

**Funding Application for  
Fiscal Year 2022-2023**

Graduate Resource Center (GRC)

Name of Unit

Dr. Aeron Haynie

Executive Director

Dean/Director

Title

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Alternate Email Address

\$ 82,548.00

**Total Amount Requested**


One-Time Funding  Recurring  Requesting Increase

**CERTIFICATION**

I certify that the statements herein are true and complete to the best of my knowledge and accept the obligation to comply with the terms and conditions of the Student Fee Review Board. I understand that the SFRB is a **recommendation** body and that its funding allocations are subject to revision by the Budget Leadership Team before final approval.

Aeron Haynie

Submitted By (Print Name)



9/10/21

Department Head Signature

Date

Please submit an electronic version of this application via email to [SFRB@unm.edu](mailto:SFRB@unm.edu)

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

\*Late applications will not be considered

## Executive Summary

Graduate Resource Center's mission is to increase graduate student retention, reduce time to degree completion, and foster graduate student learning communities across UNM through writing, statistics, and research support facilitated by peer consultations and workshops that help students develop strategies to be effective academics, researchers, and professionals.

GRC SFRB funds are primarily used to cover stipends, tuition, and fees for student assistants who provide consultation, coaching, workshop facilitation, and administration. (We also have one student employee who manages appointments and inquiries to our center.) Despite budget cuts and the interruption that resulted from COVID-19, over last Fall and Spring the GRC served **545 unique students, generating 1,660 visits and 2,543 contact hours over the past year. GRC users came from 102 different graduate-programs and tracks across UNM's campuses.** A very small amount of the SFRB funding goes toward necessary supplies, including printing costs for advertisements, office equipment for our consultants, and books for students to check out and review.

For fiscal year 2021-2022, the total budget for the GRC is \$160,469. Of this, \$78,523.53 is from I&G funds, which are used towards the supervisor salary, benefits, and a small amount towards graduate assistants. The primary revenue source for the GRC outside of I&G funds is SFRB funding, which is currently \$64,544. Over the previous year we received a small amount of emergency funding, 4,368 from a Higher Education Emergency Relief (HEERF3) grant, but this funding source was one-time and will not continue for next year. We anticipate that for fiscal year 2022-2023 our budget will be \$151,911, with \$77,363 coming from I&G and \$74,548 from SFRB funding.

Since its inception, one of the primary goals of the GRC has been to increase and support diversity in graduate and professional programs. The GRC collaborates 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, El Centro de la Raza, and others, to provide workshops and consultations for international, low-income, underrepresented, and/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. The GRC also manages and hosts the Graduate JumpStart Orientation for incoming graduate and professional students across UNM.

In both Fall 2020 and Spring 2021 semesters, the GRC saw increases in student users and workshop attendance as compared to previous Fall and Spring semesters: **Fall 2020 visits were up 18.8% and Spring 2021 visits were up 53.4%**, and the largest year-to-year visit percentage increases were in workshop, support group, and ESOL writing consultation usage. Because of these increases, the **GRC is requesting an increase of \$10,000 to its previous funding, for a total of \$74,548.** This increase will provide the GRC with funding in order to hire additional employees and to account for increased expenditures as a result of our return to campus (such as room rentals for events such as the JumpStart Orientation and supply needs for our physical location). **In addition, the GRC requests a one-time funding allocation of \$8,000 to provide full services in Summer 2022.**

## 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 both the professional development and well-being of our graduate students, as we offer career coaching, skill development, and wellness support through our services. Lastly, we offer graduate school preparation services to undergraduates, alumni, staff, and current graduates.

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 (CTL), which also houses the Center for Academic Program Support (CAPS), in August 2016. When the grant funding ended, a decision was made (by then Provost Abdullah and then ASUNM leadership) to institutionalize the GRC using 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 ¼ 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 CAPS, the Center for Teaching Excellence (CTE), and the Center for Digital Learning (CDL). For example, the GRC and CAPS collaborate on tutor training. In addition, this merger allows the GRC to work together with CTE and CDL to provide teaching support for graduate students, many of whom are instructors on campus and future faculty members. Improvements made to graduate teaching through collaborative pedagogical and technical training bolster the quality of undergraduate education at the University as well as make our graduate students into more competitive applicants for faculty positions. Looking forward, the CTL plans to further centralize and connect these centers under new branding efforts, stronger outreach, and continued collaboration.

The GRC offers free, comprehensive services that are open to all graduate and professional students, as well as to prospective graduates. Our services benefit students from their first semester of a Master's program all the way through the completion of a dissertation. The GRC offers data-and-research-driven services that are tailored to UNM's graduate student population

and that are not found elsewhere. These services are unique on our campus, due to their depth and breadth. Additionally, our center is exceptional at the national level for these same reasons.

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, El Centro de la Raza, and others, the GRC provides workshops and consultations for international, low-income, underrepresented, and/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 consultations, workshops and how-to videos, and ESOL support groups. Over the past year-and-a-half, as UNM pivoted to remote education in response to COVID-19, the GRC's online services became the medium for all our programming, as graduate students continued to conduct work and research in spite of the global pandemic. GRC data shows that particular services—group instruction in the form of workshops and writing camps—increased following the move to remote learning. We have learned that online services promote necessary accessibility and equity for remote students, students with disabilities, working students, and students with families. We are continuing to offer group and individual services online in order to better meet those students' needs.

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. Additionally, the decline in enrollment over the past year means that retention and completion of graduate students matter more than ever.

GRC services—writing and statistics consultations, workshops, writing camps, support groups, career coaching, 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 lacking economic, social, and cultural capital that is necessary to navigate the hidden curriculum of graduate school. Lastly, to counter the siloed nature of graduate school, the GRC promotes interdisciplinary research and networking across cohorts and degree levels. The workshops, writing camps, support groups, and 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 GRC's services for graduate students include:

- Writing and ESOL writing consultations
- Statistics/quantitative analysis consultations
- Preparing for graduate school consultations
- Non-academic career coaching
- Dissertation coaching
- Graduate Online Writing Lab (GrOWL)
- Skill, research, and well-being workshops
- Dissertation and thesis writing camps
- Graduate support groups

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 designed 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 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.

The GRC also supports undergraduate students considering graduate school. 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 consultations and the GrOWL
- Studying, critical reading, and time management workshops
- Thinking About Grad School presentations for classes, departments, and student groups
- Answering questions and directing students towards resources, including funding opportunities, research tools, and wellness support
- Academic writing, presentation, and communication workshops
- Oral and poster presentation workshops for participants of the Shared Knowledge Conference
- Resources on entrance exams, CVs, résumés, 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 guest presenters from numerous campus organizations that students should become familiar with in their first semester. Such resources include funding opportunities through Graduate Studies and GPSA, research support services from University Libraries and the GRC, and social and wellness support from LoboRESPECT Advocacy Center, Student Health and Counseling, and the Women's Resource Center. JumpStart also features a panel of graduate students from a variety of disciplines who share strategies and advice for early success in graduate school. Since Fall 2018, JumpStart also highlights an ongoing partnership with the City of Albuquerque's which has resulted in the City's Graduate Student Guide, which focuses on ways to connect graduate students with the greater Albuquerque community and includes 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:

- We collaborate with CTE to support the 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. The graduate instructors who support the certificate now host their office hours and appointments at GRC.
- We provide GRC Career Workshops and Individual Appointments—these offer advisement on academic and non-academic career options, since many students enter graduate school without a clear understanding of the non-faculty positions available to them. Our individual consultations in this topic offer job market support, including CVs and résumé reviews, transferable skill development, teaching, research, and diversity statement review, mock interviews and presentations.
- GEO career workshops—we partner with GEO on workshops and advisement supporting international graduate students as they learn to navigate the U.S. job market.

The SFRB funds are primarily used to cover stipends, tuition, and fees for three of our graduate student assistants who provided consultation, coaching, workshop facilitation, and administration. We also have one student employee who manages appointments and inquiries to our center. Despite budget cuts and the interruption that resulted from COVID-19, over last Fall and Spring the GRC served *545 unique students, generating 1,660 visits and 2,543 contact hours over the past year. GRC users came from 102 different graduate* programs and tracks across UNM's campuses. In addition, we utilize a very small amount of the SFRB funding for necessary supplies, including printing costs for advertisements, office equipment for our consultants, and books for students to check out and review.

In both Fall 2020 and Spring 2021 semesters, the GRC saw increases in student users and workshop attendance as compared to previous Fall and Spring semesters: Fall 2020 visits were up 18.8% and Spring 2021 visits were up 53.4%, and the largest year-to-year visit percentage increases were in workshop, support group, and ESOL writing consultation usage.

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

The GRC does not have an SFRB balance forward from last year.

- 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 requesting an increase of \$10,000 to its previous funding, for a total of \$74,548. This increase (which brings the GRC closer to its previous SFRB funding levels) will provide the GRC with funding in order to hire additional front-office undergraduate employees and to account for increased expenditures as a result of our return to campus (such as room rentals for events such as the JumpStart Orientation and supply needs for our physical location). We also believe that the Graduate Student Union's likely negotiations with UNM Administration will result in increased costs, though the timeline for any collective bargaining agreement is unclear at this point.

In addition, the GRC requests a one-time funding allocation of \$8,000 for Summer 2021. Graduate students work irregular and complex schedules, including significant time during the Summer for thesis/dissertation research, writing, as well as professional program coursework. At the same time, faculty are not typically contracted to work during the Summer (and thus do not advise their graduates), so many students experience a significant break in their academic support systems. In order to alleviate these additional strains, the GRC offers limited summer services based on the expressed need of students. At present, only our supervisor is available to provide these services, but we continued to host our dissertation support group, several writing camps, workshops aimed at Summer needs, as well as writing, career, and dissertation coaching appointments on a limited basis. We hope to receive Summer funding to expand those offerings through the hire of 3 of our GA consultants and one student employee to work during that time. Having our staff remain present at the GRC over the summer enables us to support timely Summer research and degree completion via our full range of services.

- 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 fiscal year 2021-2022, the total budget for the GRC is \$160,469. Of this, \$80,000 is from I&G funds, which are used towards the supervisor salary, benefits, and a small amount towards

graduate assistants. The primary revenue source for the GRC outside of I&G funds is SFRB funding, which is currently \$64,548. Over the previous year we received a small amount of emergency funding, \$4,368 from a Higher Education Emergency Relief (HEERF3) grant, but this funding source was one-time and will not continue for next year. We anticipate that for fiscal year 2022-2023 our budget will be \$151,911, with \$77,363 coming from I&G and \$74,548 from SFRB funding.

The GRC also continues to seek out partnerships and other external grant opportunities in support of initiatives such as targeted wellness and mental health resources for graduate students, increased access to online resources for graduates, and collaborative programs and research within CTL. We also have a recurring memorandum of understanding with Graduate Studies for their office to provide the funding for three GA consultants. This MoU enables the GRC to offer a broader variety of services and more hours for students. We do not administer those funds directly so they are not part of our budget.

- 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 students who develop and facilitate workshops, conduct one-on-one tutoring, lead support groups, and manage the center's operations. 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, performing outreach, 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. This feedback guides staff in implementing programmatic changes and improvements to services. During the pivot to remote learning in 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: mental health, parenting obligations (childcare and home schooling), and financial stability. By Spring 2021, these issues had shifted to stress management and thesis/dissertation research support, alongside mental health. This shows that students were anticipating the return to campus but are now feeling increased pressure to produce academic



work as a way to “make up” for time lost during COVID. To address these concerns, the GRC developed a comprehensive list of UNM and city resources that could help mitigate stress; we will continue to support students looking for those resources, but we are now turning back towards our strengths in research, skill, and writing development. .

**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 is now learning valuable lessons from our online efforts.. For instance, our consultants created numerous online guides for statistics, writing, and planning for graduate school:

<https://unmgrc.unm.edu/resources/helpful-documents.php> Although our online services were initially designed with distance learners in mind, their utility during the pandemic convinced us that all students should have access to on-demand resources to fit their busy schedules and promote health and safety.

Other ongoing efforts include a revamp of the Graduate Resource Center website, which improved site navigation and ease-of-use for our visitors. Furthermore, we continue to utilize an online chat function for students to quickly receive help and answers and to schedule individual appointments. We are also continuing to offer online appointment and group service options for students outside of Albuquerque and for those who may have accessibility issues with in-person sessions.

In our effort to increase awareness of our services to a broader audience, we have begun expanding our partnerships to reach graduate students of color and North Campus students. As shown below, this includes working with El Centro de la Raza to make GRC workshops a part of the *Summa Academia* requirements and collaborating on Prep for Grad School workshops with El Centro and American Indian Student Services. Through our ongoing collaboration with the Health Sciences Center, we have hosted workshops for their Library and Informatics Center, presented at College of Nursing orientations, offered structured online support through the Graduate Online Writing Lab (GrOWL) for specific Nursing courses, and collaborated on Impostor Phenomenon workshops with HSC. The purpose of this collaboration is to offer support for HSC students in programs managed by Main Campus Graduate Studies and contribute to North Campus student success initiatives.

The GRC also appreciates that accessibility for graduate students not only includes the physical space and benefiting 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. As stated earlier, we will continue to offer Summer services as frequently as possible.

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

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, the GRC increases its own visibility while also bringing together different organizations to further strengthen the UNM graduate student community.

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

- **Graduate Studies**—The Graduate Resource Center has had an ongoing partnership with Graduate Studies. Graduate Studies remains a co-sponsor of the JumpStart Orientation for new graduate students at the start of each semester. In addition, 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. Lastly, the GRC partners with Graduate Studies on specific initiatives, including the selection and guidance of a pilot Summer Dissertation Writing Fellowship Award and a mentoring project this Fall for prospective applicants from UNM to a prestigious Social Science Research Council fellowship.
- **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 covering the Hidden Curriculum, and made GRC workshops applicable for their scholarship requirements.
- **Global Education Office**—GEO and the GRC 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, including topics such as Academic Communication and the U.S. Job Search.
- **College of Nursing**—The CoN and the GRC collaborate every year on academic skills workshops and GrOWL availability for new and emerging Nursing students. This Fall we are providing workshops on Studying Effectively for Exams as well as on Academic Writing alongside CoN academic advisors and faculty.

In addition to these partnerships, the GRC has continued to build relationships with graduate students and departments across Main, North, and South Campuses as part of a plan to expand our outreach and scope. 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:

- International Student Orientation
- College of Nursing Orientation
- English Graduate Orientation
- Physician Assistant Program Orientation
- Art & Art History Graduate TA Orientation
- American Studies Graduate Orientation
- Electrical and Computer Engineering Graduate Orientation
- Native American Studies Graduate Orientation

**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.

In addition, the GRC uses an information management system called TutorTrac that logs each consultation, start and end times, medium, and the visit reason. This data, merged with demographic information available through Banner and Enrollment Management reports, provides pertinent information on graduate student populations 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. We are also able to track how individual students utilize our services and ensure our consultants' time is being well spent. Through these discussions, we can identify why students are not using GRC services, see opportunities to develop services for specific populations, and optimize our outreach.

At the end of each semester, the GRC surveys our student users on the services they have used, ways we can improve, and the effectiveness of each service. This survey collects both quantitative ratings as well as qualitative opinions from student users. 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.

**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 given a limited recommendation from last year's SFRB application, so we have included the disclosure of our MoU funding from Graduate Studies.

**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 students 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 (and online) 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 undergraduates. Our holistic approach to student success upholds the University's mission by helping students pursue excellence in writing, research, teaching, and community service.

Our virtual group services have soared during the pandemic, and we have made the decision to continue offering all writing camps and support groups online. Over the 2020-2021 Academic Year, we provided 962 student-hours of writing camp time and 178 student-hours of support groups. We also reached 277 unique students via our workshops in that time.

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. Though we have returned to campus, we learned many lessons from our remote work, including the importance of reaching out to students via whichever medium works best for them. The student body of UNM is represented in GRC users, *with international/non-resident alien students making up a larger percentage of representation of GRC users than compared to UNM graduate population, and our other demographics closely mirroring graduate enrollment from previous years.* The diversity of our student users demonstrates the effectiveness of our services across the graduate student body and across disciplines. Students themselves also expressed appreciation for the GRC's support:

"I have gained academic and professional guidance that is not commonly offered by Academic Departments from virtually (due to COVID-19) attending several Graduate Resource Center workshops this semester. Very practical information and discussion on topics ranging from Preparation for Graduate School to Resumes and CVs. Grateful to have the opportunity to schedule one-on-one virtual appointments to further discuss particularly relevant topics."

"As an international student who had to learn how to navigate the US university system, GRC has been essential to my success in academia. The Center has offered me support on topics and practices that were not very self-evident to me, like applying for grants, revising a journal manuscript, preparing for the job market. Thanks to the GRC, I have written and revised my dissertation, journal articles, and job applications. I have participated in their writing camps and the writing support groups, I have used the GrOWL, I have had one-on-one consultations on statistics, on writing essays (like research and teaching philosophy statements, and diversity statements), and formatting CVs and resumé. I have also benefitted from the workshops they offered on several topics, like professional networking and academic writing. All these services have made me a more confident graduate student, ready to face the challenges of the academic world!"

"The GRC is a great resource for grad students to get help. I struggled in school and the GRC was able to help me turn my life around. After speaking with the Student Success Supervisor, I was able to drastically improve my performance the semester after. People from the GRC are there to support you and help you as much as they can."

FORM A: FUNDING REQUEST FORM

FORM A  
FUNDING REQUEST FORM

DEPARTMENT Graduate Resource Center  
VICE PRESIDENT James Halloway

INDEX # 521009

FISCAL YEAR 2022-2023

A B C D E F

DESCRIPTION	ORGANIZATION OPERATING BUDGET 2020-2021	TOTAL BUDGET 2021 - 2022 (not including SFRB)	SFRB BUDGET 2021 - 2022	TOTAL BUDGET 2022 - 2023 (not including SFRB)	SFRB BUDGET REQUESTED 2022- 2023	SFRB FUNDING INCREASE/DECREASE REQUEST 2022 - 2023
1 Faculty salaries	-					
2 Staff salaries		49,735				
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ -	\$ 49,735.08	\$ -	\$ -	\$ -	\$ -
4 Student (student employment & workstudy)			10,000		10,000	
5 GA, TA, RA - Pay and Benefits	64,548.00	8,197	53,748		63,748	
6 Fringe Benefits on Staff & Faculty salaries		19,431				
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 64,548.00	\$ 77,363.08	\$ 63,748.00	\$ -	\$ 73,748.00	\$ 10,000.00
<b>GENERAL EXPENSES</b>						
8 Banner Tax (1%)		774	200		200	
9 Foundation Surcharge (.5%)		387	500		500	
10 Student Employment Fringe (Workers Compensation)		-	100		100	
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32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ -	\$ 1,160.45	\$ 800.00	\$ -	\$ 800.00	\$ -
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 64,548.00	\$ 78,523.53	\$ 64,548.00	\$ -	\$ 74,548.00	\$ 10,000.00

Form B: SFRB One-Time Funding Request Form



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

DEPARTMENT Graduate Resource Center  
 VICE PRESIDENT James Holloway  
 INDEX # 521009

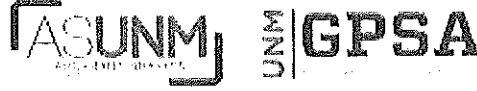
STUDENT FEE REVIEW BOARD  
 FISCAL YEAR 2022-2023

Budget for SFRB Funding ONE-TIME Request

		I	J
	DESCRIPTION	2021-2022 One-Time Request	2021-2022 One-Time Allocation
1	Summer Pilot Program- 3 GA's for .25 FTE for 2 months and 1 UG Student Employee	\$ -	0
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17	<b>TOTAL One-Time funding (Line 1 thru Line 6)</b>	<b>\$ -</b>	<b>\$ 8,000</b>

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

Form C: External Funding Sources



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

DEPARTMENT Graduate Resource Center  
 VICE PRESIDENT James Halloway  
 INDEX(es) # 521009

STUDENT FEE REVIEW BOARD  
 FISCAL YEAR 2022-2023

FUNDING SOURCE	2021-2022 BUDGET	2022-2023 FORECASTED BUDGET	Funding Increase Request for 2022-2023
1 Student Fee Review Board (SFRB)	64,548	74,548	10,000
2 UNM Instruction & General	80,000	77,363	-
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 HEERF3 GRANT	4,368	-	-
13			-
14			-
15			-
16			-
17			-
18			-
19			-
20			-
21			-
22			-
23			-
24			-
25			-
26			-
27			-
28			-
29			-
30			-
<b>TOTAL OPERATING INCOME/REVENUE</b>	<b>\$ 148,916.00</b>	<b>\$ 151,911.00</b>	<b>\$ 10,000.00</b>

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