


**Student Fee Review Board
Funding Application for Fiscal Year
2021-2022**

<u>Graduate Resource Center (GRC)</u>	
Name of Unit	
<u>Dr. Aeron Haynie</u>	<u>Executive Director</u>
Dean/Director	Title
<u>MSC 05 3020</u>	
Campus Address	
<u>505-277-8728</u>	<u>ahaynie@unm.edu</u>
Campus Phone	E-mail Address
<u>\$64,548</u>	<u>stephs@unm.edu</u>
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.

<u>Stephanie Sanchez</u>
Submitted By (Print Name)

Department Head Signature
<u>9/11/2020</u>
Date

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

DEADLINE September 11, 2020, 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. The GRC support for UNM graduate students 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 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 GRC's Title V grant ended in 2016, and ***upon recommendation of the SFRB*** and then-Provost Abdallah, the GRC was institutionalized within the Center for Teaching and Learning (which also houses CAPS, the Center for Teaching Excellence, and the Center for Digital Learning). Institutionalizing the GRC has been beneficial to the GRC's 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. We are proud that the GRC, now funded at a fraction of its former grant funding, has successfully continued to offer quality services to graduate students.

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 and the interruption that resulted from COVID-19, the GRC served ***587 unique students, generating 1,209 visits and 1,479 contact hours over the past year. GRC users came from 68 different graduate departments*** across main, north, and south campuses.

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 anticipate reductions to the GRC's I&G funding that result from COVID-19 budget impacts. The GRC continues to seek out partnerships and other external grant opportunities in support of new initiatives such as targeted wellness and mental health resources for graduate students, summer services, and more robust online services and resources.

Application Questions

1. Describe the history and mission of your unit, and how its services support the mission of the University. Please address each of the following bullet points in your answer.
 - a. What services does your unit specialize in that are not offered in a similar form elsewhere within the University?
 - b. How does your unit serve the University's commitment to diversity?

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 was institutionalized within the Center for Teaching and Learning, which also houses CAPS, in August 2016. When the grant funding ended, Provost Abdullah and ASUNM leadership made the decision to institutionalize the GRC with a combination of I&G and SFRB funds. Since then, the GRC has continued to offer the same high-quality programming with a budget of approximately one quarter that of its former grant-funded operating budget. 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), Center for Teaching Excellence (CTE), and most recently, the Center for Digital Learning (CDL). The GRC and CAPS collaborate to provide writing and statistics support for graduate students. In addition, the merger ties the GRC more closely to the Center for Teaching Excellence (CTE) and the Center for Digital Learning (CDL) to provide teaching support for graduate students, many of whom are 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 and consultations 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 also exceptional compared to similar centers across the U.S.

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), the Global Education Office, TRiO, 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. As all of UNM pivoted to remote education in response to COVID-19, GRC moved all of our services online in order to continue providing quality support for graduate students whose coursework and research continued in spite of the global pandemic. GRC data shows that particular services—group instruction in the form of workshops and writing camps—actually increased following the move to remote learning. This may speak to graduate students' need to maintain connections during the quarantine and/or the fact that online services are more accommodating and accessible.

Whether online or in person, GRC programming places an emphasis on advancing graduate student learning and reducing time to degree completion and attrition rates. At UNM, the 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. Aside from academic support, another charge of the GRC is to demystify graduate school for all students, but especially those who identify as first-generation and potentially lack the economic, social, and cultural capital that is necessary to navigate the hidden curriculum of graduate school.

To counter the siloed nature of graduate school, the GRC 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 coaching
- Graduate Online Writing Lab (GrOWL)
- Academic skills development workshops
- Dissertation and thesis writing boot camps
- Dissertation and thesis writing support groups
- Dissertation coaching
- English to Speakers of Other Languages 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 do not receive adequate support within their departments. The GRC is the only free academic support service strictly for graduate students at UNM. The GRC seeks to increase graduate student retention and reduce time to degree completion by helping students develop skills around important 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 planning-for-graduate-school guidance to undergraduates and individuals re-entering higher education. These planning-for-graduate-school 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](https://youtu.be/EZUDR--mx5w), the City's website that focuses on ways to connect UNM grad students with the greater Albuquerque community, including a welcome from Mayor Tim Keller:
<https://youtu.be/EZUDR--mx5w>

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 skills and increase their success in the academic job market. The certificate gives graduate students knowledge of higher education pedagogy, including online teaching techniques, technologies, assessments, and strategies for teaching 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, mock job interviews, and practice teaching or research presentations (academic job talks).
- PNMGC and GRC Professional Mentor workshops—In partnership with the Project for New Mexico Graduates of Color, graduate students have learned about the benefits of professional mentors as they prepare to graduate and are connected with various UNM alumni who offer professional advice and mentorship guidance.

The SFRB funds were entirely used to cover stipends, tuition, and fees for seven graduate student employees who provided consultation, coaching, and workshop facilitation. Despite budget cuts and the interruption that resulted from COVID-19, the GRC served **587 unique students, generating 1,209 visits and 1,479 contact hours over the past year. GRC users came from 68 different graduate departments** across main, north, and south campuses.

In both Fall 2019 and Spring 2020 semesters, the GRC saw increases in student users and workshop attendance as compared to previous Fall and Spring semesters:

	Fall 2019	Spring 2020
Student users	+14.20%	+17.19%
Workshop visits	+3.31%	+29.33%

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 has \$15,310.65 in SFRB balance forward that comes from not filling a consultant position after it was vacated suddenly at the start of spring semester. This funding will go directly to graduate student consultants to provide limited summer services.

- 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 GRC is not requesting any additional funding.

- 5. What are your unit's current non-SFRB sources of funding (e.g. Instruction & 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 anticipate potential changes to the GRC's I&G funding that result from COVID-19 budget impacts. The GRC continues to seek out partnerships and other external grant opportunities in support of new initiatives such as targeted wellness and mental health resources for graduate students, summer services, 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 seven 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 also 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. Student users can also offer suggestions for programming they would like to have. This feedback guides staff in implementing programmatic changes and improvements to services. With the pivot to remote learning in Spring 2020, the GRC surveyed student users to better understand what the experience was for them and how it can be improved. Through this survey, GRC users identified the following areas as key concerns: stress management, mental health, thesis/dissertation help, and research help. To address these concerns, the GRC developed a [comprehensive list of UNM and city resources](#) that could help mitigate stress, including city wifi hotspots, wifi deals from Xfinity, free lunch programs, and mental health resources. In response to increased use of group instruction services like workshops and support groups, the GRC has also increased the number of support groups and added workshops to the Fall schedule that include staying engaged and social during COVID and research skills such as qualitative coding and APA writing style.

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 through increased partnerships and online resources. The GRC has had a focus on creating more online content for distance learners, and with the sudden move to remote learning, these efforts have rapidly amplified. GRC consultants have been developing online guides for statistics, writing, and planning for graduate school: <https://unmgrc.unm.edu/resources/helpful-documents.php> Although these services were initially designed with distance learners in mind, all students can access and use on-demand resources to help them with necessary coursework asynchronously to fit their busy schedules.

Other ongoing efforts include revamping the Graduate Resource Center website with improved ease of use and easier site navigation. We have implemented an online chat function for students to quickly receive help and answers and to schedule individual appointments.

In our effort to increase awareness of our services to a broader audience, we have begun expanding our partnerships in a number of important ways to reach graduate students of color and North Campus students. This includes working with El Centro de la Raza to make GRC workshops a part of the *Summa Academia* requirements and collaborating on Grad School 101 workshops with American Indian Student Services. Through our ongoing collaboration with the Health Sciences Library and Informatics Center (HSLIC), we have hosted intensive writing workshops during College of Nursing orientations, offered structured online support through the Graduate Online Writing Lab (GrOWL) for specific Nursing courses, and offered other workshops by request, including ones on graduate school expectations and professionalism and impostor syndrome. 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.

The GRC also appreciates that accessibility for graduate students not only includes the physical space and benefitting from services, but also the timing of availability. This is especially true of graduate students who continue with research and development throughout the summer and need support services such as the GRC to help them accomplish their goals and stay on track to degree completion. To address this, the GRC has offered limited summer services based on the expressed need of students to have writing support, dissertation support to reach summer submission deadlines and to practice for Fall dissertation defenses, and career support to prepare for Fall job market deadlines.

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 hosted 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 also co-manages 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, collaborating on workshops for professional mentoring, and made GRC workshops applicable for their scholarship requirements.
- **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. Following the move to remote learning, the GRC and GPSA partnered to offer \$500 scholarships to 4 graduate students. We are also working together to develop social events/outlets for graduates during the quarantine.

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:

- El Centro de la Raza Summa Academia
- International Student Orientation
- College of Nursing Orientation
- Masters of Population Health Orientation
- Art & Art History Graduate TA Orientation
- Geography Department New Graduate Orientation
- Electrical and Computer Engineering Graduate Orientation
- “Academic Writing” for the Global Education Office
- “CVs and Résumés” for the Global Education Office
- “Academic Writing and Common Writing Mistakes” and “Learning Strategies” for the College of Nursing MSN Program
- “Professional Relationships and Expectations” for the College of Population Health
- “Getting the Most from Your Mentoring Relationship” for the Chicana/o 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 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.

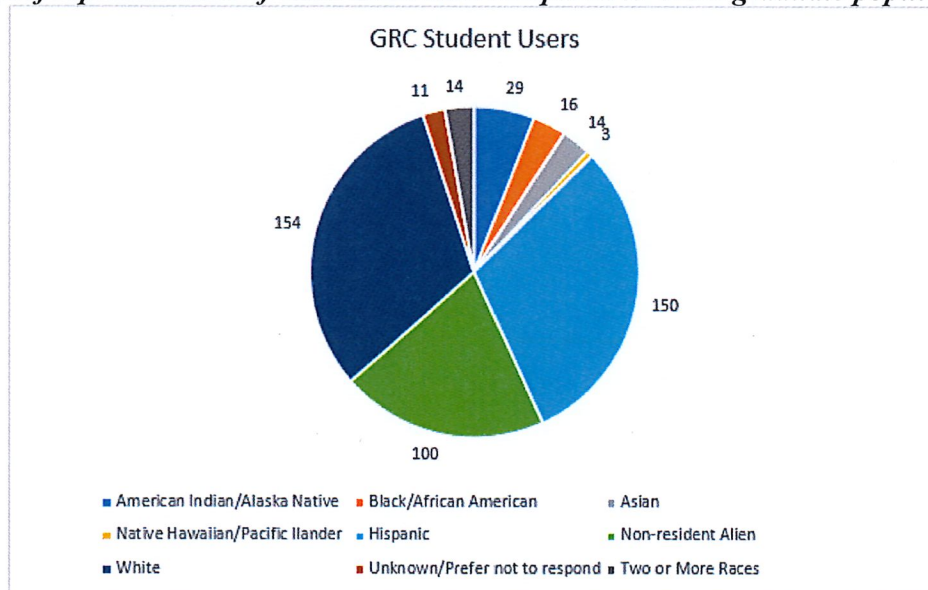
10. If your unit received specific recommendations from last year's SFRB, what are your unit's current plans to address those recommendations?

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 graduate 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. With the somewhat sudden move to working from home and remote learning, the GRC has increased online services, asynchronous support, and attention to wellness as more student report wanting connectedness and regularity as they try to continue making progress toward their Master's or PhD. 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:*



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

Summer 2020 also saw more students use GRC services than any other previous summer, demonstrating this need for graduate students and also highlighting the perseverance of graduate students throughout the COVID-19 pandemic to continue with their studies and research:

Summer 2020	5/8 to 8/12		
	Students	Visits	Hours
	107	272	503.8

Most popular during this time were writing camps, workshops, and Graduate Online Writing Lab (GrOWL).

Students themselves also expressed appreciation for the GRC's support:

"I am very grateful to the GRC, and for the support offered through scheduled appointments for help with job applications. I had never written a cover letter for postdoctoral fellowships or tenured track jobs before. Meeting with Graduate consultants several times made all the difference in landing the postdoc fellowship I currently have. It also has prepared me for applying to future job applications after this postdoc contract ends. I needed someone to spend serious time with my cover letter and other application statements, and [GRC consultants] did just that. Graduate resources like the GRC at UNM are invaluable to all graduate students, and their success during and beyond graduate school. Thank you GRC!"

"I am a nontraditional student returning to school after 30+ years. The Graduate Resource Center has been a tool that has and will continue to be key in my academic experience at the University of New Mexico. The staff and administration have helped me take my paper writing to another level that I need in order to enter into my next level of education. I am truly grateful for this resource. Thank you."

"The GRC is many things on campus- a resource, a safe space, a place to get free coffee, but most importantly, a place to get support. Support through the rollercoaster that is a graduate program. As both an employee at the GRC and a former UNM graduate student, I found a community of support and understanding. The GRC gave me the knowledge, advice, and community that helped me conquer grad school."

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2021-2022

DEPARTMENT GRC

Associate Provost William Stanley

INDEX # 521009

	DESCRIPTION	INDEX #					F
		A	B	C	D	E	
		ORGANIZATION OPERATING BUDGET 2019 - 2020	TOTAL BUDGET 2020 - 2021 (not including SFRB)	SFRB BUDGET 2020 - 2021	TOTAL BUDGET 2021 - 2022 (not including SFRB)	SFRB BUDGET REQUESTED 2021 - 2022	SFRB FUNDING INCREASE/DECREASE REQUEST 2021 - 2022
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	\$ -	\$ 64,548.00	\$ -	\$ 64,548.00	\$ -
6	Fringe Benefits on Staff & Faculty salaries	\$ -	\$ -	\$ -	\$ -	\$ -	-
7	TOTAL COMPENSATION (Lines 3 - 6)	\$ 77,458.00	\$ -	\$ 64,548.00	\$ -	\$ 64,548.00	\$ -
GENERAL EXPENSES							
8	Foundation Surcharge	\$ 305.00	\$ -	\$ -	\$ -	\$ -	-
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31							
32	TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 305.00	\$ -	\$ -	\$ -	\$ -	\$ -
33							
34	GRAND TOTAL EXPENSES (Line 7+32)	\$ 77,763.00	\$ -	\$ 64,548.00	\$ -	\$ 64,548.00	\$ -

Form C

External Funding Sources

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

DEPARTMENT GRC

Associate Provost William Stanley

INDEX(es) # 521009

STUDENT FEE REVIEW BOARD

FISCAL YEAR 2021-2022

	FUNDING SOURCE	2020-2021 BUDGET	2021-2022 FORECASTED BUDGET	Funding Increase Request for 2021-2022
1	Student Fee Review Board (SFRB)	64,548	64,548	-
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				-
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25				-
26				-
27				-
28				
29				-
30				-
TOTAL OPERATING INCOME/REVENUE		\$ 144,548.00	\$ 144,548.00	\$ -

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