

**Student Fee Review Board
Funding Application for Fiscal Year
2020-2021**

Graduate Resource Center (GRC)
Name of Unit

Aeron Haynie Executive Director
Dean/Director Title

Mesa Vista Hall MSC
Campus Address

277-8452 ahaynie@unm.edu
Campus Phone E-mail Address

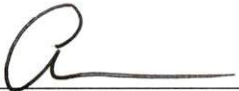
\$ 97,945 stephs@unm.edu
Total Amount Requested Alternate Email Address

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 9/6/2019
Date

Please submit an electronic version of this application via email to SFRB@unm.edu and 13 hard copies of this application to the GPSA Office, Student Union Building suite 1021.

DEADLINE September 6, 2019, 5:00 PM.

*Late applications will not be accepted

Executive Summary

The Graduate Resource Center (GRC) was first established at the University of New Mexico in 2007. In 2010 the GRC was awarded a federal Title V grant to support doctoral and master's students' success in their graduate programs, and to encourage undergraduate students to consider 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. Although the focus of GRC initiatives is academic, we know from research that the health and well-being of graduate students affects their academic success, and so we offer wellness support through coaching and workshops.

The GRC's Title V grant ended in 2016, and *upon recommendation of the SFRB* the GRC was institutionalized within the Center for Teaching and Learning (which also houses CAPS, the Center for Teaching Excellence, and now the Center for Digital Learning). Institutionalizing the GRC has been beneficial to its continued success: the GRC and CAPS collaborate to provide writing and statistics support for graduate students, and the GRC uses CTL resources, such as its data analyst and support staff. In addition, our closer relationship with CTE allows us to align teaching support initiatives for graduate students, many of whom are current teaching assistants. Because many graduate students teach undergraduate courses at UNM, improvements made to graduate students' teaching skills improves the quality of undergraduate education at the University and helps graduate students prepare/compete for academic jobs.

The SFRB funds we received last year were entirely used to cover stipends, tuition, and fees for six graduate student employees who provided consultation, coaching, and workshop facilitation. Despite budget cuts that kept the GRC from offering services during the summer, we have served **485 unique students, generating 1,326 visits and 2,215 contact hours over the past year.** *Graduate students who used the GRC came from 89 out of 94 different departments* across main, north, and south campuses.

The Graduate Resource Center is requesting \$7,495 in *one-time funding* in order to provide summer services in Summer 2021. In prior years, Graduate Studies, one of our primary partners on campus, funded graduate consultants (tutors) to offer limited services over the summer; however, these funds have been cut and summer services are no longer available. It is important to offer services at times when graduate students are active. The additional funding will be used to support two .5 FTE consultants who will offer support in writing and statistics, the two most common support services requested during the summer. We are mindful of limited SFRB resources and would like to iterate that this request for summer funding is to offer services that graduate students need in order to meet summer graduation deadlines or to prepare for early fall thesis/dissertation defense deadlines.

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?

The Graduate Resource Center (GRC) was first established 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 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. Although the focus of GRC initiatives is academic, we are also committed to the health and well-being of graduate students, and we offer wellness support through coaching and workshops.

The GRC's Title V grant ended in 2016, and *upon recommendation of the SFRB*, the GRC has been institutionalized within the Center for Teaching and Learning (which also houses both CAPS and CTE) in August 2016. Institutionalizing the program has been beneficial to the continued success of the GRC: by joining the CTL, the GRC is better able to align its services with the Center for Academic Program Support (CAPS) and Center for Teaching Excellence (CTE), and most recently, the Center for Digital Learning (CDL). The GRC and CAPS collaborates 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 are better able to align teaching support initiatives for graduate students, many of whom are current instructors on campus and future faculty members. Because many graduate students teach undergraduate courses at UNM, improvements made to graduate teaching will improve the quality of undergraduate education at the University. Teaching improvement initiatives will also benefit graduate students, as they will be more competitive applicants for college teaching positions with improved teaching portfolios, strong pedagogical strategies, and inclusive excellence techniques for improving learning for diverse students.

The GRC offers free, comprehensive services that are open to all graduate students, and also offers "Planning for Grad School" workshops for undergraduates who are considering graduate and professional programs. From the beginning stages of pursuing an advanced degree to Dissertation Coaching that offers personalized, structured support throughout the dissertation process, the GRC offers data-driven services that are tailored to UNM's graduate student population and that are not found elsewhere. Not only are these services one-of-a-kind on our campus, the broad scope of our services is exceptional nationally as well.

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. Through collaborative efforts with organizations such as Graduate Studies, the Project for New Mexico Graduates of Color (PNMGC), Global Education Office, McNair/ROP, the Center for Native American Health, the Honors College, Health Sciences Library and Informatics Center, the College of Nursing, and others, the GRC provides workshops for international, low-income, underrepresented, or first-generation students to plan for and succeed in graduate school. In addition, the GRC has implemented programming directly aimed at distance-learners and English for Speakers of Other Languages (ESOL) students. This programming includes online consultations, online workshops and how-to videos, and ESOL writing support groups and individual consultations.

GRC programming places an emphasis on advancing graduate student learning and reducing time to degree completion and attrition rates. Recent studies by the Council of Graduate Schools on retention and attrition rates show that at the 66% of Master's students in STEM fields and 86% of students in MBA programs complete their degree within four years (Council of Graduate Schools, 2013). 10-year attrition rates for Ph.D. students range from 31.7% (STEM fields) to 29.1% (social sciences and humanities), with a total of 30.6% overall (Council of Graduate Schools, 2008a). More recently, The Chronicle of Higher Education reports that 50% of doctoral students do not complete their degrees (Cassuto, 2013). At UNM, retention and attrition rates are even lower. Our 4-year retention rate among STEM fields is 56.6% with 75% of students in the MBA program completing their degree (the rate is 58.9% across all master's level programs). At the doctoral level, the 10-year attrition rate overall is 41.5%. ***The data shows that UNM retention rates are roughly 10% below national average and attrition rates are 10% higher than the national average.*** In addition to common factors that influence degree completion, UNM has a high population of first-generation graduate students (40.35% overall) and minority students who are more at risk of not completing their degrees or taking longer than average to complete their degrees. GRC services—writing and quantitative consultations, skills workshops, writing boot camps and support groups, and dissertation coaching—all focus on individualized support that equip students to perform well academically and sustain motivation to complete their degrees.

To further understand and support the diverse population of graduate students at UNM, the GRC implemented the first university-wide survey of the graduate student experience (Graduate Student Climate Survey, IRB #14018). Through this survey, we have collected data across six dimensions: 1) Graduate Student Experiences and the Academic/Professional Setting, 2) Departmental Climate, 3) Campus Engagement, Stress, and Wellbeing, 4) Career and Professional Development, 5) Harassment and Discrimination, and 6) Demographic Information. Our research team is currently analyzing data and has presented preliminary findings to the Deans Council, with plans to share findings with the campus community. Information gleaned from the survey will be used to implement GRC programming and will be provided to colleges upon request for use in student support services.

The GRC also promotes interdisciplinary research and networking across cohorts and degree levels. The workshops, writing camps, writing groups, and dissertation coaching bring together undergraduate, graduate, and professional students from different disciplines to collaborate on

their academic endeavors and create communities of practice that offer both academic and social support.

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 careers. The GRC offers service for every stage of graduate school, from planning to attend graduate school to preparing for academic and professional careers after graduation.

GRC services for graduate students include:

- Individual writing and statistics consultations
- Non-academic career counseling
- Graduate Online Writing Lab (GrOWL)
- Academic skills development workshops
- Dissertation and thesis writing boot camps
- Dissertation and thesis writing support groups
- Dissertation coaching
- ESOL writing consultations

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. The objectives of the GRC are to centralize free academic support services available to all graduate and professional students. The GRC seeks to increase graduate student retention and reduce time to degree completion by demystifying milestones of graduate school, such as developing a research project, preparing for comprehensive exams, and presenting research to various audiences. The GRC demystifies the graduate school experience by offering peer support, guidance, and a welcoming space to ask questions or seek help. We help graduate students develop a better understanding of the graduate school process and expectations in a low-stakes environment where students feel comfortable making mistakes, asking questions, and receiving feedback.

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 development workshops focused on graduate-level skills
- Graduate School 101 presentations for classes and student groups
- Applying to Graduate School presentations for campus programs
- Financing Your Graduate Education workshops for campus partners
- Oral and poster presentation workshops for participants of the Shared Knowledge Conference

- Resources on entrance exams, study skills, and personal statements or letters of intent

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. One example is the JumpStart Orientation, which is the only campus-wide orientation for incoming graduate students. The JumpStart is organized by the GRC and features key people and resources with which graduate students should become familiar in the first semester of their graduate program. Such resources include funding opportunities through Graduate Studies and GPSA, academic support services from University Libraries, the GRC, and the Graduate Teaching Academy, and programs that offer services to improve students' experiences on campus such as LoboRESPECT, Student Health and Counseling, and the Veterans Resource Center. JumpStart also features a panel, "Grad Student Life," in which current graduate students from a variety of disciplines share their wisdom and strategies for success. Since Fall 2018, JumpStart also highlights an ongoing partnership with the City of Albuquerque's which has resulted in the Graduate Student Guide, the City's website that focuses on ways to connect UNM grad students with the greater Albuquerque community: <https://www.cabq.gov/grads>

The GRC also prepares students for academic and professional careers. The GRC supports professional development through a series of classes, workshops, and collaborative efforts, including the following programs:

- Graduate Teaching Academy certificate—participants improve their graduate teaching and increase their success in the academic job market. The certificate gives graduate students knowledge of higher education pedagogy, including teaching techniques, technologies, assessments, and strategies for addressing diverse student groups.
- GRC Career Workshops and Individual Appointments—The GRC offers workshops throughout the academic year about academic and non-academic careers. Additionally, the GRC offers individual consultations to provide graduate students who are preparing for the job market with support that includes reviews of CVs and résumés, development of transferable skills, crafting of teaching, research, and diversity statements, and practice job talks.
- Women on the Academic Job Market Support Group—a new initiative in FY 18-19 was the Women on the Academic Job Market Support Group, which was established upon request from a female graduate student who was in need of support and strategies as she prepared for the academic job market. Unlike other job markets, the academic job process may extend over years as candidates search for and apply to various teaching, research, and tenure-track positions. The group focused specifically on considerations women must have when on the job market. The establishment of this group also emphasizes the flexibility in GRC services and our ability to respond to student feedback with programming. Five women have participated in the group over the course of the year, with two recently accepting tenure-track positions.

The SFRB funds were entirely used to cover stipends, tuition, and fees for six graduate student employees who provided consultation, coaching, and workshop facilitation. Despite budget cuts

and no longer offering services during the summer, we have served **485 unique students, generating 1,326 visits and 2,215 contact hours over the past year. GRC users came from 89 out of 94 different graduate departments** across main, north, and south campuses.

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 have an SFRB balance forward of \$22,883.71. This is because we did not ask for funds to pay GAs tuition. We had to pay for this using CAPS I&G funds. We plan to use this balance of \$22,883.71 to help pay for the GA contracts that had in the past been paid for by Graduate Studies.

4. Describe any increase in SFRB funding you are requesting, and provide justification detailing how raising student fees will improve your unit's impact on the student population. If requesting increases for multiple programs/projects, which program/project is your top priority? If requesting an increase, please state any reserves in your unit's budget and provide justification for not using said reserves for the requested increase.

The Graduate Resource Center is requesting \$7495.00 additional funding for summer services. We would like to emphasize that our current level of SFRB funding supports GRC services *only during fall and spring semesters*. MA and PhD students are less likely to take summer breaks; summer is often a time for students to continue work on research projects and make progress on the thesis or dissertation. In prior years, Graduate Studies, as one of our primary partners on campus, funded graduate consultants (tutors) to offer limited services over the summer; however, these funds have been cut and summer services are no longer available. It is important to offer services at times when graduate students are active. The additional funding will be used to support two .50 FTE consultants (monthly stipend and tuition) who will offer support in writing and statistics, the two most common support services requested during the summer. We are mindful of limited SFRB resources and would like to iterate that this request for summer funding is to offer limited services that graduate students need in order to meet summer graduation deadlines or to prepare for early fall thesis/dissertation defense deadlines.

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 \$157,458. Of this, \$80,000 is from I&G funds. The only revenue source for the GRC outside of I&G funds is SFRB funding, which is \$77,458. We do not anticipate any changes in the GRC's I&G funding for the next fiscal year. The GRC continues to seek out other external grant opportunities in support of new initiatives such as expanded hours of operation to meet student demand, targeted wellness and mental health resources for graduate students, and more robust online services and resources.

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.)?**

Currently, the GRC employs six graduate student consultants who develop and facilitate workshops, conduct one-on-one tutoring, and lead support groups. These graduate student consultants hold either .5 or .25 FTE positions. We value the experience and contributions made by consultants and 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, developing presentations, and contributing to online content. 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 an evaluation in the form of an end-of-semester survey to every student who used GRC services. The survey assesses student satisfaction and ease of use of GRC services. Feedback guides staff in implementing programmatic changes and improvements to services.
- The GRC has designed the Graduate Climate Survey as part of a larger research project into graduate student experiences, academic and professional development, and emotional wellness. The survey was open to all graduate and professional students at UNM beginning October 15, 2018 through November 5, 2018. The GRC's goals are to obtain student input about what GRC services were most valuable to students and why and to have a snapshot of the graduate student population, their experiences on campus and in departments, and external factors influencing their education. With rich data on graduate student experiences, we will drive ongoing discussions across campus about our students' needs with a focus on implementing programming to meet those needs.

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.

In the past year, the GRC has continued working on efforts to improve visibility and accessibility of services. This includes our focus on creating more online content for distance learners, such as online how-to videos, mini-workshops available on demand, and downloadable worksheets on topics such as writing a personal statement and writing a CV. These online services target students who may otherwise have had obstacles accessing in-person services. We have also continued initiatives to better serve graduate students who are speakers of languages other than

English. Our aim is to provide ESOL graduate students with one-on-one tutoring in academic English and writing/speaking support groups for these students to receive sustained support. Based upon an earlier pilot of this service which offered only ESOL writing support groups, the service now includes individual consultations with plans to develop and record online content. We are also growing our services for graduate students preparing for the job market and life beyond the degree. The GRC Career Consultant provides graduate students with personalized consultations in preparation for academic and non-academic job markets, which includes strategies for application documents, job talks and campus visits, and navigating job searches. With the GRC Career Consultant, the intent is to continue to develop academic and professional support for students from the start of one's graduate education to the end.

Other ongoing efforts include revamping the Graduate Resource Center website with improved ease of use and easier site navigation. We have recently implemented an online chat function for students to quickly receive help and answers and schedule individual appointments. We are currently working on developing content for a robust online resource library that contains guides, templates, and helpful information for students to access on-demand.

In our effort to increase awareness of our services to a broader audience, we have begun a collaboration with North Campus departments, many of which have online students. Through these efforts, we have hosted two intensive, in-person writing workshops during College of Nursing orientations, followed by online support through the Graduate Online Writing Lab (GrOWL). We have also begun offering workshops at North Campus and in conjunction with Health Sciences Library and Informatics Center. These workshops include Academic Writing Conventions, Impostor Syndrome, and Publishing Your Research. The purpose of this collaboration is to offer support for HSC students in programs managed by Main Campus Graduate Studies and contribute to the development of North Campus student success initiatives.

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. By engaging in 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.

The 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 JumpStart 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 JumpStart Orientation.
- **Global Education Office**—The GRC and GEO routinely partner to welcome new international students to campus and offer these students workshops on acclimating to academic and professional conventions in the United States.
- **Graduate and Professional Student Association**—Through collaborations and cross-promotion, the GPSA remains a key partner in reaching out to the graduate student population through academic, professional, and social events.

In addition to these partnerships, the GRC has continued to build relationships with online graduate students and departments across Main, North, and South Campuses, with a desired outcome of expanding our outreach and scope of services. It is our goal to implement programming that appeals to a greater cross-section of graduate and professional students so that all students feel supported and that they belong. Some of these outreach efforts include presentations at departmental orientations and specialized workshops:

- International Student Orientation
- College of Nursing Orientation
- Native American Leadership in Education Orientation
- Masters of Population Health Orientation
- Art & Art History Graduate TA Orientation
- Geography Department New Graduate Orientation
- Electrical and Computer Engineering Graduate Orientation
- “Tools and Resources for Success” for the Global Education Office
- “CVs and Résumés” for the Global Education Office
- “Academic Writing and Common Writing Mistakes” for the College of Nursing MSN Program and Economics Department
- “Professional Relationships and Expectations” for the College of Population Health
- “Getting the Most from Your Mentoring Relationship” for American Studies Department
- “Substance and Style: Designing Effective Academic Posters” for presenters of the Shared Knowledge 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.

The GRC uses an information management system called TutorTrac that logs each consultation, start and end times, and the reason for visit. This data, merged with demographic information available through Banner and Enrollment Management reports, provides pertinent information on graduate student population and who is visiting the GRC. Using this information, we can identify departments or groups of students who are not represented in GRC student users and engage in discussions with departmental administrators to identify ways in which the GRC can serve their students. Through these discussions, we can identify why students are not using GRC services, if there are opportunities to develop services for a specific population, and how we can best outreach to these departments.

At the end of each semester, the GRC surveys our student users on the services they have used, ways to improve, and the effectiveness of the service(s). This survey allows GRC and CTL staff to analyze the data to achieve more focused outcomes for students who use our services. The feedback lets us know ways in which we are successful and also allows GRC staff to implement changes for each coming semester, rather than on a yearly basis.

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

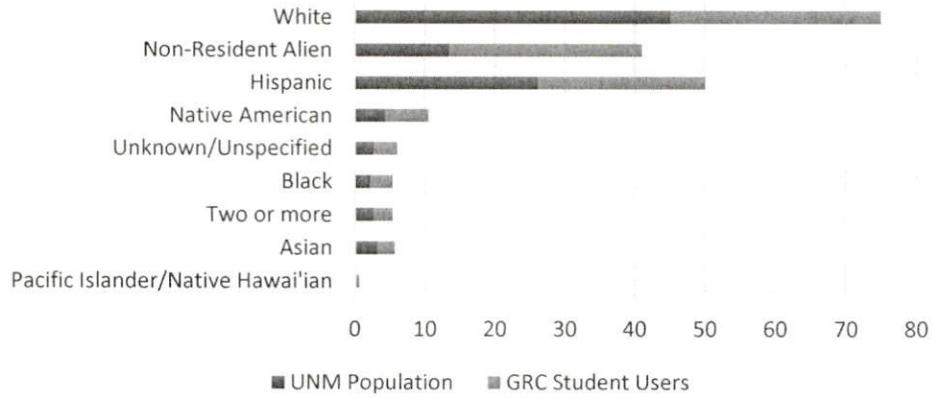
The GRC was not given specific recommendations from last year's SFRB application.

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

The GRC plays a crucial role in the development of academic and professional support networks for prospective and current UNM students. There is no other centralized student support service for graduate students on campus. In addition to this, as both student and instructors, graduate students require specialized support that centers their experiences and development as future faculty and professionals. The Graduate Resource Center is the place on campus where graduate students can network with others outside their departments, build healthy academic and professional networks, and feel that they are seen as separate and unique from undergraduate 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 GRC is also proud to focus on students' assets and backgrounds as they connect to their academic advancement. Our ability to work with a diverse population of students is key to our holistic, assets-based model of teaching and learning. The student diversity of UNM is represented in GRC users, *with self-identified minority students making up a larger percentage of representation of GRC users than compared to UNM graduate population:*

Race of UNM Population & GRC Users (FY 2018-2019)



The diversity of our student users demonstrates the effectiveness of our services across the graduate student body and across disciplines.

Form A

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2020-2021

DEPARTMENT GRC
Associate Provost Pamela Check
INDEX # 521009

	A	B	C	D	E	F
DESCRIPTION	ORGANIZATION OPERATING BUDGET 2018 -2019	TOTAL BUDGET 2019 - 2020	SFRB BUDGET 2019 - 2020	TOTAL BUDGET 2020 - 2021	SFRB BUDGET REQUESTED 2020- 2021	SFRB FUNDING INCREASE/DECREAS E REQUEST 2020 - 2021
						-
1 Faculty salaries	-	-	-			
2 Staff salaries	-	-	-			
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4 Student (student employment & workstudy)	-	-	-			\$ -
5 GA, TA, RA - Pay and Benefits	77,458.00	77,458	77,458	97,945	97,945	\$ 20,487.00
6 Fringe Benefits on Staff & Faculty salaries	-	-	-			\$ -
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 77,458.00	\$ 77,458.00	\$ 77,458.00	\$ 97,945.00	\$ 97,945.00	\$ 20,487.00
						-
GENERAL EXPENSES						
8 Foundation Surcharges	305.00	305.00	305.00	305.00	305.00	-
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
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21						
22						
23						
24						
25						
26						
27						
28						
29						
30						-
						-
32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 305.00	\$ 305.00	\$ 305.00	\$ 305.00	\$ 305.00	\$ -
						-
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 77,763.00	\$ 77,763.00	\$ 77,763.00	\$ 98,250.00	\$ 98,250.00	\$ 20,487.00

Form B

SFRB One-Time Funding Request Form

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

DEPARTMENT GRC
 Associate Provost Pamela Cheek
 INDEX # 521009

STUDENT FEE REVIEW BOARD
 FISCAL YEAR 2020-2021

Budget for SFRB Funding ONE-TIME Request

	I		J
	2019-2020 One-Time Request	2019-2020 One-Time Allocation	2020-2021 One-Time Request
1	Summer Services	\$ -	0
2			7,945
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17	TOTAL One-Time funding (Line 1 thru Line 6)	\$ -	\$ 7,945

*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 GRC

Associate Provost Pamela Cheek

INDEX(es) # 521000

STUDENT FEE REVIEW BOARD

FISCAL YEAR 2020-2021

FUNDING SOURCE	2019-2020 BUDGET	2020-2021 FORECASTED BUDGET	Funding Increase Request for 2020-2021
1 Student Fee Review Board (SFRB)	77,458	97,945	(20,487)
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	\$ 157,458.00	\$ 177,945.00	\$ (20,487.00)

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