

**Student Fee Review Board
Funding Application for Fiscal Year 2017-2018**

Graduate Resource Center

Name of Unit

Aeron Haynie

Executive Director

Dean/Director

Title

MSC 05 3020

Campus Address

277-7208

ahaynie@unm.edu

Campus Phone

E-mail Address

\$ 94,000

amcompton@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.

Aeron Haynie

Submitted By (Print Name)



Department Head Signature

9-8-16

Date

Please submit an electronic version of this application via email to SFRB@unm.edu and 13 hard copies of this application to the ASUNM Office, Student Union Building suite 1016.

DEADLINE September 9, 2016, 5:00 PM.

***Late applications will not be accepted**

Executive Summary

The mission of the Graduate Resource Center is to increase graduate student retention, reduce time to degree completion, and foster graduate student learning communities across the University of New Mexico through writing, statistics, and research support facilitated by peer consultations and workshops that help students develop strategies to be effective academics, researchers, and professionals. The GRC meets the needs of graduate and professional students by providing writing and research support and by providing spaces for students to make connections with peers, faculty, and staff. Since its inception, one of the primary goals of the GRC has been to increase and support diversity in graduate and professional programs. The University of New Mexico's U.S. Department of Education PPOHA Title V grant, which has funded the GRC for the past five years, focuses on reducing time to completion in graduate programs, increasing the proportion of students from underrepresented groups enrolled in graduate programs, and increasing the percentage of students from diverse backgrounds earning graduate degrees.

The GRC's Title V grant ended in 2016, and upon recommendation of the SFRB, in August 2016 the GRC has become institutionalized within the Center for Teaching and Learning (which houses both CAPS and CTE). Now that the GRC has merged with CTL, GRC consultants are now trained through the rigorous CAPS training and provide graduate students with writing and statistics support. In addition, graduate students can now receive a certificate in college teaching through the CTE and Graduate Studies.

Last year's SFRB funds were entirely used to cover stipends, tuition, and fees for seven student employees who provided our services. Last year the GRC consultants generated a total of 11,439 contact hours (1,163 individual consulting hours and 10,276 contact hours for group consultations); facilitated 92 workshops, supported 7 thesis/dissertation support groups, hosted 80 workshops on leaderships skills, co-hosted 105 collaborative events, and held the Shared Knowledge conference.

The GRC advertises its services and programs broadly across UNM and collaborates with many campus partners, including Graduate Studies, Project for New Mexico Graduates of Color, LGBTQ Resource Center, Ethnic Centers, The Belinksi Foundation, Robert Wood Johnson Center, and Mellon dissertation fellowship, and the Office of the Vice President for Research.

The GRC requests a continuation of SFRB funds for the graduate consultants. In addition, the GRC seeks a one-time increase in funds of \$4,000 for a university-wide subscription to Versatile Ph.D. Versatile Ph.D. is a service that helps prepare graduate students in the humanities, social sciences, and STEM disciplines for non-academic and non-faculty careers. There are many campus resources that prepare future faculty, but there are relatively few organizations that prepare graduate students for the complexity of the non-tenure track market. Versatile Ph.D. provides graduate students with career guidance about how to leverage one's graduate experience and be competitive in government policy, non-profit, publishing, consulting, university administration careers, etc.

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?

The Graduate Resource Center (GRC) was first established at the Center for Academic Program Support (CAPS) at the University of New Mexico in 2007. Due to the demand for graduate support at UNM, the GRC was awarded a Title V grant in October 2010 with the aim to support doctoral and master's students success in their graduate programs, and to encourage undergraduate students to consider post-baccalaureate graduate and professional degree programs. The mission of the Graduate Resource Center is to increase graduate student retention, reduce time to degree completion, and foster graduate student learning communities across the University of New Mexico through writing, statistics, and research support facilitated by peer consultations and workshops that help students develop strategies to be effective academics, researchers, and professionals.

The GRC's Title V grant ended in 2016, and upon recommendation of the SFRB, the GRC has been institutionalized by the Center for Teaching and Learning (which houses both CAPS and CTE) in August 2016. Institutionalizing the program is important for the academic and professional success of UNM's graduate students. By joining the CTL, the GRC will be better able to align its services with the Center for Academic Program Support (CAPS) and the Center for Teaching Excellence (CTE). We believe this merger will benefit all graduate students at UNM by providing assistance through their graduate school experience. The GRC and CAPS will collaborate to provide writing and statistics support for graduate students.

In addition, the merger ties the GRC more closely to the CTE (Center for Teaching Excellence). Working with CTE, we will be better able to align teaching support initiatives for graduate students. Many graduate students teach undergraduate courses at UNM; improvements made to graduate teaching will improve the quality of undergraduate education at UNM. Teaching improvement initiatives will also benefit graduate students, as they will be more competitive applicants for college teaching positions with improved teaching portfolios, pedagogical strategies, and inclusive excellence techniques for improving learning for diverse students.

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

Since its inception, one of the primary goals of the GRC has been to increase and support diversity in graduate and professional programs. The University of New Mexico's U.S. Department of Education PPOHA Title V grant, which has funded the GRC for the past five years, focuses on reducing time to completion in graduate programs, increasing the proportion of students from underrepresented groups enrolled in graduate programs, and increasing the percentage of students from diverse backgrounds earning graduate degrees.

Through collaborative efforts with organizations such as the Project for New Mexico Graduates of Color (PNMGC), McNair/ROP, the Honors College, El Centro de la Raza El Puente Fellowship, and others, the GRC provides several workshops for international, low-income, underrepresented, or first-generation undergraduate students to plan for and succeed in graduate school.

In 2015-2016, the GRC hosted a Latina/o Graduate and Professional Student Fellowship for 30 graduate students who received a stipend upon completion. The GRC also offered a similar semester-long Graduate and Professional Student Academy for 10 students who receive a stipend upon completion. The fellowships provide 300 hours of instruction and mentorship from some of the most distinguished faculty on campus.

The GRC also helps enrich the diversity of the student body by promoting interdisciplinary research and networking across cohorts and degree levels. The workshops, writing camps, writing groups, fellowship programs, and conference that the GRC offers bring together undergraduate, graduate, and professional students from different disciplines to collaborate on their academic endeavors.

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 needs of graduate students change throughout their graduate career. The GRC offers service for every stage of graduate school, from planning to attend graduate school to preparing for academic and professional careers after graduate school.

Before the GRC, the university did not have a centralized department devoted to providing academic support to graduate and professional students. In many cases, students did not receive adequate support within their departments and had to look to a variety of sources in order to find the support they needed to graduate. The objectives of the GRC are to centralize academic support services available to all graduate and professional students. The GRC seeks to increase graduate student retention and reduce time to degree completion. The GRC demystifies the graduate school experience by offering peer support. We help graduate student develop a better understanding of the graduate school process, expectations, and milestones.

Prior to the establishment of the GRC, there was limited support at UNM devoted to the educational pipeline. To address this, the GRC offers guidance to undergraduates and individuals re-entering higher education in planning for graduate and professional programs. These services include:

- Individual “Planning for Graduate School” consultations
- Academic and professional skills development workshops focused on graduate school preparation and the application process
- Graduate School 101 presentations
- Applying to Graduate School presentations
- Annual Shared Knowledge Conference
- Planning for Graduate School Mixers and tabling events
- Lobo Talks on student and faculty research projects

The GRC meets the academic needs of graduate and professional students by providing writing and research support through a series of workshops and individual and group learning sessions. Additionally, the GRC provides spaces for students to make connections with peers, faculty, and staff that are essential to their success in graduate school and beyond. Services for graduate students include:

- Individual writing and statistics consultations
- Graduate Online Writing Lab (GrOWL)

- Academic skills development workshops
- Dissertation and thesis writing boot camps
- Dissertation and thesis writing support groups
- Graduate student orientation

The GRC prepares students for academic and professional careers. The GRC supports professional development through a series of classes, workshops, and collaborative efforts.

- Graduate Teaching Academy—participants improve their graduate teaching and the quality of UNM education by acquiring knowledge of higher education pedagogy, including teaching techniques, technologies, assessment, and strategies for addressing diverse student groups.
- Graduate Success Conference—Spring 2016 the CTL and GRC invited Dr. Karen Kelsky from “The Professor is In” as the keynote speaker to discuss strategies for success on the academic job market. This was attended by 108 graduate students. Concurrent conference sessions discussed the non-academic market, academic publishing, improving teaching at UNM in online and in-person setting, engaged pedagogy, work/life balance in graduate school, and finding grants.
- GRC Career Workshops and Individual Appointments—The GRC offers workshops and panel discussion throughout the academic year about academic careers with input on CVs, teaching statements, on-campus interviews, and job talks. A career services representative offers drop-in office hours at the GRC for graduate students.

The SFRB funds were entirely used to cover stipends, tuition, and fees for seven student employees who provided our services. The following table presents goals set by the GRC accompanied by outcomes.

Objectives	Results
Provide 2000 student contact hours of individual and group consultations	Consultants generated a total of 11,439 contact hours, including 1,163 contact hours in individual consultations and 10,276 contact hours for group consultations.
Present 12 professional development workshops serving 240 students	Facilitated 92 professional development workshops in collaboration with various partners, serving 1,302 students
Facilitate at least 6 dissertation writing groups	Developed and supported 7 dissertation/thesis support groups, serving 22 participants
Present 4 workshops on leadership skills, serving 60 students	Hosted 80 workshops or activities related to leadership skills in collaboration with various partners, serving 1,408 students.
Organize the 6th Annual Shared Knowledge Conference serving 200 students	The 6 th Annual Shared Knowledge Conference was held on April 11-15, 2016. We had 50 presentations and 80 poster exhibits by students. The two-day conference was organized in partnership with the Office of the Vice President for Research and numerous other partners. It was student-led with our consultants playing a lead role. An estimated 829 students attended the conference.
Collaborate with groups such as PNMGC, GPSA, etc. to host 20 events serving 400	Co-hosted 105 collaborative events serving over 5,107 participants. These events included

students	workshops, group and class presentations, orientation, seminars, conferences, graduations, and more.
Present a series of 4 “What About Grad School” panels to undergraduates serving 100 students	Presented 22 graduate school information presentations/panels to undergraduates, serving 1,729 students.

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

The GRC does not have an SFRB balance forward.

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 increases or one-time for multiple programs/projects, which program/project is your top priority? If requesting an increase or one-time, please state any reserves in your unit’s budget and provide justification for not using said reserves for the requested increase.

a. If requesting one-time funding, please complete Budget Form B.

The GRC requests a continuation of SFRB funds for the graduate consultants. In addition, the GRC seeks an increase in funds of \$4,000 for a university-wide subscription to Versatile Ph.D. Versatile Ph.D. is a service that helps prepare graduate students in the humanities, social sciences, and STEM disciplines for non-academic and non-faculty careers. There are many campus resources that prepare future faculty, but there are relatively few organizations that prepare graduate students for the complexity of the non-tenure track market. Versatile Ph.D. provides graduate students with career guidance about how to leverage one’s graduate experience and be competitive in government policy, non-profit, publishing, consulting, university administration careers, etc. Versatile Ph.D. has helped graduate students prepare and excel in non-academic careers since 1999, and is used by institutions such as Yale, Cornell, Duke, University of Texas, University of Michigan, University of Denver, Arizona State, and others.

UNM graduate students support the proposal.

“As I start the final year of my PhD program in linguistics at UNM, I can’t help but feel nervous about entering the job market. I’m familiar with the grim statistics on the prospects of newly awarded humanities and social science PhDs finding academic jobs. While I would be thrilled to secure a post-doc or tenure track faculty position, I know that I will most likely end up in a job outside of academia. In contrast to my interest in academic positions, many of my friends in graduate school aren’t planning on pursuing academic careers at all. Given the diversity of graduate students’ career objectives and the current reality of the academic job market, many graduate students, either by choice or out of necessity, will be pursuing jobs outside of the academy. It seems that while graduate programs are expected to provide students with the requisite skills needed for jobs in academia, it is less common that programs explicitly

teach students how to translate all of the work they do in grad school into skills that are desirable in non-academic careers.

“The Versatile PhD website is a service that is designed to help graduate students and new doctorates prepare for non-academic careers. Some of the most valuable resources on the website are only available through the paid institutional subscription. An institutional subscription includes added benefits, such as examples of successful non-academic cover letters and resumes from PhDs, personal narratives from other doctorates who have successfully transitioned to non-academic jobs, and other valuable advice about specific industries from PhDs who have transitioned to non-academic jobs. Most of the top universities in the country subscribe to the Versatile PhD. I hope UNM will join these schools in providing graduate students with this extra support to help us prepare for the job market once we finish our studies at UNM.”

--Laura Hirrel, a graduate student in Linguistics and Bellinski Fellow

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 this fiscal year, the total budget for the GRC is \$170,000. Of this, \$80,000 is from I&G funds. The only revenue source for the GRC outside of I&G funds is SFRB funding. We do not anticipate any changes in the GRC’s I&G funding for the next fiscal year.

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.)?**

The GRC employs five graduate student consultants and two graduate student dissertation coaches. With the merger of the CTL and the GRC, the GRC retained graduate student consultants. We valued the experience and contributions made by consultants as they are key decision makers within the GRC. Under staff supervision, graduate student consultants perform the core of the GRC’s work by directly serving their peers. As the face of the program and as graduate students themselves, our consultants are excellent resources to identify areas in which the GRC can contribute to the academic and professional success of students. Returning consultants assist with the mentorship and training of new graduate consultants. Our graduate consultants are future faculty members, researchers, and professional leaders, and are provided with opportunities to develop innovative workshops, lead campus discussions, and contribute to programmatic advances and changes.

GRC users are valued, and we regularly seek student user input to help us make program improvements and changes that are meaningful and effective for the graduate population.

- Each semester the GRC sends evaluations to every student who used requests GRC services. The surveys assess student satisfaction and ease of use of GRC services. Feedback guides staff in implementing programmatic changes and how to improve offerings.
- The GRC participated in the Graduate Institutional Assessment Days survey. The survey was open to all graduate and professional students at UNM, and GRC's goal was to obtain student input about what GRC services were most valuable to students and why. We also wanted to provide graduate students with a means of suggesting improvements and/or additions to GRC programming.

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.

GRC advertises its services and programs broadly across UNM in order to ensure that all students, faculty, and staff have knowledge about GRC services. The GRC collaborates with a variety of departments and student organizations to improve visibility and accessibility.

GRC plays an important role in Jumpstart, the UNM Graduate Student Orientation. Consultants discuss GRC services, give campus tours, and lead a panel discussion about life as a graduate student at UNM. The GRC regularly presents at department orientations including:

- International Student Orientation
- Native American Leadership in Education Orientation
- Masters of Population Health Orientation
- Art & Art History Graduate Orientation
- Geography Department New Graduate Orientation
- Organization, Information & Learning Sciences New Graduate Orientation
- Mellon, Bilinski, and Robert Woods Johnson Fellowship Collaborative Orientation
- Masters of Health Administration & Masters of Public Administration New Student Orientation

Additionally, the GRC website and social media platforms have undergone continual improvement to create a more user-friendly and informative online presence. The GRC website is being revised to make it easier for graduate students and prospective graduate students to our services. GRC is active on Facebook and Twitter. The social media presence has improved the GRC's marketing and outreach efforts and is correlated with an increase in workshop attendance and participation.

This year the GRC is creating a Tumblr blog. GRC consultants are developing original content designed to support the unique needs of UNM graduate students. The goal is to do more with social media than market services. The GRC will use Tumblr to create material that will assist graduate students. Some examples of upcoming posts include common statistics questions asked by graduate students, navigating the UNM graduate bureaucracy, dispute resolution for graduate students, thesis/dissertation organization, and others.

Based upon feedback from the graduate student survey that was conducted in Spring 2016, the GRC has begun to develop relationships with particular departments that have not been represented in GRC programming and attendance, with a desired outcome of expanding our outreach and scope of services. This also includes implementing programming that appeals to a greater cross-section of graduate and professional students.

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

In order to leverage resources effectively and build a sustainable and holistic network for students, the GRC maintains key collaborations with other campus graduate departments and organizations, writing and language centers, academic and professional support services, research fellowships, and wellness programs. While many of our collaborators are located on campus, the GRC involves off-campus partners who offer presentations, workshops, and lead discussions that help students connect their on-campus academic lives with future planning and non-academic communities. By supporting various collaborative events, not only does the GRC increase visibility, but it is also able to bring together different organizations to further strengthen a sense of community for students.

GRC values its campus partnerships and closely collaborates with UNM stakeholders to ensure the academic success of UNM students. Our current partners include (but are not limited to):

- **Graduate Studies**—The Graduate Resource Center has had an ongoing partnership with Graduate Studies to support the academic needs of graduate and professional students. In particular, the Graduate Studies Den hosts each of the evening, weekend, and week-long writing camps throughout the semester. Graduate Studies has also remained a co-sponsor of the Jump Start Orientation for new graduate students at the start of each semester. Through Graduate Studies, the GRC has also participated in the PAW (Professional and Academic Workshops) collective, which streamlines workshops on campus directed at graduate students and allows for greater collaboration among graduate-student focused departments.
- **Project for New Mexico Graduates of Color**—PNMGC and the GRC both target graduate students, and together provide cultural and academic support for this population. PNMGC has provided volunteers and panelists for the Jump Start Orientation and Shared Knowledge Conference, and the two organizations have hosted joint Welcome Back and End of Semester Celebration events.
- **LGBTQ Resource Center**—Each fall, the LGBTQ Resource Center and the GRC partner to host the Grad GAYla, a networking event for graduate students who identify as LGBTQ.
- **Ethnic Centers**—the GRC has worked with El Centro de la Raza to offer the Latino/a Fellowship, an opportunity for graduate Latina/o students to network, develop professional skills, and work closely with UNM faculty. The GRC has also co-sponsored El Centro's annual Mentoring Dinner, which brings together students, faculty, and off-campus professionals to network and discuss the importance of mentorship in personal success.
- **The Bilinski Foundation, The Robert Wood Johnson Center for Health Policy at UNM, and the UNM Andrew W. Mellon Doctoral Dissertation Fellowship**—The GRC has developed an ongoing relationship to provide the Bilinski, the Mellon, and

the RWJF Fellows academic support through our writing camps and specific writing support groups comprised of the fellows. For the upcoming year, the GRC will also offer dissertation coaching services for the Fellows.

- **Office of the Vice President for Research**—OVPR has been the major co-sponsor of the Shared Knowledge Conference, providing both funding and staff support in the planning and execution of the annual conference.

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 GRC administers individual student evaluations for events and workshops, which provide helpful feedback on the content presented, expectations of student attendees, and overall usefulness of the workshop or event. Students are also encouraged to use the “Suggest a Workshop” button on the GRC’s webpage to recommend other topics or presenters. During the Title V grant period, the GRC relied upon the Institute for Social Research to collect and synthesize the evaluations and provide summary reports for each of the services. Since merging with the Center for Teaching and Learning, this evaluation and collection process will now take place within the organization, which allows for GRC and CTL staff to analyze the data ourselves in order to achieve more focused outcomes for students who use our services.

The GRC uses an information management system called TutorTrac which logs every consultation in fine-grained detail. This year with the CTL merger, the GRC will regularly access the Operational Data Store and Official Reporting Data files housed by OIA. Between these combined sources, CTL and GRC will be able to compile pertinent information needed for evaluating our effect on the graduate student population.

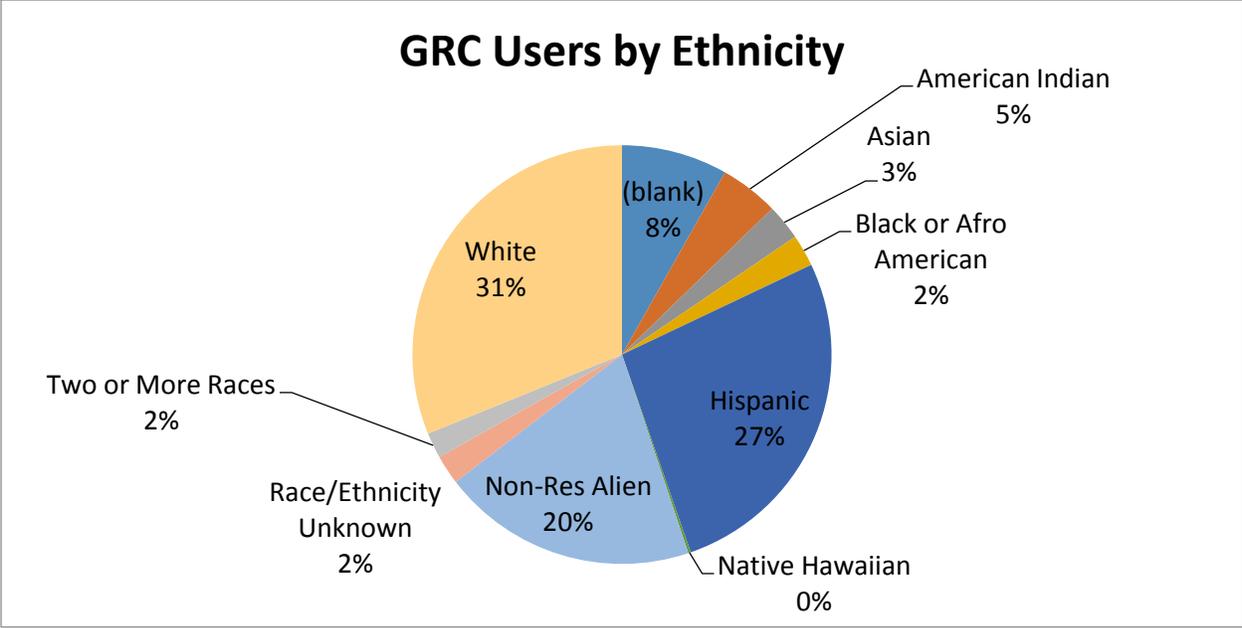
10. If your unit received specific recommendations from last year’s SFRB, what are your unit’s current plans to address these recommendations?

The SFRB recommended that the GRC merge under the Center for Teaching and Learning (CTL) alongside CAPS. The merge took place over summer 2016, and has created a more comprehensive CTL that addresses academic needs and success that spans the spectrum of the educational pipeline—from incoming freshmen, to graduate students, to faculty members.

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

By working in conjunction with other departments and organizations on campus, the GRC plays a crucial role in the development of academic and professional support networks for prospective and current UNM students. Our holistic approach to student success upholds the University’s mission by helping students pursue excellence in writing, research, teaching, and community service.

The student diversity of UNM is represented in GRC users.



Source: ORD Enrollment Management files, GRC usage data

GRC users come from all student levels at UNM.

Student Level	Count of students
FRESHMAN	25
GRAD CERT/ED SPEC	2
GRAD NON DEGREE	49
Graduate, Doctoral	308
Graduate, Doctoral Candidate	40
Graduate, First Masters	305
Graduate, MFA	8
Graduate, Second Masters	7
Junior, 3rd Yr	38
Law, 1st Yr	2
Law, 3rd Yr	1
Non Degree Undergraduate	3
PROFESSIONAL	3
Senior, 4th Yr	121
Sophomore, 2nd Yr	19
(blank)	83
Total	1014

Source: ORD Enrollment Management files, GRC usage data

What are student users saying about the Graduate Resource Center?

“The GRC was an incredibly supportive community for me during the stressful and often lonely years of my PhD. I am so thankful for having had access to the GRC's computer lab, writing consultations, workshops, and writing camps. While each of these resources was crucial to helping me graduate, I cannot stress enough how important the writing camps were for writing big chunks of my dissertation. There is nothing quite like the energy that comes from being in a room full of people writing. In my first weekend writing camp, I wrote over 35 pages!” Carson Morris, recent PhD graduate from Dept. of History

“The most significant support that the GRC has provided me with is giving me the opportunity to present at the Shared Knowledge Conference. Since I had never previously presented any of my work at conferences and I had a lot of presentation anxiety I was really scared of having to present at any formal conference. However, the SKC not only helped me out in allowing me to present my work in a not-too-high pressure environment, they offered workshops on presentation skills and tips. I still have notes from those workshops and I'm really grateful for that information.” Omkulthoom Qassem, undergraduate student in International Studies and Foreign Languages

Form A

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2017-2018

DEPARTMENT Graduate Resource Center (CTL)
VICE PRESIDENT Greg Heileman, Associate Provost
INDEX # 521000

	A	B	C	D	E	F
DESCRIPTION	ORGANIZATION OPERATING BUDGET 2015 -2016	TOTAL BUDGET 2016 - 2017	SFRB BUDGET 2016 - 2017	TOTAL BUDGET 2017 - 2018	SFRB BUDGET REQUESTED 2017 - 2018	SFRB FUNDING INCREASE/DECREASE REQUEST 2017 - 2018
						-
1 Faculty salaries	-	-	-	-	-	-
2 Staff salaries	-	50,448		50,448	-	-
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ -	\$ 50,448.00	\$ -	\$ 50,448	\$ -	\$ -
4 Student (student employment & workstudy)	21,609	13,000		13,000		-
5 GA, TA, RA - Pay and Benefits	69,081	68,226	90,000	90,000	90,000	-
6 Fringe Benefits on Staff & Faculty salaries	-			-		-
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 90,690.00	\$ 131,674.00	\$ 90,000.00	\$ 153,448.00	\$ 90,000.00	\$ -
						-
GENERAL EXPENSES						
8 Tuition Waivers	5,490	9,488	-	9,488		-
9 Office Supplies	-	-	-	3,600		-
10 General Operating	28,848	4,002	-	4,002	4,000	4,000
11 Line Charges	-	275	-	660		-
12 Banner Tax	69	200	-	200		-
13 Foundation Surcharge	645	715	-	715		-
14						-
15						-
16						-
17						-
18						-
19						-
20						-
21						-
22						-
23						-
24						-
25						-
26						-
27						-
28						-
29						-
30						-
						-
32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 35,052.00	\$ 14,680.00	\$ -	\$ 18,665.00	\$ 4,000.00	\$ 4,000.00
						-
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 125,742.00	\$ 146,354.00	\$ 90,000.00	\$ 172,113.00	\$ 94,000.00	\$ 4,000.00

Form B

SFRB **One-Time** Funding Request Form

Use this form ONLY if you are requesting **ONE-TIME** funding

DEPARTMENT Graduate Resource Center
 VICE PRESIDENT Greg Heileman, Vice Provost
 INDEX # 521000

STUDENT FEE REVIEW BOARD
 FISCAL YEAR 2017-2018

Budget for SFRB Funding **ONE-TIME** Request

	I		J
DESCRIPTION	2016-2017 One-Time Request	2016-2017 One-Time Allocation	2017-2018 One-Time Request
1 University wide subscription to Versatile Ph.D.	\$ -	\$ -	4,000
2			
3			
4			
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9			
10			
11			
12			
13			
14			
15			
16			
17 TOTAL One-Time funding (Line 1 thru Line 6)	\$ -		\$ 4,000

*The narrative response to question #4 must reflect this information

Form C

External Funding Sources

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

DEPARTMENT Graduate Resource Center/CTL
 VICE PRESIDENT Greg Heileman, Associate Provost
 INDEX(es) # 521000

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2017-2018

FUNDING SOURCE	2016-2017 BUDGET	2017-2018 FORECASTED BUDGET	Funding Increase Request for 2017-2018
1 Student Fee Review Board (SFRB)	90,000	94,000	
2 UNM Instruction & General	80,000	80,000	-
3 Private Donations	-		-
4 Fundraising/Foundation/Development	-		-
5 State Funding	-		-
6 Federal Funding	-		-
7 Grants (including federal and private)	-		-
8 Self-Generated Revenue	-		-
9			-
10 If Other(s), please list below:			-
11			-
12			-
13			-
14			-
15			-
16			-
17			-
18			-
19			-
20			
21			
22			
23			
24			
25			-
26			-
27			-
28			
29			-
30			-
TOTAL OPERATING INCOME/REVENUE	\$ 170,000.00	\$ 174,000.00	\$ -

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