**Student Fee Review Board (SFRB) Meeting Minutes**

October 3, 2021, 8:00 am – Hearing A

Zoom Meeting: https://unm.zoom.us/j/92044418998

I. Call to order (8:04am)

 a. Confirmation to Quorum

 **Present**

1. Vita Preciado (Zoom)
2. Eric Leslie
3. Gregory Romero
4. David Saavedra
5. Ian May
6. Krystah Pacheco
7. Shaikh Ahmad
8. Sarah Paulson
9. Veronica Montoya
10. Chenoa Scippio

**Absent**

 None are absent.

David: Table the approval of the Meeting Minutes from October 2 due to presenter waiting.

II. Preliminary Business

 None.

III. Business

 a. Hearings

***Presenter 1. Athletics***

Eddie: We found ways to focus our budgets to continue sports participation, as we can, throughout COVID, even winning championships and supporting our community. Our student-athletes were tested regularly and contributed to the Food Drive services hosted on-campus during the lockdowns. We are continuing these community services now as well. We focus on the “student” part of student athletes as well, contributing to the highest average GPAs in the last two years than we ever have. Since my time here, I have moved our student athletes to participating in on-campus classes as well to increase their campus engagement.

Ryan: Regarding the athletic success, we tied the most Mountain West Championships won in a single year by a university. We use the same funding model that UNM IT and SHAC use, heavily influenced by enrollment and comparable to other universities in the Mountain West. Regarding funding from enrollment, we are back to FY19 amounts.

 The benefits to students include free admission/parking to athletic competitions for students as well as employment opportunities. Athletic fees cover cost of scholarships and general college expenses, student well-being, and student employment. For FY 23, we project employing 72 students to work with athletics. We also project ~15 graduate assistantships. Our total budget is ~8M and we fundraise ~2.5M. For FY 23 SFRB funding, we are sticking with the head count model to observe the success rate, not asking for increased funding to previous years. Our priorities are to maintain quality student-athlete experience/mental health/wellbeing, Title IX compliance, and mitigate reliance on self-generated revenue.

Eddie: For our student fees, we are not asking to be number 1 if it is not realistic. Our focus is to preserve the student-athlete experience.

*Questions*

Shaikh: what are some Title IX issues you are addressing right now?

 Eddie: over the last 3 years, we have addressed all facilities (e.g., inadequate training rooms, restrooms, resources/staff, etc.) and teams that are underrepresented or deficient in regards to Title IX. Since then, we have made 10% in women participation in UNM athletics over the last 3 years, and roughly 2-3% away from UNM’s Title IX goals.

Shaikh: do you have Title IX violation reporting access?

 Eddie: Our Title IX compliance regarding sexual assault was addressed my first year here. Regarding Title IX, we are continuing to work on equal participation (male:female ratio) in athletics.

Ian: how do you plan on maintaining accountability from students in the head count model?

 Eddie: complete transparency on our website and open to conversations to improve our approach, including from the SFRB board.

 Ian: I think there is a lot of contention among students regarding the fees, so I appreciate the transparency.

Sarah: do you see overlap in graduate or undergraduates overlapping your available positions, to be employed in multiple jobs?

 Eddie: that is more prevalent with our staff members due to a large number of staff leaving recently. But we cannot burn out our staff, so we are trying to add more students to supplement this (and provide them the opportunity to grow) without asking for more money.

Sarah: how much fundraising comes from ticket sales?

 Ryan: ~5M in ticket sales from basketball and football, which helps the most for salaries.

Eric: which graduate students are usually employed by your assistantships? Or, where do you recruit for these positions?

 Eddie: very few of our graduate assistants are former student athletes. We open these opportunities to all UNM students who are interested or individuals who come, often across the region, who want to be a part of Athletics.

Greg: elaboration on meeting cuts.

 Ryan: switching to a flat rate model has helped up to balance our budget.

Greg: how has any sport cuts help to balance the budget?

 Eddie: it was hard, and I don’t want to do it again. Title IX was a main factor that we addressed and are continuing to address. The other part was the budget. UNM tuition and fees, as well as Albuquerque cost of living, have gone up. We have had to reinvest back into our programs to attenuate inflation that has increasingly made it difficult to balance our budget.

Greg: are there any successes in private funding?

 Eddie: New Mexico Mutual is one example of a recent, great understanding we have made with private donors. We are in a much better place than we were five years ago, primarily from grassroots movements to develop more trust in Athletics.

Greg: can you provide an update for your mental health initiatives?

 Eddie: we asked for 500K to support these employees. We received half from the state, but with cuts from COVID this is not considered a net gain to fill this initiative. We use resources from SHAC from now in hopes we receive the funding from the state to fund a full-time employee.

Greg: what funding did you receive from HEERF?

 Ryan: this was essential to cover the cost of COVID-related expenses. We received around 11M out of ~14M.

***Presenter 2: Student Activities Center***

Ryan: Director of SAC. Our mission is to focus on the entire student population, rather than a more focused organization. We strive to make endeavors that may not otherwise be impacted by leadership opportunities. Our SFRB funding is sued to pay for software we use for our work/events. When comparing the software available for us, we chose the cheaper option with a simple, five-year contract deal with the software developers. The second part of SFRB funding requests are for food-related expenses, which has been largely restricted recently by new university policies that limits the experience of the activities we host. Welcome Back days and Friday Night Lights are important times and events to host food-related activities, which we are asking funding to cover. We cannot count on our external funding or food-related resources due to COVID impacts. Harry Potter Days and May the 4th have minimal food expenses, but important for students to relax prior to finals week. The third part of our request is for marketing/social media staff, many of their works added to our YouTube channel and Twitter/Instagram pages. Every incoming student is automatically subscribed to our newsletters, making our impact across the entire campus. The 4th part of our funding request is from the GPSA administration office. We have determined the time and work is so essential we are requesting funds to turn this student-based position to a full-time staff member. Our last line item is for campus programming, which we only have 4K to do. With SFRB funds, we can book programs over summer to maintain the momentum in the first several weeks of the semester after the initial Welcome Back events. Our priorities are salaries for students and staff, food for events, and simplicity in our processes.

*Questions*

Sarah: are you still requesting funds from ASUNM?

 Ryan: we will evaluate this based on the SFRB funding we receive.

Eric: do you anticipate greater miscellaneous costs with more programming?

 Ryan: Yes, since COVID the costs, and availability of, security officers, sound/light companies, and food vendors has increased miscellaneous costs.

Ian: is the 4K from I&G funds permanent and is it going towards events?

 Ryan: these funds are going for office-related expenses as well as events. Balance Forward money is primarily funding events for this year. We are looking to request BLT funds to supplement the I&G funds. This is permanent until we see a request from BLT.

Greg: for student participation, how are you addressing student hesitation and safety with in-person events.

 Ryan: so far, we are not seeing hesitation from students with very large attendance numbers and good about participating in safe ways and wearing masks.

Greg: student organization numbers.

 Ryan: number of chartered organizations are largely based on campus-wide enrollment, and several waiting to be rechartered since returning to campus.

Sarah: are you looking to hire anyone in your department?

 Ryan: yes, we recently hired two advisors with another position posted for programming. We are hoping to be fully staffed by October.

David: graduate enrollment is up by 20% this year, what is your office trying to do to engage graduate students?

 Ryan: through GPSA assistance with programming and using our connections with past GPSA leaders. We have hosted graduate student-specific movie nights with their families.

Ian motioned to recess until 930am.

Ian retracted motion to start next Hearing early.

***Presenter 3: LoboResepct Advocacy Center***

Lisa: representative of the LoboRESPECT Advocacy Center. We are requesting funding for our graduate student to continue providing our social media that increased our visibility, which is crucial for the services we offer, particularly with sensitive situations students may face. We reach out to students to have open conversations about domestic violence (accessing our services, personal experiences, or a friend of someone who does experience sexual assault and/or domestic violence). We also help students with other services includes Leave of Absences, semester/military withdrawals, and parent support. We are asking for additional funding for graduate students to cover hours in the Food Pantry to allocate more time for our staff for critical needs in our office and customizing our trainings/workshops for the student body. We have a mobile Food Pantry we plan to bring back from hiatus that is focused on the UNM community. Our Food Pantry items are non-perishable food items, but we are bringing in refrigeration to provide more (perishable) options.

*Questions*

Sarah: how many graduate students will be funded from SFRB requests?

 Lisa: up to 3 students that may increase if we have Work Study student employees.

Greg: where are the increase requests located in the budget?

 Lisa: we have Balance Forward money for promotional activities. Our requests are specific for graduate students and health insurance.

Ian: do volunteers support your efforts?

 Lisa: we are doing our best to work with hired students rather than unsupervised volunteers.

Shaikh: what does your collaboration with other campus organizations look like?

 Lisa: we collaborate very closely with LGBTQ and Women’s Resource Centers as confidential reporting offices. But we also rely on other centers to help spread our message, to which we have strong referral networks.

Greg: can you explain the student organization running out of your office?

 Lisa: It is the PAWS group, that have done great wellness events, inspirational messaging, and social media marketing for us during the pandemic.

Greg: how have the training been impacted by the pandemic?

 Lisa: the number of students who completed our trainings online increased, but we are confident our in-person trainings are more effective. We are working with EOD in HR to make online, in-house trainings for graduate students.

Eric: can you describe or quantify the impact of your office staff for working the Food Pantry?

 Lisa: it is difficult to describe. We offer several services that are specific to what we can offer, therefore we have been making it work as situations comes up and balancing the staff hours with the Food Pantry.

Greg motioned to recess until 10:15am, the motion was seconded and passed 10 – 0 – 0.

David: meeting called back to order 10:15am

***Presenter 4: El Centro de la Raza***

Rosa: Director of El Centro de la Raza. Our organization was founded in 1969, our mission and goals are to cultivate positive change in education and culture with an emphasis in Latino students, but our student population identifies with ~83 ethnic identifiers and we strive to work with all students. Our services include academic/professional development, facility use, wellness initiatives, academic programs, scholarships, educational/cultural activities, mentoring, and undocu-resources. We partner with on-campus and off-campus groups to support and achieve our mission. Our performance measures/goals are focused in recruiting and retaining students, especially Latino students. We have intensive undergraduate and graduate students to support underrepresented students through research. Our Rural Student Project supports rural students in 12 scholarships.

 This past academic year, we awarded 107K in student scholarships (70% of previous SFRB funding). Our current funding requests show our budget from the federal government is restricted for specific participant (e.g., 1st year students), but lacking in other areas supplemented by SFRB funding. We are seeking funds also from RSP to support growth of our work since we service ~10,000 Latino students.

Rodolfo: undergraduate senior majoring in criminology. El Centro has been crucial in my academic/career development and essential resources for me to continue my education. El Centro has been my home away from home.

Javier: MBA student working at a non-profit. My experience with El Centro started with my first year at UNM and, as I became comfortable with the organization, I increased my involvement and am forever appreciated with their services. They have assisted me with study abroad and research opportunities I would not have had otherwise. They have also helped me with preparing application materials I credit for my ability to acquire my current non-profit work.

*Questions*

Shaikh: can you explain the number and amounts of your scholarships?

 Rosa: emergency scholarships allocated mostly to undergraduates at 400. Other programs that have significant involvement with El Centro can be larger.

Greg: can you explain the 26K allocated for stipends more you are requesting for?

 Rosa: students get 1K in the Fall and 1K in the Spring. We fund students for gardening and learning opportunities in rural projects for ~12 students.

Greg: how has it been coming back from the pandemic?

 Rosa: we are still trying to determine the trends from students, since they are coming at times unexpected from previous years. We have had more demand for in-person activities, so we are seeing an increase in participation. Because we weren’t in-person last year, we were able to balance the budget. We are working to offer both in-person and hybrid opportunities for students.

David: can you explain fluctuations in your budget on page 5?

 Rosa: these are related to some mistakes in our application. For FY21, we received from emergency funding, while the FY22 mirrors are FY17 budget. Many of the fluctuations are related to budget cuts over the years, but to keep the same programming our costs have gone up from inflation/minimum wage increases. FY21 was heavily influenced by enrollment.

Sarah motioned to recess until 11:00am, the motion was seconded and passed 10 – 0 – 0.

David: meeting called back to order 10:58am.

***Presenter 5: Center for Academic Program Support (CAPS)***

Texanna: Senior Business Manager. Our Form A is incorrect (student salaries should have been updated).

Stephanie: Associate Director of CAPS. CAPS is the largest academic support program and the only accredited assistance learning center. We provide tutoring for undergraduate students we have received acknowledgments/awards for academic assistance excellence. Our services are free and open to all UNM students through generous support from I&G and SFRB funding. We are seeking support for ~61 student employees in our application, but we have onboarded several more students since submitting our application through COVID relief funding. Our student employment is for front-desk/customer service and mentoring support. About 20-25% of the overall undergraduate student population use our resources, even during COVID.

100% SFRB funding goes to student employees. However, our current SFRB funding only supports half of our student employees. We received a one-time HEERF fund to supplement the deficit, that was allocated specifically for STEM support staff. Without the increase we are requesting for, we will need to cut our student employee staff in half and reduce daily hours of operation to 5-6 hours per day (from 11 hours currently), and the number of courses we support. Cuts would be limited to larger courses on campus and not meet the support of the broader UNM community. Reductions in budgets have caused a net drop from over 100 student employees in the past as well as a few cuts in the professional staff.

Employees range from 10-28 hours per week that is variable based on availability and needs of the semester. Impact assessment: support in over 800 courses (gen ed and historically difficult courses), 5,206 individual student users, over 15K contact hours, and 67,554 visits (more than pre-COVID due to our online support services. Freshmen are historically the most common student we serve. Students who use CAPS are more likely to graduate in 6 years and with a higher GPA.

For our budget requests, if we receive full SFRB funding, we will be able to maintain our current services in regards to student salaries, while accounting for minimum wage increases, and operation hours. We are also requesting a one-time, 20K request for a summer tutoring pilot where there has not been tutors for summer courses that can benefit up to 35 courses (e.g., STEM, Writing, and LS courses) for up to ~2400 students. We would support ~10 tutors for these courses.

*Questions*

David: Texanna, can you provide the correction again?

 Texanna: 107,262.72 in form A.

David: how does CAPS aid graduate/professional students?

 Stephanie: most of our staff, leadership, and tutors are graduate students for employment and to develop their teaching skills. Our services are targeted for undergraduates, but they are not excluded since graduate students can also take undergraduate courses in their education. Graduate Resource Center is a sister center that supports graduates students in areas we cannot. Both CAPS and GRC tutors are trained the same.

David: is North Campus involved in CAPS?

 Stephanie: not necessarily, that may be a better question for the graduate resource center. HSC often offers their own kind of support with their students and we do try to work in collaboration with other centers, such as HSC, to support graduate students with us or GRC.

Eric: how do you recruit tutors?

 Stephanie: through networking online and in-person. We also have hiring events as well. We offer assistantships in our administrative positions and our master tutors who are certified and train our tutors.

***Presenter 6: Graduate Resource Center (GRC)***

Jairo: Student Success Supervisor at GRC. We are a sub-center in the Center for Teaching and Learning along with CAPS. We offer peer-consultations to reduce the time to graduate and retain graduate students. Many of our student employments go in to academic and non-academic roles and we want students to leave UNM with an advanced degree with the skills necessary to be competitive in any field they go to. We host individual consultations with statistics, writing, thesis/dissertation coaching. Our workshops are open for undergraduates as well. Now we are back in-person, we offer in-person spaces and resources, while maintaining our online efforts, with a goal to be as available and accessible to students as well. Our SFRB funds are used for specialized graduate student employees and undergraduate front desk staff. We are certified just like CAPS in our tutoring/support services. We realized during COVID students largely needed ‘just in time’ services for students that were only accessible in our online services that were unavailable in informal hallway conversations. Therefore, we plan to keep online services permanent. We also partner with North Campus to host several workshops for academic writing and wellness of graduate/professional students. When we have funding, we want to expand our services to the Summer to support graduate students, who often conduct research, prepare for comprehensive exams, and support academic writing that often is not strictly for Fall/Spring semesters.

 We saw ~541 unique and 2543 hours of contact in 100 different areas of the university in the past year. During COVID, we saw large increases in website visits and requests for consultants. During this past summer with a lack of funding, we had ~200 contact hours.

 SFRB funds are geared specifically for our student staff along with increased expenditures with a return to campus (space/equipment rentals and expenses). We are also seeking a one-time funding of 8K for the summer for 3 Gas and one undergraduate employee for next summer, rather than just me. Essentially, we offer free, accessible services throughout the entire graduate school process, but we also support undergraduates considering graduate school and involved in research.

*Questions*

Eric: can you describe your thesis/dissertation coaching?

 Jairo: these are methods for us to support graduate students with time management, research support, and targeted interventions to support the completion and time to completion of thesis and dissertation.

Ian: distinguish CAPS and GRC.

 Stephanie: GRC has heavy research support in data/statistical analysis. CAPS has a heavier tutoring base for the content and assignment completion in courses.

Sarah motioned to recess until 12:30pm, the motion was seconded and passed 10 – 0 – 0.

David: meeting called back to order 12:30pm

***Presenter 7: Campus Office of Substance Abuse Prevention (COSAP)***

Randall: At COSAP, we perform Greek life and new student orientations regarding alcohol and drug use education. We coordinate substance abuse prevention programs and ensure UNM’s compliance with federal regulations related to substance abuse. Our programs include: Fun in the 505, Lobo Safe Ride, Lobo Rx for safe medicine practices (e.g., portable lock boxes), Lobos Party Smart, and Lobos Stay with the Pack. We also do raffles to incentivize participation in our programs. We know students are likely to break age-related drug/alcohol laws, so we are educating students to reduce the amount of harm this causes as much as possible. We collect data from UNM students regarding drug and alcohol use, and we are finding among our students some of their use is related to peer pressure for increasing or decreasing use. UNM students are above in the national average in the amount of students who consistently report alcohol use in a 30-day period, but binge drinking has consistently decreased since 2016 and is below the national average. 2020 stats may have been affected by campus closures. Marijuana use has not changed much over the past 5 years (6% drop in 2020 compared to 2019), and our average is similar to national average. Vaping/e-cigarettes is consistent over the years and with the national average. Use of painkillers had dropped consistently to below the national average. Again, hard to tell the current trends based on COVID campus closures. Our goals are to continue our safe-use alcohol campaigns and educating students on alcohol and drug policies. We have grants in collaboration with SHAC for external funding to support our efforts.

*Questions*

Greg: can you explain your student employment and what the increase in your budget is from?

 Randall: we have one graduate student who designs our website and some of our presentation materials. This student has also helped coordinate focus groups and working with our administration for budgeting/billing. The increase in funding requests are due to a loss of funding for greater marijuana efforts, including in rural communities.

Greg motioned to recess until 2:00pm, the motion was seconded and passed 10 – 0 – 0.

David: meeting called back to order 2pm

***Presenter 8: UNM Information Technologies***

No application since they are a part of the head count model.

Dwayne: Chief Information Officer.

Kirsten: Director of Operations. Student technology fee started in 2019 that is now consolidated in UNM’s online course fee.

Elijah: Lead for UNM Online. We support classroom and online learning environments (learning management systems, scoring, surveys, and evaluations). We also do media and collaborative applications for use in classes and meetings. One of our major projects in renewing/updating classrooms and computer pods to increase quality and accessibility of presentations and virtual collaborations. We offer several softwares for students at no cost, including Adobe Creative Cloud, Matlab, Symantec, and Lobomail through Microsoft 365. Dwayne provides a welcome letter to inform students of these free softwarest o new students.

 The consolidation of the course fees also paid for the new learning management system (i.e., Canvas). This cloud-based system helps to improve ease of use for students and projected to reduce the time required to use IT support services. Through our learning management systems, we offer Zoom/web conferencing, video/audio recordings, and 24/7 online support and textbook affordability through inclusive access. We strive to make the services we provide as accessible as possible. For UNM Fall 2021, 26% of credit hours are offered online.

Aeron: Executive Director of Center for Teaching and Learning. Two years ago, CTL absorbed the digital learning center to peer-review online courses for national certifications in online course development and increasing the quality of online classes. The student technology fee primarily funds the digital learning programs. There is some money that has been allocated to online tutoring with CAPS. Some of the other money go to faculty stipends who have participating in our online teaching courses.

Elijah: we are targeting a full Canvas implementation in Fall 2022.

Dwayne: as an IT organization, we have pursued and achieved many external funding sources to reduce the internal funding required from the university. From the GEER funding, we did this in partnership with every higher education department in New Mexico to meet the needs/demands every institution was experiencing. We are also pursuing funding in the legislature for security initiatives: multifactor authentication, email filtering and quarantining, and user training.

*Question*

Ian: do you train students to using Adobe products?

 Elijah: training is designated to Creative Commons in Zimmerman Library, that is opening this semester, to assist with these projects.

Greg: do you offer student opportunities? And are they funded by student tech fees?

 Kirsten: we employ over 100 students, always hiring, and they are funded through the student tech fees. Not all need to be computer science students, all majors are welcome.

***Presenter 9: American Indian Student Services***

Pam: Director of American Indian Student Services. We transitioned fully online during the semester we went online due to COVID. We started some in-person operations in March to 2021 and now 100% in-person operations since Fall 2021. Our SFRB funds are to provide opportunities for American Indian students to be successful, including with awards to cover university-related expenses. We had 66 distinct visits and 2372 prospective students. This academic year, we have a 36% increase in first year American Indian enrollment, however we have many more students who identify as two or more races. UNM students represent 134 federally recognized tribes. Our AISB program has shown 100% retention in students in the third semester of the university. Our impaction also goes to re-enrollment of students, which has a success rate of ~70%.

 Our requests are to restore our funds to the FY16 appropriations. However, we have had decreases in SFRB funding due to reduced enrollment, resulting in flat funding. However, we have seen other organizations see increased funding, which we were told were unavailable. We have increased enrollment of American Indian students, and we are continuing our recruitment efforts now. Our current SFRB funding requests are related to funds that go directly to students. We allocated our Balance Forward budget from last year to special circumstance awards. Without the funding requests, we will not be able to provide the same amount of services to students, and to expand our scholarships.

*Questions*

Greg: for fuel costs in your budget request, can you elaborate on how these costs are used?

 Pam: we travel in person to our Summer Bridge programs, which the fuel costs go to. We recruit in New Mexico and eastern Arizona, and these students are also considered residents for UNM tuition.

Greg: how many student employees do you have and what are their opportunities?

 Pam: we are hiring for the Fall semester, about four more to what we have now.

Sarah: how are the scholarships disbursed and what are the criteria?

 Pam: for special circumstances and emergency scholarships (500 for undergraduates and 550 for graduates). Students meet with our program coordinator to finance their costs. Our scholarships, for the most part, are focused on cost of attendance. Summer awards are a max of 1K.

Eric: what is the likelihood of American Indian students, from American Indian communities in the US, to return to work in their community?

 Pam: while there is no hard data on this from any entity, that is the primary goal of most American Indian students. Many also work outside of their community to gain experience first before going back to their communities.

Greg: do you do promotional events that you are requesting funds for?

 Pam: from the general student costs in our budget.

Shaikh: do you have opportunities for federal grants?

 Pam: there are some specifics in some federal grant outcomes out of alignment with our goals. We are focused on recruitment and retention while most federal grants consider other outcomes. So, we are actively looking for federal grants that align with our goals.

Sarah: how many students participate in the Summer Bridge program? And who is this program for?

 Pam: 30 incoming freshmen students that covers tuition, room and board, and educational materials. The only cost we require students to pay is for books, which is very minimal.

David: do you recruit graduate students.

 Pam: while we do not directly target graduate recruitment, but we notice the students we recruit, over time, they become prospective graduate students to which we partner with GRC to increase their competitiveness for available opportunities.

Ian motioned to recess until 3:30pm, the motion was seconded and passed 10 – 0 – 0.

David: meeting called back to order at 3:27pm.

***Presenter 10: College Enrichment Program***

The College Enrichment Program offer a comprehensive support service to assist students transitioning to university mostly for underrepresented and 1st generation students as targets, but all students are welcome. Target locations are in four areas: new student orientation, academic support (financial aid, holistic support, applying for food stamps, and academic guidance), scholar programs (funded by donors typically that are statewide and national), and innovation and continuing our mission (probation workshops, course placement, and in-classroom support, and virtual office hours with over 2000 site visits from students since COVID). We try to meet the needs of our students, regardless of what they are.

Jose: Director of College Enrichment and Outreach. In our gateway courses that are required for degree paths, there are relatively large dropout rates where students are hesitant to ask for help. We are asking for SFRB funds to continue Peer Learning Facilitator (PLF) Programs to hire students to assist with gateway courses as an additional support service for students as a liaison.

Natalia: For the past academic year, we have hired 26 PLFs that impacted over 1500 students in the classroom. PLFs are undergraduate, graduate, and non-degree seeking students. All are trained in teaching pedagogy prior to working in courses. Our current requests are ~20K more than the previous year to hire more PLFs. Our results from prior years, show a large increase in student retainment with STEM majors.

100% funds go to hiring students as PLFs, no SFRB money goes back to us staff. By doing this, we are looking to increase retention/graduation rates and create opportunities for all student populations. We are not asking for funds since we were significantly impacted by COVID for first year research experience. We are funding this for this upcoming year with our Balance Forward money.

*Questions*

Sarah: what is the difference between CAPS and PLFs?

 PLFs are more students who are also taking these courses while CAPS tutors are not necessarily students in these courses.

Greg: what are some services I can expect when entering CEP’s office?

 Jose: we help reduce the learning curve for first-year college students, primarily. Understanding opportunities for financial aid, how to complete university-related forms, course placement, etc. We also institutionalized course placement so they can test out of classes.

Eric: what is the difference in opportunity between a PLF and a graduate teaching assistant for these large gateway classes?

 Jose: PLFs can receive student teaching credit hours to fulfill their own majors, along with providing one-on-one support.

***Presenter 11: Asian American Pacific Islander Resource Center (AAPIRC)***

Jose: our department is the College Enrichment and Outreach Program (CEOP), which has 8 offices that help with the transition to college. We targeted first generation and underrepresented students. Three of our programs are federally funded through the Department of Education and the State of New Mexico, one we just received is a 5-year grant. Currently, we have a 38% increase in students who identify as Asian American/Pacific Islander.

Our mission statement is related to created support for students and a place for students to identify with others on campus. We have an email and a center for students to meet and a student success specialist (Mishy). We are requesting 14K additional funding for hiring students and for student programming.

Mishy: we are looking to hire student positions in the next 1-2 weeks, open the center in the next few weeks, and an official in February 2022. With an increased funds, we are hoping to increase cultural events and outreach programs. We want this center based on evidence for resource centers for AAPI centers, showing an increased sense of belonging (i.e., USC Case Study).

Jose: for the future, we are looking into other centers to acquire furniture and computer pods to add to our center. For the funds you reward us, we appreciate your trust to start up this program where, unlike other organizations, we cannot show impact just yet.

*Questions*

Greg: what are student roles as staff?

 Jose: students will assist Mishy in starting up our programs and the center. We feel having students a part of starting up this center can directly see the needs on campus.

Sarah: what kinds of students are you looking to employ?

 Jose: students from all levels, and we are seeing huge interest in graduate students for this center. We prefer to fill the positions with the best person for the role.

Greg: how do you network with students who are not involved in any of the organizations associated with CEOP?

 Jose: we can reach out to anyone who identified on their UNM application that they are Asian American/Pacific Islander.

Ian: what are some of your long-term goals for AAPIRC?

 Jose: we hope to transition out of SFRB funding, to be institutionalized and stand alone.

David: how have you determined your organizational model?

 We are looking at other Asian American resource centers across the country as well as the local centers on campus to understand how to establish in UNM. Mishy is completing integrative advisor training to increase her ability to advise any students who comes to her door.

Greg motioned to recess until 5:00pm, the motion was seconded and passed 10 – 0 – 0.

David: meeting called back to order 4:59pm

***Presenter 12: Department of Theater and Dance***

Donna: Professor and Chair in the Department of Theater and Dance. Our SFRB funding is directly for work study student that assist in our production season, which 6 out of 10 are almost entirely put on by students. Work study students can come from students all over campus. Our productions serve as a front door for the community. We have a large goal of having diverse scripts that represent diverse populations. We have the only flamenco university program in the world that is also nationally accredited. For the production staff, we have good relationships in Santa Fe for internships, but we also have very up-to-date equipment student may use to build sets. We are asking for a little money for public relations. We are currently running on fumes due to not performances and, therefore, no ticket sales. We, instead, made professional-grade films that we offered for free. We are pulling from reserves to return to the stage since we didn’t receive any SFRB funding last year. SFRB funding also helps to keep ticket prices down and we receive no other funding from the university.

*Questions*

Greg: what are the hours and pay students can expect?

 Donna: students can work ~ 20 hours/week and, currently, 9/hour for work study.

Ian: have you applied for HEERF funding?

 Donna: we received 16K what we would normally make on rentals, which we could make as much as 60K in a normal year.

Sarah: where do ticket sales funds go?

 Donna: they go directly back for productions, not for work study.

Krysta: can students who do not qualify for work study get involved for work?

 Donna: work study stretches work as far as it can. We do not have the funds to hire hourly-based work beyond work study students.

Ian: how do you select your productions?

 Donna: we do it as a department based on who we have and what are students are interested in. Students can then choose a script and make a proposal. Student choreographers also then audition their works. Any student can come to use to submit a script for approval.

IV. Closing

David: open the floor for comments.

 Greg: Thank you for your time. Think about how these programs serve students.

David: Meeting adjourned at 5:32pm

Next Meeting: October 10 at 8:00am.