
13	Amazon	500.00					
14	Supplies	120.00					
15	Printing	107.88	2,234		3,234		
16	Web Services	30.00					
17	Event Fees		8,000		9,000		
18	State RPSP Overhead (5%)		7,143		7,143		
19	Computers/Hardware						
20							
21							
22	1. \$2,713.37 20-21 Carryforward SFRB						
23	2. \$15,076.57 20-21 Carryforward I&G						
24							
25							
26							
27							
28							
29							
30							-
32	TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 23,206.33	\$ 49,777.00	\$ 22,713.00	\$ 49,777.00	\$ 25,000.00	\$ 2,287.00
34	GRAND TOTAL EXPENSES (Line 7+32)	\$ 102,964.76	\$ 189,853.57	\$ 48,276.00	\$ 174,777.00	\$ 70,063.00	\$ 21,787.00

Form C: External Funding Sources



This form is used ONLY if you have EXTERNAL FUNDING SOURCES

DEPARTMENT Graduate Studies/PNMGC

VICE PRESIDENT James Holloway

INDEX(es) # 457039 (I&G), 457107 (SFRB), 457115 (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) (1)	48,276	70,063	21,787
2 UNM Instruction & General (2)	39,853	24,777	(15,076)
3 Private Donations			-
4 Fundraising/Foundation/Development			-
5 State Funding (3)	150,000	150,000	-
6 Federal Funding			-
7 Grants (including federal and private)			-
8 Self-Generated Revenue			-
9			-
10 (1) \$2,713 carryforward for scholarships			-
11 (2) \$15,076 carryforward for additional .25 FTE			-
16 (3) Inaugural Year			-
17 \$45,000 .75FTE Program Coordinator recruit faculty mentors			-
18 \$60,000 Project Assistant funding as Graduate Studies support			-
19 for this from carryforward depleted			-
20 \$9,075 faculty stipends to increase faculty participation			
21 \$10,925 Associate Dean buyout			
22 \$12,000 scholarships			
23 \$5,857 event fees			
24 \$7,143 (5% university overhead)			
25 If Other(s), please list below:			-
26			-
27			-
28			-
29			-
30			-
TOTAL OPERATING INCOME/REVENUE	\$ 238,129.00	\$ 244,840.00	\$ 6,711.00

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