



**BOARD OF REGENTS
STUDENT SUCCESS, TEACHING & RESEARCH COMMITTEE**

MEETING AGENDA

**August 8, 2022
11:00 AM
Roberts Room
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING, and RESEARCH COMMITTEE MEETING

Special Meeting
August 8, 2022, 11:00 a.m.
Scholes Hall, Roberts Room

AGENDA

- I. **Call to Order –**
 - a. Confirmation of a Quorum
 - b. Adoption of the Agenda

- II. **Approval of Summarized Minutes from May 5, 2022 Meeting** **TAB A**

- III. **Reports/Comments:**

Provost's Administrative Report
James P. Holloway, Provost & EVP for Academic Affairs

 - Member Comments
 - Advisor Comments

- IV. **Information Items:**
 - A. **Mental Health and Wellness Support for UNM Students: an Integrated Approach** **TAB B**

Assata Zerai, Ph.D., Vice President for Equity and Inclusion
Stephanie McIver, Ph.D., Interim Executive Director, Student Health and Counseling

 - B. **Student Health and Counseling (SHAC) Fees and Revenues** **TAB C**

James P. Holloway, Ph.D., Provost & EVP for Academic Affairs

 - C. **Enrollment Update** **TAB D**

Dan Garcia, Vice Provost for Enrollment Management

- V. **Public Comment**

- VI. **Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
May 5, 2022 – 1:00 p.m.
Virtual Meeting

Meeting Summary

Committee members present: *Regent Kim Sanchez Rael, Chair, Regent Doug Brown, Student Regent Randy Ko, James Holloway, Provost & Executive Vice President for Academic Affairs, Scott Sanchez, Staff Council President, Finnie Coleman, President, Faculty Senate*

Committee members Absent: *NA*

Advisors present: *Gregory Romero, ASUNM President, David Saavedra GPSA President*

I. Call to Order (1:02 PM) – Confirmation of a Quorum, Adoption of the Agenda

Motion to Approve agenda as amended: Provost Holloway

Second: Student Regent Ko

All members voted

Motion: Approved

II. Approval of Summarized Minutes from Previous Meeting

TAB A

Motion to Approve: Regent Brown

Second: Student Regent Ko

All members voted

Motion: Approved

III. Reports/Comments:

Provost Administrative Report

James Holloway, Provost & Executive Vice President for Academic Affairs

Academic Leadership:

- We have appointed Dr. Eric Scott as the Vice President for Student Affairs effective August 1st. We are excited to have him join us. He has an impressive background with a number of institutions, North and South Carolina, Alaska, and from Idaho. We are looking forward to our next steps in Student Affairs. I also want to thank Jenna Crabb, who will serve as the interim Vice President for Student Affairs for the month of July. The reason for this is that Tim Gutierrez will be stepping out of his role as interim Vice President for Student Affairs and retiring from UNM at the end of June. I would like to recognize Tim Gutierrez for his decades of service to UNM and students at UNM. Thank you, Tim.
- The UNM-Valencia and UNM-Los Alamos searches have interviewed finalists on their respective campuses. Each search is nearing closure and is in my hands.
- The search for the Dean of Engineering is underway and will be continuing in the summer and early fall.

Progress on Education:

Progress that has been made in education and teacher preparation is in large part due to the agenda Dean Hansel Burly has been driving over the last year. He has spent a lot of time going around the state and meeting with school superintendents, people at PED and principals pushing a comprehensive agenda to improve teacher education in our state. Some of the success, directly from his efforts are:

- HB13 – increase the paid student teaching positions (UNM seeking 210 teaching positions in all areas)
- SB1 – support for delivery of bachelors degrees in Teacher Education at Gallup

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- HB2 – Supported the Teacher residency program we've talked about at a previous meeting. This is a residency with Albuquerque Public Schools which has been a piloted program over the last several years. HB2 allows us to expand this program with over \$50 million of funding across the state
- PED has decided to eliminate PRAXIS exams. These exams were a requirement for students wanting to enter into teacher preparation programs. Based on data, it was shown that the exams do not in fact work and do not lead to better teachers.

Teacher residencies support

- UNM identified 101 spots for residencies with 7 different school system partners. These residencies require a spot for a student teacher as well as identification of a master teacher at the K-12 school to foster a close mentorship relationship and also a faculty member at the higher education institution to be the other partner in the mentorship. Applied for NMPED funding
- Seeking federal funding also

Gallup pilot on delivery of Bachelors degree for EAs at UNM Branches

- Academic advisor in place at UNM-G, course alignment between UNM Gallup and the College of Education Sciences has been completed
- Course delivery starts this summer at Gallup, Valencia, and Taos (hybrid circuit rider model). In this model, the instructor will visit each campus and teach in person while delivering remotely to the other campuses. Every campus will have face to face instruction and remote instruction from the same instructor who is riding the circuit. They are also providing instructional support at each campus.
- The placement of the EA program at our branch campuses is one that aligns with being an R1 university, but also 3 of the partners for the residency are Gallup-McKinley, Belen Public, and Los Lunas Public schools. Doing this program at the branches close to our residents and partners is another promising step.
- College of Education and Human Sciences here in Albuquerque has worked with branches to design AA degrees in education. The courses will be submitted in the next round of curricular approval. These AA degrees put much more education content than is the norm. This will provide a head start when transferring to the 4-year program with teacher preparation during the AA degree, maximizing the alignment from AA to BS.

These are some of the ongoing work in support of teacher education, counselor education, and special education preparation in the state. Much of what has happened over the last year are in partnership with the state.

Faculty Publication

- I would like to recognize that earlier this week we held a reception for Faculty scholars who have published books over the last three years. UNM faculty have been very productive publishing with works ranging from scholarship on Room 28 at Chaco to textbooks on pavement and artificial intelligence all the way to novels and guides on camping in New Mexico.

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Member Comments:

Regent & Chair Rael: It is great to see the progress on closing the gap on teacher education. That is exciting. The Hybrid Circuit Rider model is nicely created. I encourage you and the team to continue to think creatively about optimizing resources to accelerate getting some of the programs completed. Two questions. One is in terms of the statewide gap of teachers in K through 12, where are we tracking the macro data by the state? Is HED collaborating with PED for collecting the data on eliminating that gap? If they are not, is that something UNM can take a leadership role on? I just want to make sure that we are watching the data closely in those groups.

Provost Holloway: This is a good question and I will check on that. We track our own and what we tracked is licensures. How many of our students contribute to the pool of licensed teachers. Dean Burley has convinced me that that is the right metric. I would imagine PED is doing this, but I don't know that to be a fact. I do like the suggestion and will follow up on that.

Regent & Chair Rael: Is there any update on the alternative licensure track? How involved is UNM in that channel of creating more licensed teachers?

Provost Holloway: We are involved in that. In the last year, we created at least one certificate program to support an alternate avenue to licensure. We are involved in discussions with PED about how to best structure that. Deans of education across the state have formed a regular meeting of Deans so that we can communicate across the higher education, education enterprise and make sure we are all on the same page with these kinds of issues.

Regent Brown: I also commend the work being done on closing the gap with teachers. I hope we do the same with nursing.

Provost Holloway: Regent Brown, thank you for flagging that. Nursing is very much on the agenda as well. In the past you have heard from Dean Kasper about the work to grow the nursing program. We are exploring creating another nursing program at the branch campus in Los Alamos. My intent is to bring you updates on these programs so that you are informed as to where we are.

Scott Sanchez Staff Council President: I would like to say thank you for working on all these programs to make it easier for educators. My wife is an EA working towards her Bachelor of Education. We are excited about all the developments. I hope this isn't taken the wrong way, but I see us adding all these programs. I don't think I've seen one program that isn't deserving, but I remember of the first things we talked about was how we had too many programs and too many that are unused. Today we are deleting the very first one during my time on this committee. I don't think we cannot approve these; they all are well reasoned. We talk about having a goal and then work in the opposite direction. As my farewell, that is my final comments as I think it is worth bringing up.

Provost Holloway: Thank you Scott for the comments. Over the last few years, we have deleted programs. At present we are adding programs faster than we delete programs. One thing to keep in mind is that some of the programs we add draw new students. Some of the programs we add do not require any new resources. Some of the courses added over the last few years package existing courses into a new program or degree attractive to students or help students achieve some particular need. You are right, there is a lot of soul searching to do. UNM as a flagship comprehensive institution, we tend to want to do everything that universities of that stature do. It can be hard to figure out what we shouldn't do.

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Advisor Comments: None

IV. Action Items:

- A. Form D – Advanced Graduate Certificate in Counseling (New) TAB B**
Kristopher Goodrich, Ph.D., Chair, Counselor Education
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted
Motion: Approved, passed unanimously
- B. Form C –Certificate in Barbering (Gallup) (New) TAB C**
Matthew Mingus, Ph.D., Gallup Branch
Motion to Approve: Scott Sanchez
Second: Regent Brown
All members voted
Motion: Approved, passed unanimously
- C. Form C – Minor in Maternal Child Health (HSC) (New) TAB D**
Pamela Sedillo, Manager, Student Success
Tammy Thomas, Ph.D., Director of Undergraduate Programs COPH
Motion to Approve: Regent Brown
Second: Student Regent Ko
All members voted
Motion: Approved, passed unanimously
- D. Deletion of Graduate Certificate in Law, Environment, and Geography TAB E**
Pamela Cheek, Ph.D., Associate Provost for Student Success
Motion to Approve: Provost Holloway
Second: Scott Sanchez
All members voted
Motion: Approved, passed unanimously
- E. Policy C70 Confidentiality of Faculty Records TAB F**
Finnie Coleman, Ph.D., Faculty Senate President
Motion to Table: Provost Holloway
Second: Scott Sanchez
All members voted
Motion: Approved, passed unanimously

Regent & Chair Rael: I would ask for Loretta’s comments on the policy.

Loretta Martinez, Office of University Council: The Office of University Council provided comments during this process to the Provost’s office and to the Faculty Policy Committee. Office of University Council does not have an approval role or a sign off. We have a review and advising role. Our client

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can choose to accept our comments, concerns, and suggestions and at other time does not. We did look at this and there were no big concerns. We did comment, review, and provide suggestions. Some of those suggestions were accepted and others may not have been.

Regent & Chair Rael: I would like to look at this more closely. Anytime we have a policy change I would like to spend some time on it. I overlooked that a policy change was on the agenda today.

Regent Ko: As a member of the board, I didn’t receive any comments or information University Council may have made on this particular policy. I would like to see what recommendations from University Council were and were not accepted.

Regent & Chair Rael: I would echo that. University Council are advisors to the Board of Regents, and I’d like to have more detail, anytime we change a policy.

Loretta Martinez, Office of University Council: A suggestion I would make is that we have a first reading and a second reading on changes to policy. This is not a process we have followed previously. We could implement that. This way the Regents would feel fully apprised, not just legal comment, but any comments from the community or otherwise.

Regent & Chair Rael: I think that is a great idea Loretta. In that framework, I would consider this a first reading from the committee. I do not see that there anything particularly time-sensitive on this. I would consider adopting that process for policies that come through this committee and we would take it up for second reading and passage at our next meeting.

Finnie Coleman, Faculty Senate President: I do not know if I have an objection, but we have a policy in place for this type of review. I think we are suggesting a change in policy that the Faculty Senate has not considered. I think the proper mechanism would be to table this. There is no policy governing a second reading at this point. That is what the 30-day comment is for.

Provost Holloway: I have a comment about first reading second reading. I don’t think that this would be a change in our policy about policies. The way I am hearing this is that a change like this would come to the appropriate Regent’s subcommittee, be considered, and discussed with the intention to vote on it at the next meeting.

Regent & Chair Rael: I agree. I think it is a change in practice not policy.

Finnie Coleman, Faculty Senate President: In terms of Roberts Rules, it would come first to the committee as a discussion item not as an action item.

Regent & Chair Rael: I think the practice would be, for a policy change, it would be an informational item at one meeting and an action item at the subsequent meeting.

F. 2022 Spring Degree Candidates

TAB G

Finnie Coleman, Ph.D., Faculty Senate President

Motion to Approve: Provost Holloway

Second: Regent Brown

All members voted

Motion: Approved, passed by majority. Scott Sanchez abstained

G. Recommendations for Consent Agenda Items on Full Board of Regents’ Agenda

Kim Sanchez Rael, Chair, Regents’ SSTAR Committee

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Action Items for Full Board Consent Agenda: Action Items E, F, and G
Action Items A and B will be held over for the May 10 Full Board to accommodate the presence of the donors to the meeting.
Remaining Items, C, D, and H to be placed on the agenda for the Full Board.

V. Information Items:

A. Strategic Enrollment Planning

TAB H

Dan Garcia, Vice Provost for Enrollment Management

Strategic enrollment planning is a set to strategies and goals developed after comprehensive review of internal and external data. Things such as competition, trends, key performance indicators in the marketplace. The strategic enrollment plan began in Fall 2019, with the intention to look at undergraduate and graduate populations, student lifecycle, and align the plan with the university’s strategic plan and mission. The plan is a 35-page document with ten key components to include data relevant to enrollment trends, key performance indicators which measure how we are doing, and enrollment pipelines and histories. The last part of the plan includes strategies to recruitment, retention, and graduation. The plan is comprehensive. There are 4 phases to the plan: preparation and data analysis, strategy development, goal development, and implementation and continuation. We just completed phase 3 and are starting phase 4, implementation. We will be submitting this plan with some other components to the New Mexico Higher Education Department in June, per their request.

Member Comments:

Regent Brown: I would like to see more inclusion of veterans in the enrollment focus. He would also like to see if we can showcase the Anderson Student Investment program as means to attract students.

Finnie Coleman, President Faculty Senate: I would like to echo Regent Brown’s comments especially about veterans. We are one of the few institutions in the country that has an AAFES facility, a VA facility, and an active military base in our backyard. We are one of the few flagship universities that can claim all three of those. I would like to see us take advantage of that in ways we have not in the past to include reaching out to airmen coming into the community and especially trailing spouses for undergraduate and graduate degree completion. I would also like to see us reach out to special populations. I would like to see us build pipelines from historically black colleges and universities to the University of New Mexico. I’m also thinking about the Jemez Valley college and career fair.

Regent & Chair Rael: I am happy to see that recruiting international students is in the plan.

B. Academic Supports for Undergraduates

TAB I

Pamela Cheek, Ph.D., Associate Provost for Student Success

We, some faculty, staff, and students, are presenting some, not all, of the academic support programs that make the UNM a great destination university. All these programs come to you as a collaborative effort between many different offices. Our success is in addressing the needs of students; our challenge is in determining how to scale.

- Undergraduate Research, Arts & Design Network (URAD)– Tim Schroeder Director
URAD launched in Fall 2022 by Provost Holloway and is designed to expand the research, arts, and engagements for UNM’s undergraduate students. We achieve this by utilizing collaborations across all UNM campuses to create these opportunities. An NSF funded program, ECURE (Expanding Course-based Undergraduate Research Experiences), supports faculty with incorporating undergraduate research experiences in general education and additional entry-level course.
- Grand Challenges: Sustainable Water Resources – Anjali Mulchandani, PhD
The Undergraduate Research Communication Scholarship: there are two tracks for this scholarship. Track 1 is for students new to research who have not performed research with an advisor. Students interview the advisor and come up with a project to communicate their advisor’s research to the public.

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Track 2 is for students who are already doing research and have to build a communications project to support their ongoing work. Students meet as a cohort weekly to foster belonging and a sense of community. There are formal presentations and completed projects are published to Environment Focused Learning academy and URAD websites.

- Center for Teaching and Learning (previously CAPS) Stephanie Sanchez, Associate Director. Our center is the largest at UNM and we employ the largest group of students at UNM. We have been on campus for 40 years and operate a philosophy of peer support and an understanding that learning is a social process. In this model we have peer educators who can provide content support and learning guidance to other students. Each semester we have 70-100 peer tutors each semester. They offer a variety of academic support services. Our program and tutors are nationally certified through the College Reading & Learning Association, the largest international association for accrediting tutoring programs and learning centers. Our services are designed for our unique student body and UNM courses. Our center is 1 of 6 nationally recognized as a Learning Center of Excellence by the National College Learning Center Association.
- Peer Learning Facilitators – Carolyn Hushman, Associate Professor and Debbie Luffey, MS, RDN The Peer Learning Facilitator (PLF) program invites undergraduates to join instructional teams in courses where they had previously been successful. Instructors recruit former students who represent the diverse populations in their courses and also students that may have struggled before they found their pathway to success. PLFs meet weekly to discuss the course, content, activities, and ask questions so that when they are in class, they help to support student success by increasing access to the instructional team. They serve as “near peer” mentors who normalize life and course challenges. Hopefully, they’ll help increase help-seeking behaviors. This unique program helps bring equity to our large enrollment classes with students and for students. Students who reported coming from lower socioeconomic backgrounds use the PLFs for core support statistically more than those who report coming from higher socioeconomic backgrounds.

Member Comments:

Regent Ko: Thank you for bringing together all the different programs. I think it is good to reach out to high school students. These programs are a compelling way of retaining students. The Legislature is going to be looking at student support this coming session. We need to help these programs not be so strapped.

Regent & Chair Rael: Thank you for all the innovative programs. My big picture question about CTL is, how are these support opportunities marketed to the student population and what is the access? Is there any sort of triage for a more holistic approach for a student that might need help and it is more than a tutoring situation?

Stephanie Sanchez: The first encounter a student has is at orientation through a presentation to them. We gather information in the form of a list, of students that would like more information about us. We send each student on the list an email reminding them of who we are and all the services we provide. In addition, at the beginning of each semester we visit classrooms. We gather a list of faculty instructors on campus and send a bulk email out asking if they would like one of our tutors to come to their class for a 5-minute presentation on CTL services. As much as it is feasible, we match subject matter in the classroom with a tutor in that genre. We also try and reach students where they are, for example Facebook. Our tutors are trained in a lot of areas. So, they receive training with supporting the “whole student”. They receive training from ARC, SHAC, Women’s Resource Center, and LGBTQ Resource Center so they are aware of other resources on campus. This provides a foundation for working with students with different needs and guiding them to the resource that best serves them. They speak from the student experience.

Pamela Cheek, Associate Provost: Regent Rael, I think your question gets to the heart of the next thing we need to do for the next 10-20 years. Coming up with built in proactive interventions before a crisis stage is hit. All of us are thinking, all the time, about how to do smart referrals, building a more systematic approach to interventions that happen before the student hits to great a barrier is something that, as an institution we are going to be working on moving forward, including with mental health.

Regent & Chair Rael: Whatever this committee can do to help in that endeavor, let us know. Leverage us.

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VI. Public Comment

None.

VII. Adjournment: 3:39 pm

Motion to Adjourn: James Holloway

Second: Scott Sanchez, Staff Council President

All members voted yes.

Motion: Approved



Supporting UNM Students' Mental Health and Wellbeing: an Integrated Approach

Stephanie McIver, Ph.D. | Interim Executive Director |
Student Health and Counseling | she-her

Assata Zerai, Ph.D. | Vice President for Equity and
Inclusion | Professor of Sociology | she-her

University of New Mexico

8 August 2022

Goal for today's presentation

- Report on our progress to strengthen UNM's delivery of mental health and wellness resources to UNM students by:
 - decreasing wait times at Student Health and Counseling (SHAC)
 - providing greater support to students with substance use disorder
 - designing an integrated approach across healthcare, student affairs, academic affairs and other relevant portfolios at UNM
- We are in the acute phase of this plan, which consists of:
 - ramping up provider access
 - making visible the bridges Dr. McIver has built across direct service and support units [e.g., the UNM HSC School of Medicine Dept of Psychiatry and Behavioral Sciences provides specialty and subspecialty services including psychiatric emergency services, inpatient care, and outpatient services for substance use disorder]
- Further, we will delineate gaps in mental health resources to promote UNM student wellbeing



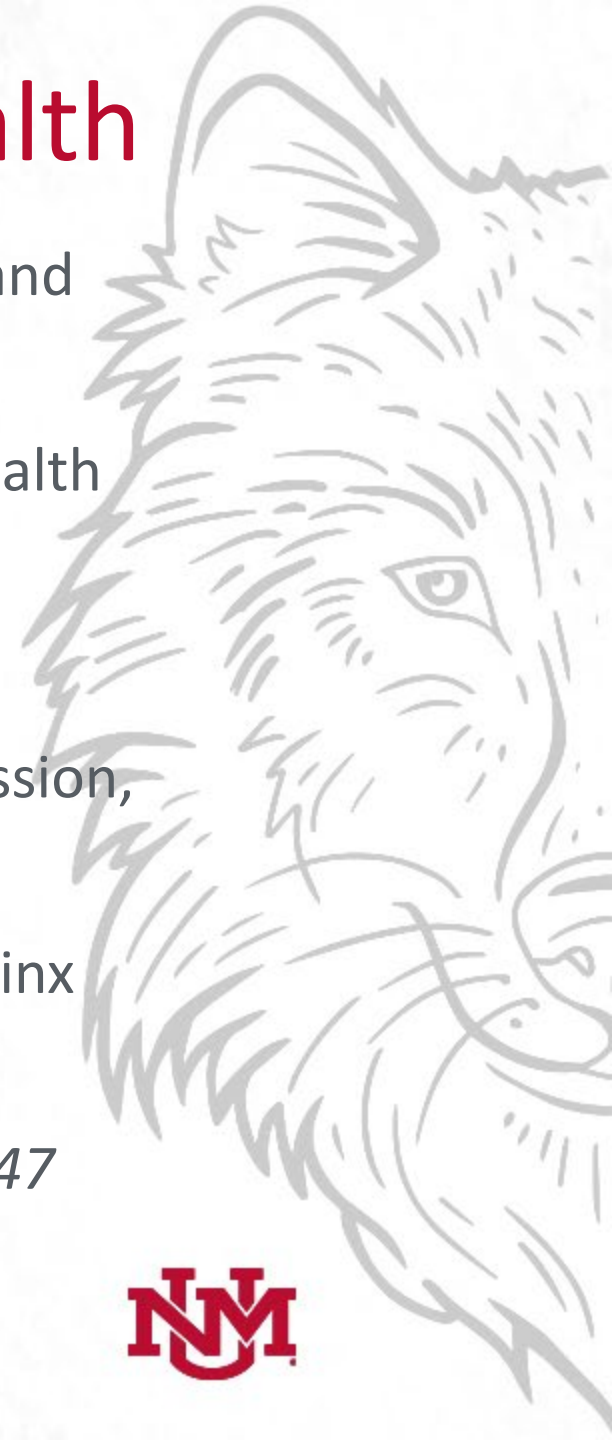
Presentation Outline

1. Current state of mental health support to UNM students within national context
 - a. Changes in mental health support over the past few years
 - b. Resource deficiencies relative to peers and best practices
 - c. Impact on the wellbeing of UNM students
2. SHAC's highest priority by start of term: additional providers and staff
3. Plans to address needs at SHAC and progress made
 - a. Planned staff increases and other resources
 - b. Communications Plan: including SHAC open house, scheduled for September 2022
 - c. Metrics to measure progress during AY2022-23
4. UNM's Integrated Approach
 - a. Direct Service Units (DSU) Team
 - b. Mental Health Team
 - c. Integration between UNM HSC Dept of Psychiatry and Behavioral Sciences and SHAC
 - d. Work to integrate SHAC and HSC, led by Dr. Jill Klar
 - e. Connections between SHAC and UNM's student affairs infrastructure
5. Remaining Gaps
6. Acknowledgements, Questions, Comments



College Students and their Mental Health

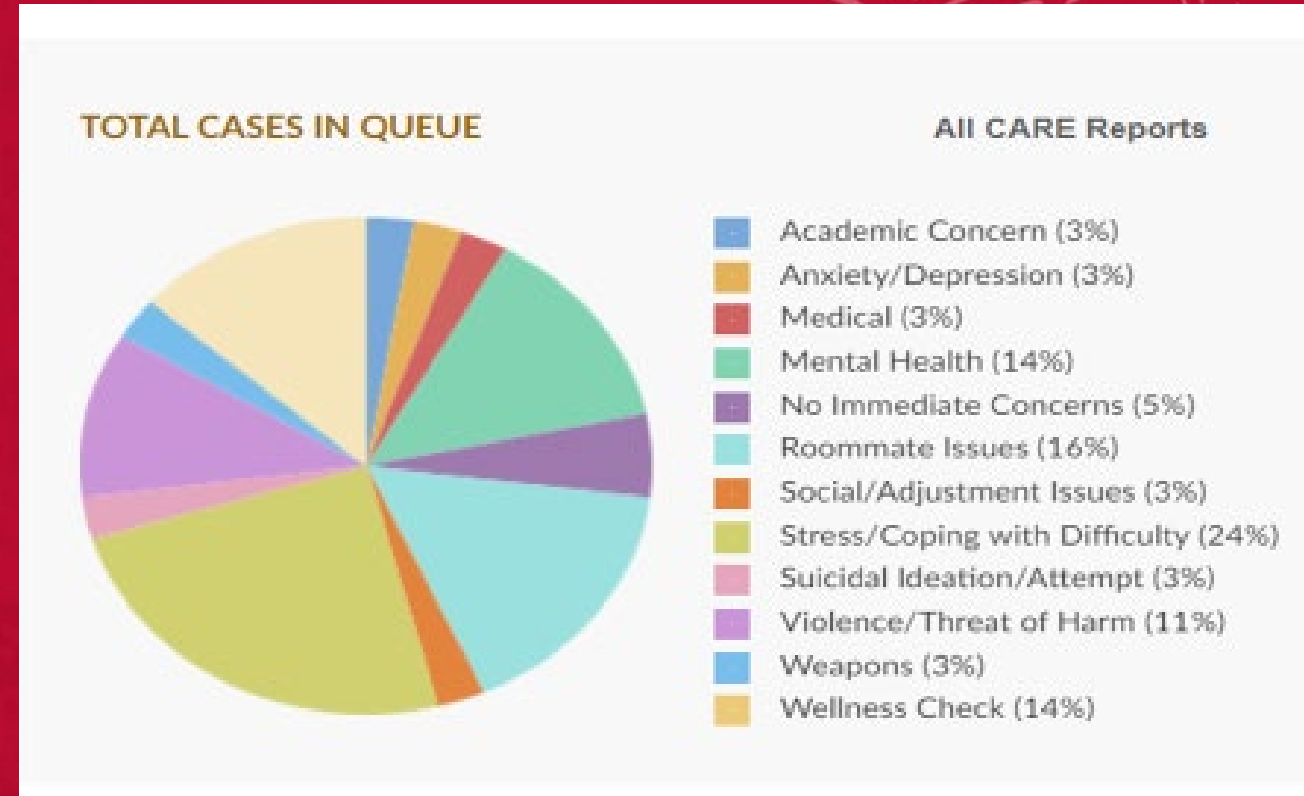
- Survey data collected by the Healthy Minds Network between 2013 and 2021 from 350,000 students at 373 campuses
- In 2020–21, >60% of students met criteria for one or more mental health conditions, a nearly 50% increase from 2013
- Mental health worsened among all groups over the study period
- American Indian students experienced the largest increases in depression, anxiety, and suicidal ideation (+602.4% vs. +134.6% for all students)
- The highest rate of past-year treatment for Asian, Black, Hispanic/Latinx students was at or below lowest rate for White students
- Source: Lipson, et.al. 2022. *Journal of Affective Disorders*. 306: 138-147



At UNM: August 23, 2021 to October 6, 2021 (45 days) ~ 5 CARE Referrals a day (Total: 224)

In a national data set:

- Youth mental health is worsening. 9.7% of youth in the U.S. have severe major depression, compared to 9.2% in last year's dataset. This rate was highest among youth who identify as more than one race, at 12.4%.
- Even before COVID-19, the prevalence of mental health conditions among adults was increasing. In 2017-18, 19% of adults experienced a mental illness, an increase of 1.5 million people over last year's dataset.
- Suicidal ideation among adults is increasing. The percentage of adults in the U.S. who are experiencing serious thoughts of suicide increased 0.15% from 2016-17 to 2017-18 – an additional 460,000 people from last year's dataset.



Source: Mental Health America's 2021 Report



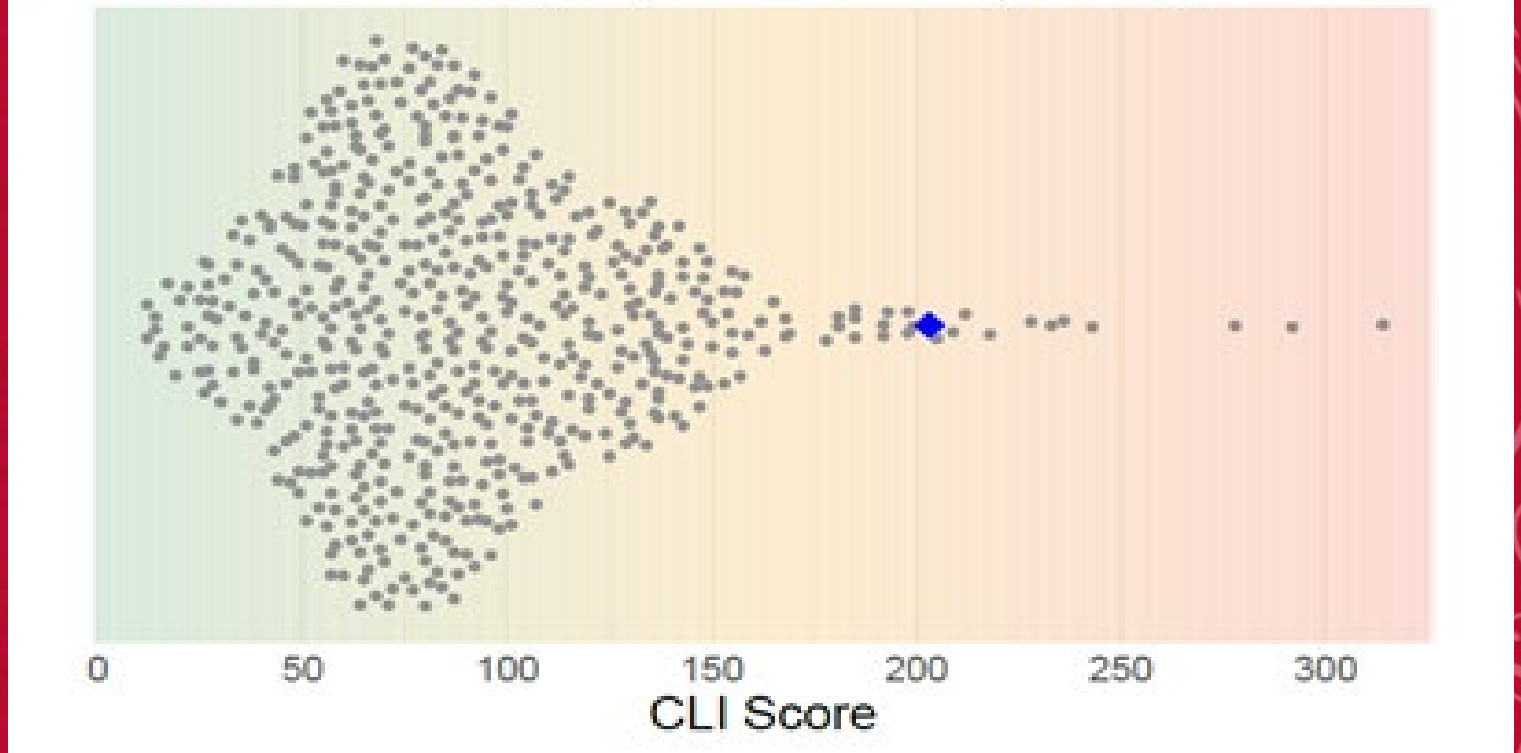
SHAC's Clinical Load Index (CLI) relative to 565 Collegiate Counseling Centers (2020-21)

Utilization: SHAC had contact with 6.5% (1270) of enrolled students (19,556). **Our goal is 20%.**

SHAC's Clinical Load Index is 203, higher than 98% of schools in the distribution (impacting SHAC's ability to meet student need). The 2020-21 CLI distribution ranged from 12-314, with a mean of 90.

A CLI score can be thought of as "clients per standardized counselor (per year)" or the "standardized caseload" for the counseling center. A high CLI reflects a high standardized caseload (i.e., there is a higher demand for SHAC counselors than they can currently meet).

Clinical Load Index (CLI) Distribution (N=565)



SHAC Providers and Administrative Support

Impact of
decreasing
FTE in the
past 5 years

- SHAC has cut, or not hired, many critical support positions in the past few years to balance the budget and now finds itself without key administrative support
- This has resulted in healthcare providers expending precious hours to engage in administrative tasks rather than clinical services and has decreased key billable service hours
- Until the recent funding of new administrative positions we have had no administrative support in reception, for the executive director, nor for any clinical areas
- Recent attempts to hire providers makes clear the challenge of competing for hires with systems offering higher salaries and hiring bonuses, key in this new employment climate



SHAC Providers and Administrative Support

Impact of
decreasing
FTE in the
past 5 years

- When optimally staffed, time from triage to assessment was 5 days or fewer
- At the peak during Fall 2019, the average wait from triage to assessment was 16.5 business days with a range of 1-36 days
- Upper level in this range was due to a specific preference (e.g. request for a male counselor)
- And modal (most frequent) time to assessment increased in fall 2019 and spring 2020 to 21 days, in part due to insufficient staffing
- Goal: get back to 5 days or fewer



SHAC Providers and Administrative Support

Impact of
decreasing
FTE in the
past 5 years

- UNM students experienced the highest number of deaths and death by suicide in 2019: 17 deaths (including 8 suicides)* -- surpassing collegiate peers
- Black students' completed suicide rates are overrepresented in the UNM population
- Mental health crises often occur after 5pm, and in the hours after midnight in residence life and elsewhere

*These are reported on the basis of death notices sent by the Dean of Students, which have been checked against Office of the Medical Investigator (OMI) reports, and may represent incomplete data



Healthy Minds Study Recommendations

- Building trust through racial trauma-informed leadership
- Taking a collaborative approach to promote mental health for racial/ethnic minority students
- Engaging faculty and staff to support the mental health of racial/ethnic minority students
- Treating student mental health as a priority for investment
- Leveraging community and external stakeholders to promote mental health and emotional wellbeing of racial/ethnic minority students



UNM's Acute Phase Plan

1. Rationale and support for hiring in SHAC*
2. Communications Plan*
3. Map of Mental Health and Wellness Resources at UNM
created by Direct Service Units (DSU) team
4. Review and Coordination of Resources for Various Constituency Groups

*Focus of Today's Report



Greatest concern: wait times

- First appointment, walk-ins are welcome
- Triage appointments:
 - Students in crisis are seen right away
 - Most students are seen the same day
- After the first appointment, students are invited to attend an *assessment*, the first meeting with their ongoing provider
- The wait-time between the triage and the assessment appointment is one of SHAC's greatest concerns
- The resource that will exert the most significant impact on wait-times is **additional counselors**



Plan for Positions for Fall 2022-23, Recommended by the SHAC-Health System Task Force 7.7.22

- Pending Counselors:
 - 1.0 FTE Psychologist—SHAC (expected to start August 2022)
 - .50 FTE in Law School—managed by SHAC (search relaunched)
- Provider positions posted in July 2022 (interviewing candidates):
 - 2.0 FTE Counseling providers (.50 embed expected in African American Student Services)
 - 1.0 FTE Counselor to embed in student housing
- Other crucial positions posted in July 2022:
 - 1.0 FTE Training and Development Specialist/Social Worker (interviewing candidates)
 - 2.5 FTE Administrative Assistant
 - 1.0 FTE Business Analyst
- Note: Start-time as counselors -> 6 weeks to earn credentials



Positions for Fall 2022-23: Budget Impact

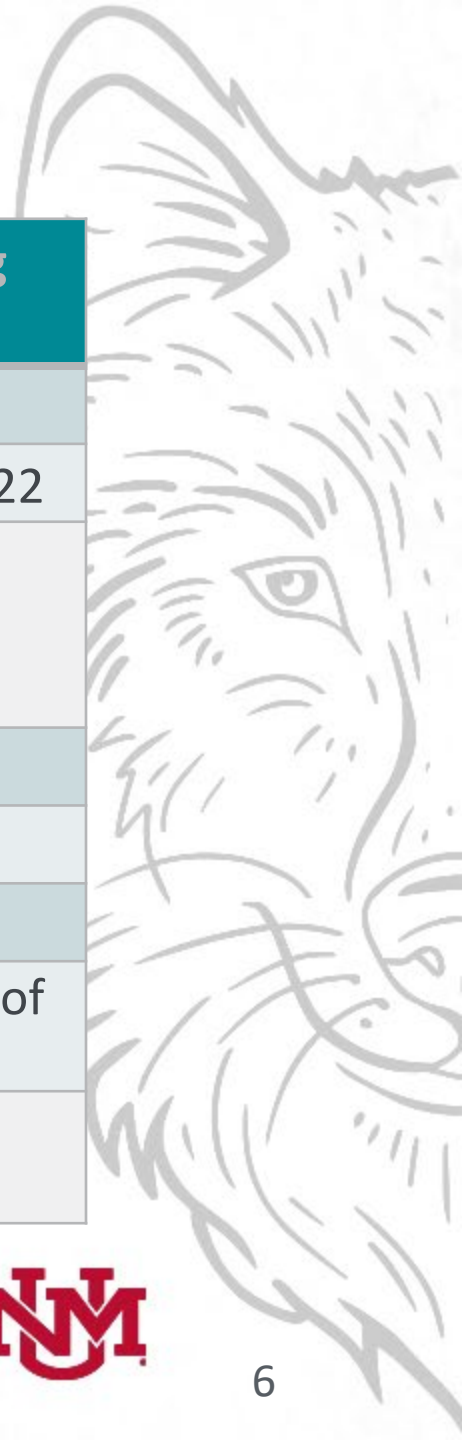
- 2.0 FTE Counseling providers with competencies in suicide, substance abuse, and violence prevention and in serving communities of color. The cost for these is \$191,038.00 plus fringe and \$20,000 operational costs for credentialing, IT, equipment and supervision support.
- 1.0 FTE Counselor to embed in student housing. The cost is \$95,519.00 plus fringe and \$10,000 operational costs for credentialing, IT, equipment and supervision support.
- 1.0 FTE Training and Development Specialist/Social Worker. This is the primary interface between faculty/academic departments and services and resources, including CARS and SHAC, and to address where faculty needs and distress interface with student behavior. The cost is \$57,218.00 plus fringe.
- 2.5 FTE Administrative Assistance to supplement the front desk staff and provide key administrative and compliance support at \$143,450 plus fringe.
- 1.0 FTE Business Analyst to facilitate the use of our main technology applications, Mediat (Electronic Health Record and Practice Management systems, including billing and collections) and QS1 (Pharmacy Management), by coordinating closely between the vendors, IT and the super-users of the application. This is \$82,999.00 plus fringe.
- The total cost of this request is approximately \$600,224, not including associated fringe benefits cost. Total cost with fringe is north of \$800,000.
- Provost will provide one-time funds to hire positions and will work with SHAC to examine current SHAC fee structure (\$107 every semester and a third payment in summer) to support positions in the long run. The SHAC student fee is covered by the Opportunity Scholarship.



Timeline to Establish New Mental Health Providers and Hire Additional SHAC Professionals at UNM

New Providers and Hires Timeline	Search Launched	Offer(s) Made &/or Hiring Updates as of 8.1.22
SHAC Counselors:		
1.0 FTE Psychologist	Yes	Yes: to begin in August 22, 2022
2.0 FTE Counseling Providers (.5 to be embedded in African American Student Services)	Yes	Posted; best consideration by 8.1.22 (interviews have commenced)
1.0 FTE Counselor: Embedded at Student Housing	Yes	
SHAC & School of Law:		
.50 FTE Counselor	Yes	Search relaunched*
Additional SHAC positions:		
1.0 FTE Training and Development Specialist/Social Worker	Yes	Interviews commenced week of 8.1.22
2.5 FTE Administrative Assistant	Yes	Posted; best consideration by 8.8.22
1.0 FTE Business Analyst	Yes	

*The UNM HSC School of Medicine, Dept of Psychiatry and Behavioral Sciences is willing to provide support in the interim.



Progress with Internal Communications and Networks



**SHAC MONTHLY
NEWSLETTER**
DIRECTOR'S MESSAGE

- Dispelling Myths and Encouraging Students to Use Services:
 - SHAC newsletter issued monthly
 - SHAC open house in September at the start of term
 - One-stop, all UNM resources, mentalhealth.unm.edu
 - Therapy Assistance Online (TAO): Self-help for stress, anxiety, & depression (for all students-HSC, ABQ, Branches, study-abroad, faculty and staff)
 - Campus Office of Substance Abuse Prevention (COSAP)
 - Dean of Students is currently accepting requests for training of faculty and staff concerning ways to support students in crisis and a video will be prepared so these tips can be accessed on demand



Progress with Internal Communications and Networks

- UNM collaborations: Toward an Integrated Approach
 - The UNM Campus Mental Health Team
 - Direct Service Units (DSU) Team
 - UNM HSC School of Medicine, Dept of Psychiatry and Behavioral Sciences and SHAC collaboration: psychiatry residents in SHAC and other supports
 - SHAC-HSC Integration Initiative (led by Dr. Jill Klar), including discussions to explore streamlining patient medical records systems
 - SHAC and Student Affairs



Metrics: We will focus on clinical metrics, changes in standardized measures, and our Clinical Load Index

- Clinical metrics include:
 - Number of students served (goal, increase from 6.5% to 20%)
 - Time from Triage to Assessment (goal, decrease to 5 days or fewer)
- Changes in standardized measures indicating:
 - Improvements in conditions (level of acuity)
 - Greater utilization of all SHAC services (TAO, therapy groups, workshop attendance)
 - After initial increase in reports due to better access to care during the first two years, eventual decrease in crisis events across campus (note: a critical mass of crisis events occur in student residential life and housing; therefore, planning to hire a counselor to serve this population)
 - Increased satisfaction across all sectors with SHAC services (satisfaction surveys issued by SHAC each semester)



Metrics: We will focus on clinical metrics, changes in standardized measures, and our Clinical Load Index

- Changes in standardized measures (continued) indicating:
 - Decreased suicide events
 - We can decrease attempted and completed death by suicide
 - a. bystander intervention
 - b. destigmatizing use of counseling services
 - c. decreasing access to means, especially firearms.
 - As noted before, Black students' suicide rates are overrepresented in the UNM population; therefore, we are planning to embed a new counselor (.50 FTE) at African American Student Services
 - And to address crises events in residence life, we planning to embed a new counselor (1.0 FTE) in student housing



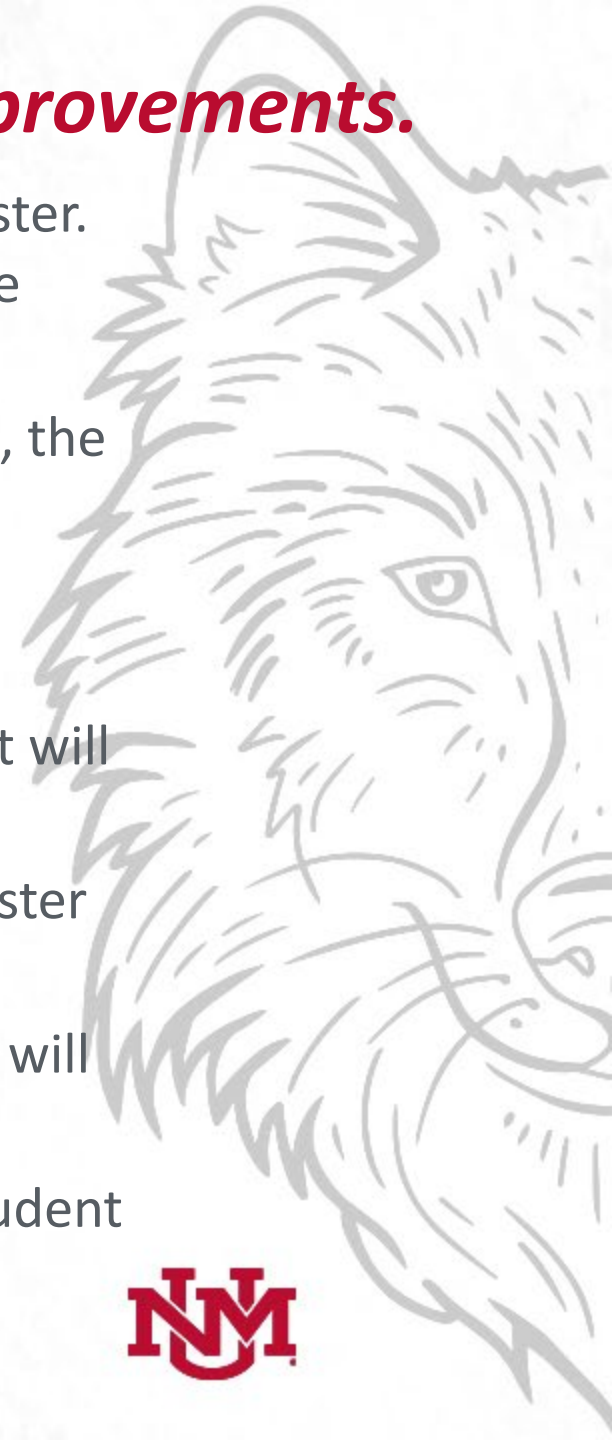
Metrics: We will focus on clinical metrics, changes in standardized measures, and our Clinical Load Index

- Staffing metrics include:
 - Improved Clinical Load Index (CLI)--refers to the level of service student health centers have the capacity to provide
 - Decreased wait times at reception
 - Decreased hold times on phones
 - Improved flow for mandated processes such as check-in consents and walk-out statements and scheduling
 - Decreased error in key processes
 - Increased billable hours for providers (no longer engaged in administrative tasks)
- Metrics regarding revenue cycle include:
 - Improved collection of eligibility fees
 - Increased reimbursements and improved reconciliation processes
 - Standardization of the contracting process resulting in:
 - Greater equity
 - Improved collection rates on contracts

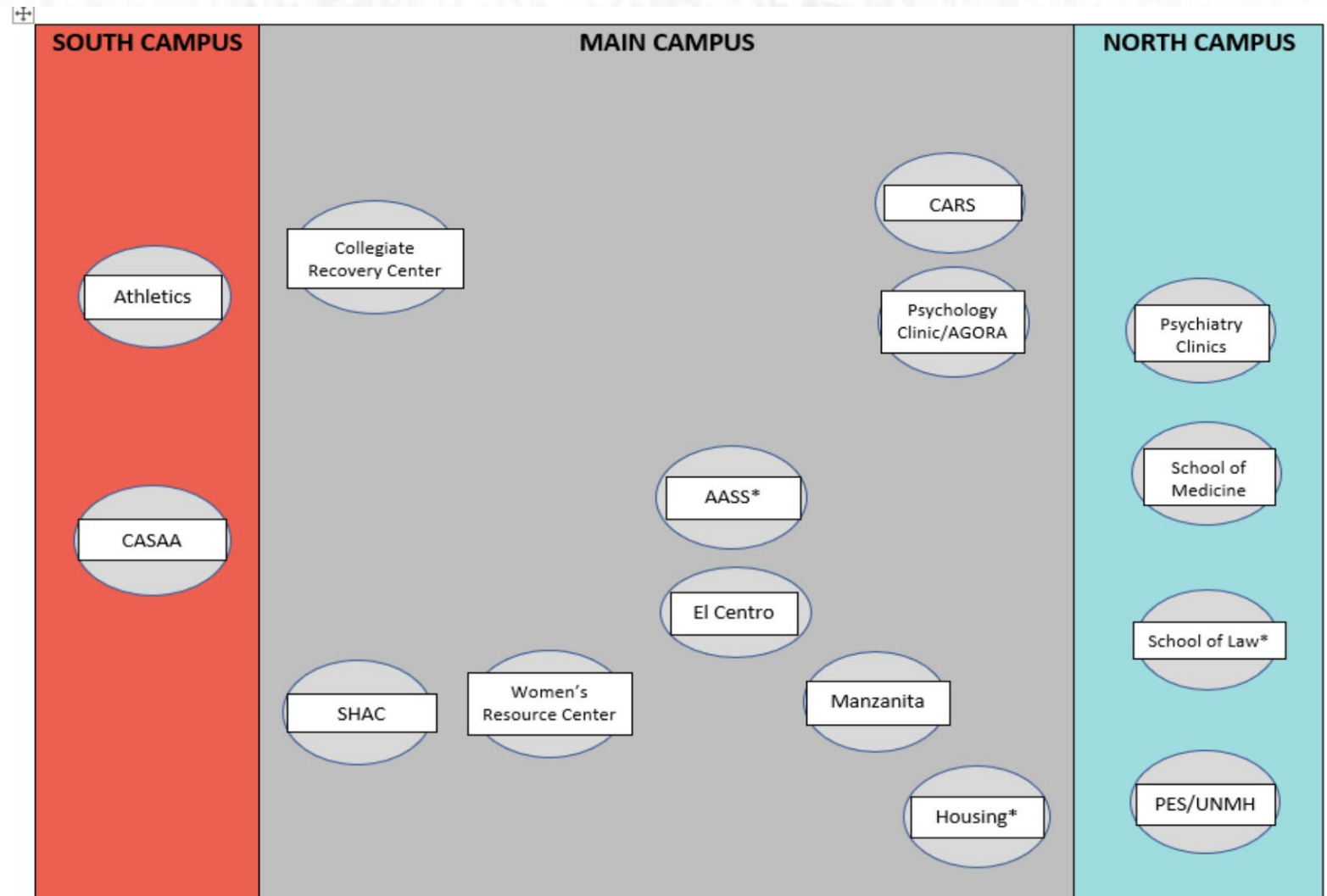


In summary, we will start the semester with many improvements.

- New counselors (positions posted in July) will be hired by start of the semester. They will begin to engage with residence life, student services units, and the campus community more broadly by September.
- And the newly hired counselors should all be credentialed by October 2022, the time in the semester during which wait times from triage to assessment, typically begin to increase.
- We will have a new psychologist beginning in August.
- We expect that our new Mental Health Training and Development Specialist will begin by start of the semester (interviews taking place week of August 1st).
- Further, crucial staff positions are expected to be filled by start of the semester (Admin 3 and Business Analyst).
- The UNM campus mental health team and direct services units (DSU) team will begin to meet monthly once again.
- We will have set benchmarks for improvement in services and increased student usage of those services due to increased staffing, and we will track those.



Map of Mental Health and Wellness Resources at UNM created by Direct Service Unit (DSU) team



Remaining Gaps

- We will continue to work on an integrated approach to student mental health across ABQ, Branches, HSC, Athletics, + throughout the academic year
- We are currently identifying gaps to be addressed
- We will also explore online options, though we would first like to:
 1. Assess progress once new counselors are onboard
 2. Optimize usage of TAO (Therapy Assistance Online)



Supplemental slides

1. DSU Map
2. Current UNM Resources:
 - [Mentalhealth.unm.edu](https://mentalhealth.unm.edu)
 - Student Affairs
 - Division for Equity & Inclusion
3. DOS's Proposal to address Basic Needs
4. Additional Online Resources



Mental Health and Wellness: Student Affairs Team and HSC Input

- Student Health and Counseling (SHAC) Executive Director, Stephanie McIver, Ph.D. (co-chair)
- Vice President for Student Affairs (VPSA) Eric Scott, Ph.D. & Acting VPSA Jenna Crabb, Ph.D.
- Director, UNM Resident Life & Student Housing, Megan Chibanga, M.A.
- Dean of Students, Nasha Torrez, J.D.
- Women's Resource Center, Interim Director, Áine McCarthy, B.A.
- Professor and Chair, Department of Psychiatry and Behavioral Sciences, UNM Health Sciences Center (HSC), Mauricio Tohen, M.D, Dr.PH., M.B.A.
- Vice President for Equity & Inclusion, Assata Zerai, Ph.D. (co-chair)

Initial meeting will take place on Monday 18 July 2022; will meet weekly until start of semester, biweekly throughout fall semester, and monthly in spring semester



UNM Resources

to promote students' mental health and wellness

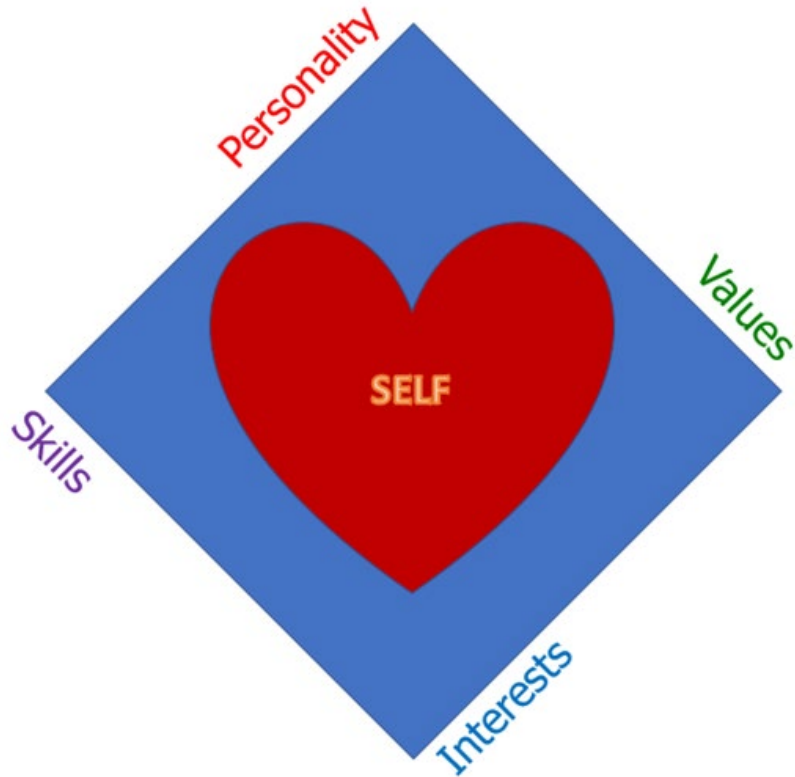


Partners: mentalhealth.unm.edu

- SHAC
 - Therapy Assistance Online (TAO)
- Women's Resource Center
- LoboRESPECT
- Career Services
- UNM Collegiate Recovery Center
- UNM Employee Wellness
- UNM Psychology Department Clinic
- Counseling Assistance and Referral Services (CARS)
- Agora Crisis Center
- Campus Office of Substance Abuse Prevention (COSAP)
- Manzanita Counseling Training Center (Counselor Education)
- SOM Office of Professional
- UNM Hospital Well-Being Program



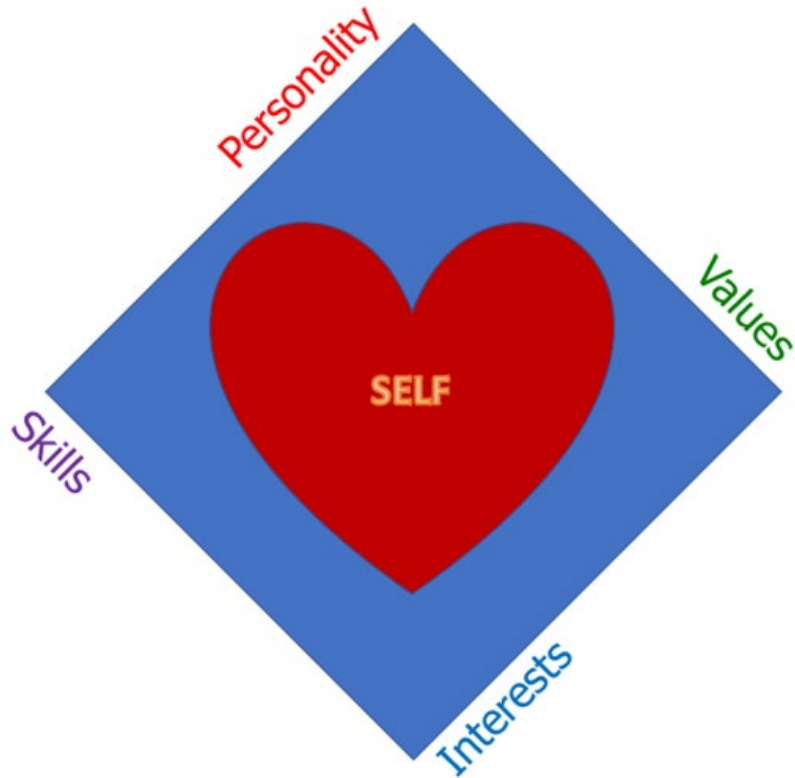
Career Services



- 4 licensed mental health counselors (specializing in career counseling); understaffed
- 1 licensed mental health Manager, Career Counseling
- 1 licensed mental health Director
- Provides services to all students, alumni, staff, faculty and community members
- Works collaboratively with all schools/colleges, branches, faculty, and staff
- One-on-one and group career counseling
- Presentations around career and mental health/wellness



Career Services



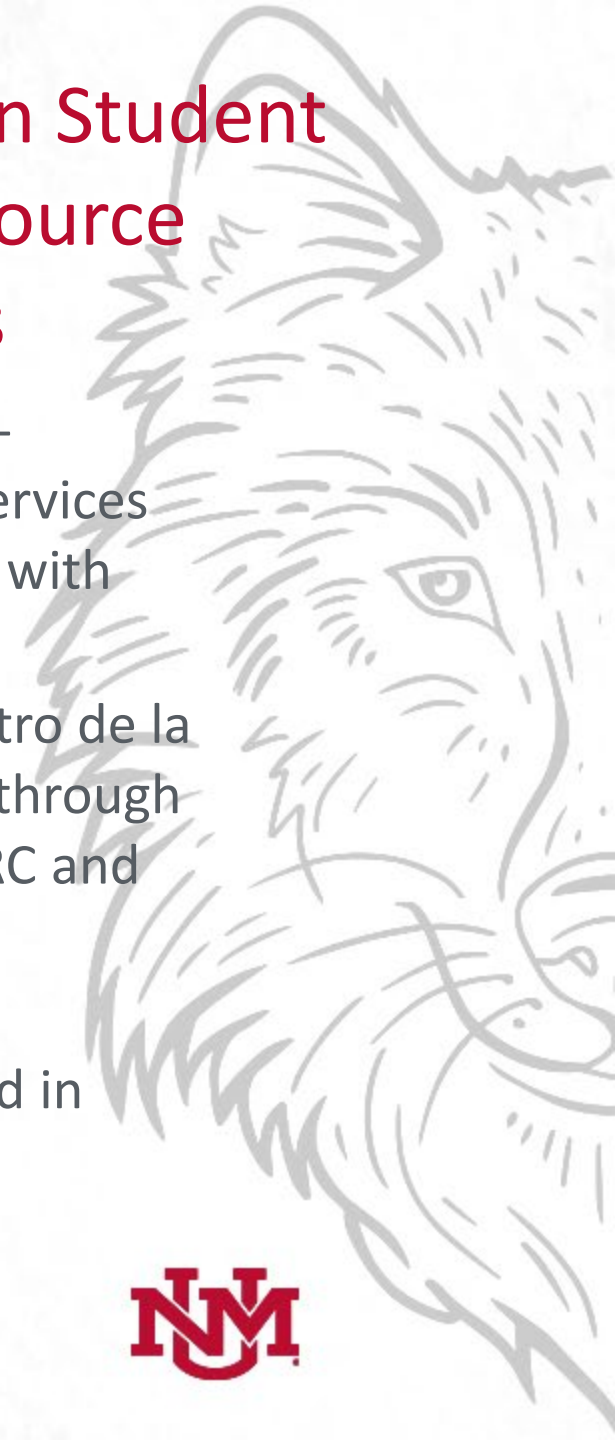
2021-2022 Metrics

- 1,531 appointments
- 199 walk-ins
- 163 presentations/workshops
 - 9,028 participants
- Approximate wait time for appointment: 2 weeks
- 3 career staff teach classes
 - Graduate Counselor Education classes
 - ASM – MGT 398
 - Helped establish mentoring program for ASM



Women's Resource Center (WRC), African American Student Services (AASS), El Centro de la Raza, & LGBTQ Resource Center (LGBTQ-RC): Services to Special Populations

- Women's Resource Center (WRC) Counseling Program
- <https://women.unm.edu/>
 - WRC Counselor conducts an initial intake by phone
 - Team of student counselors available
 - Client meets weekly for a 50-minute session with one of WRC's counselors who are upper-level graduate students in the final stages of their training in the UNM Counselor Education Program
 - Supervised by faculty
- Counselor in African-American Student Services through partnership with SHAC (**new**) @.5 FTE
- Counselors in El Centro de la Raza and LGBTQ-RC through partnership with WRC and Counselor Education program
- Counselor embedded in Residence Life (**new**) @1.0FTE



Women's Resource Center: Mental Health Services 2022

Spring Semester:

- WRC Counseling provided 600+ clinical hours of free counseling to UNM students and staff on Main campus & North Campus
- GA Counseling Internship Program Coordinator **Ivette Acevedo Weatherholtz, LPCC, PhD Candidate** provided group training as well as one-on-one 150 hours of supervision to four interns of the M.A. in Counseling Program
- Hired 0.5 FTE Social Worker **Miquela Ortiz Upston, MA, MSW, LMSW** overseeing Social Work Intern Program following the counseling model, supervising two interns
- Social Work Interns provided 345 service hours in first semester of Pilot year (funded by SFRB) serving students with SNAP Application (including EBT Benefits and Medicaid) Assistance & Resource Navigation
- Hired First full-time main campus Advocate at our center in 50 years of doing Title IX victim services advocacy



Women's Resource Center: Mental Health Services 2022

Fall Semester:

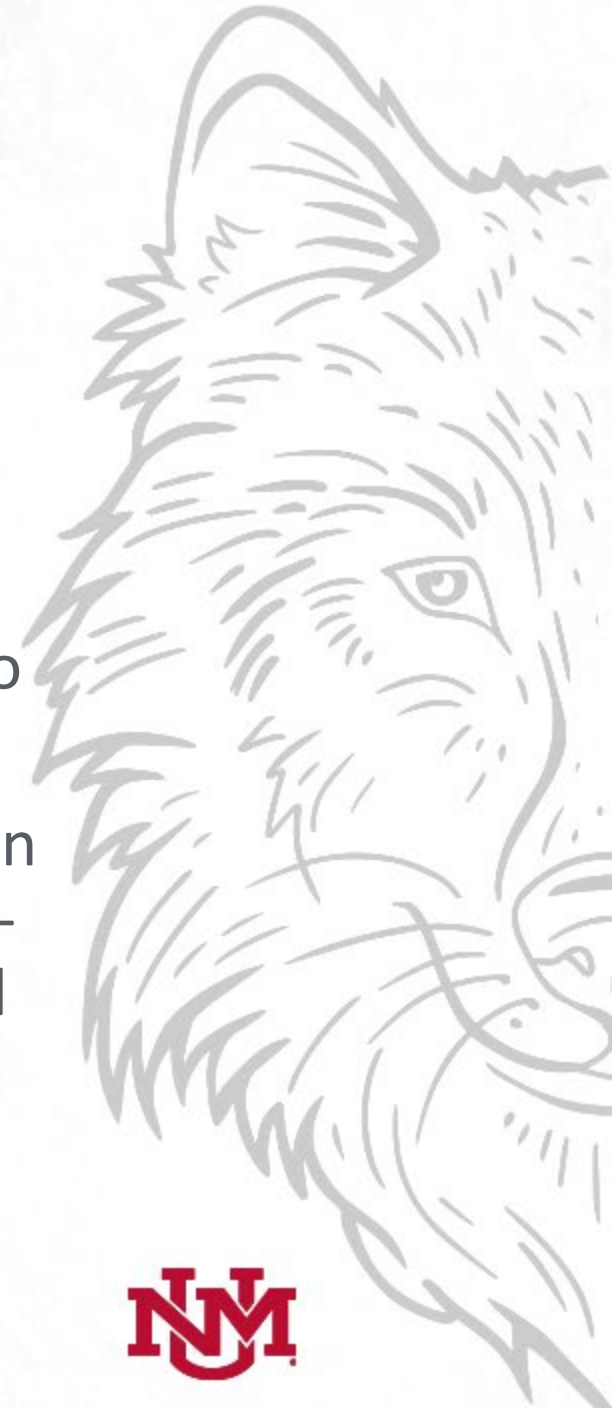
- In partnership with El Centro de la Raza, WRC Counseling & Social Work is expanding to become **The Mental Health Collaborative**
- **Nine Interns** Across Counseling and Social Work will provide bilingual/bicultural clinical counseling and case management services, available at WRC, El Centro, Vassar House (for HSC learners) and accessible remotely to our students
- Hired 0.75 FTE Advocate to Deliver Advocacy Services on North Campus at Vassar House



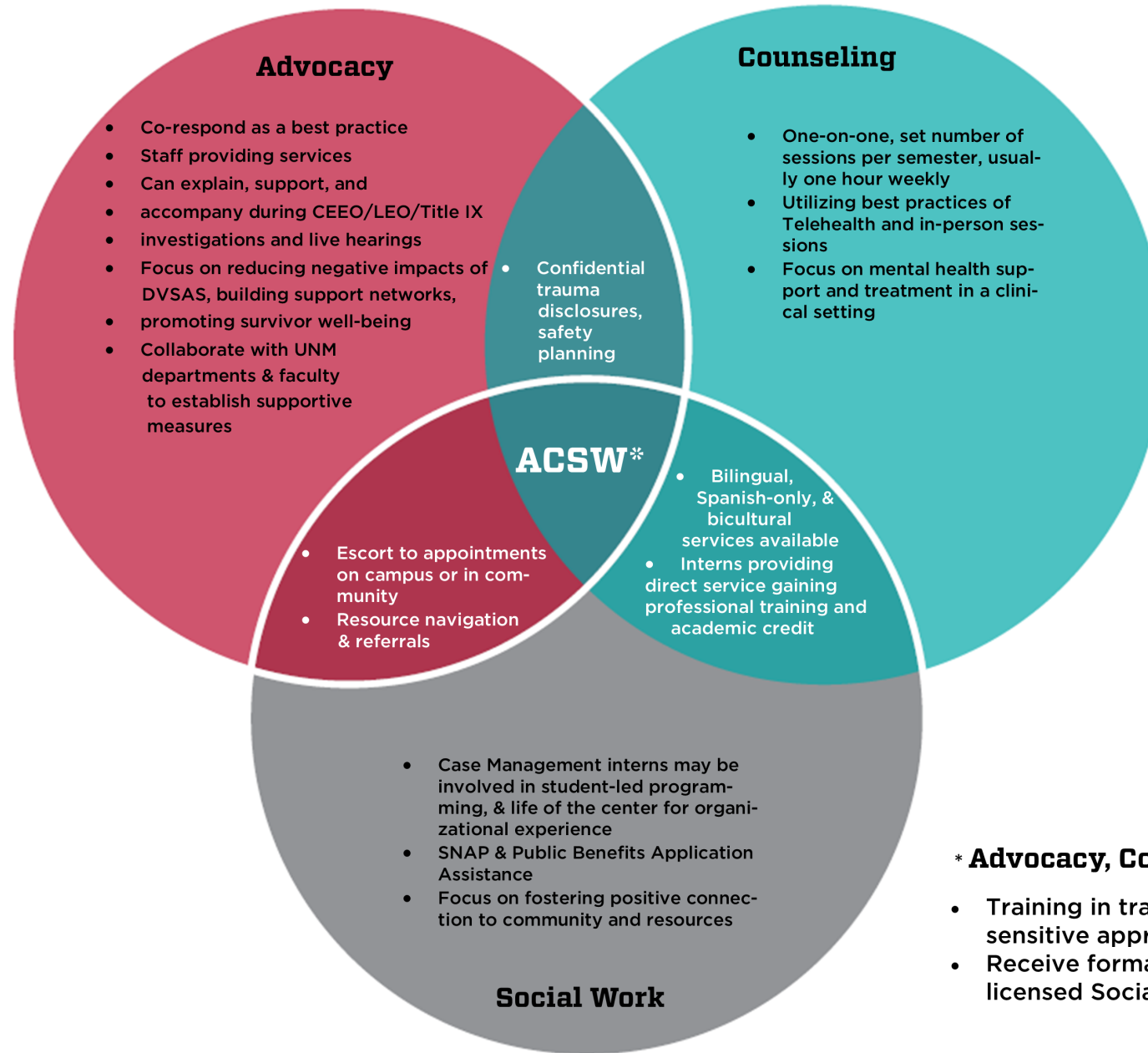
**Mental Health
Collaborative:
*a Growing
Partnership
Between WRC
& El Centro de
la Raza***

The Mental Health Collaborative (MHC) is an interdisciplinary mental health internship program committed to delivering:

- Short-term trauma and culture-responsive in-person and virtual mental health care and advocacy to UNM students, staff, and alumni.
- Competent multicultural supervision and training to advanced graduate-level internship students in mental health fields (currently open to counseling and social work programs).



Women's Resource Center:
Understanding Our Scope of Approaches to Holistic Student Support



*** Advocacy, Counseling & Social Work**

- Training in trauma-informed, culturally sensitive approaches
- Receive formal supervision by LPCC or licensed Social Worker

Student Affairs High Impact Student Touchpoints

- American Indian Student Services
- El Centro de la Raza
- African American Student Services
- Accessibility Resource Center
- Career Services
- College Enrichment & Outreach Programs
 - New Student Orientation
 - TRIO
 - CEP
 - Asian American Pacific Islander Resource Center
- Dean of Students
 - CARE Team
 - LoboRESPECT
 - Basic Needs Specialist
- Student Activities
 - Chartered Student Organizations
 - Greek Life
- Women's Resource Center
- Veterans & Military Resource Center



An Overview of the UNM LGBTQ Resource Center



- Confidential advocacy
- Notable Programs
 - HIV Testing
 - Counseling
- Student Peer Groups
- Safe Zone Workshops
- Services for students, faculty and staff
- Works collaboratively with AASS, AISS, AAPIRC, EI Centro, WRC, ARC, VRC



Student Wellness & Mental Health Support Offered by the Dean of Students Office



Nasha Torrez, J.D. – Dean of Students

Greg Golden – Assistant Dean of Students

Lisa Lindquist – Director of the LoboRESPECT Advocacy Center



Programs to Alleviate & Address Financial Stressors for Students

- The Short-Term Loan Program
 - <https://dos.unm.edu/services/short-term-loans.html>
- The Center for Financial Capability
 - <https://cfc.unm.edu/>
- The Powering Success/Stay at UNM Loan Program
 - <https://www.nusendafoundation.org/partner-programs/powering-success>

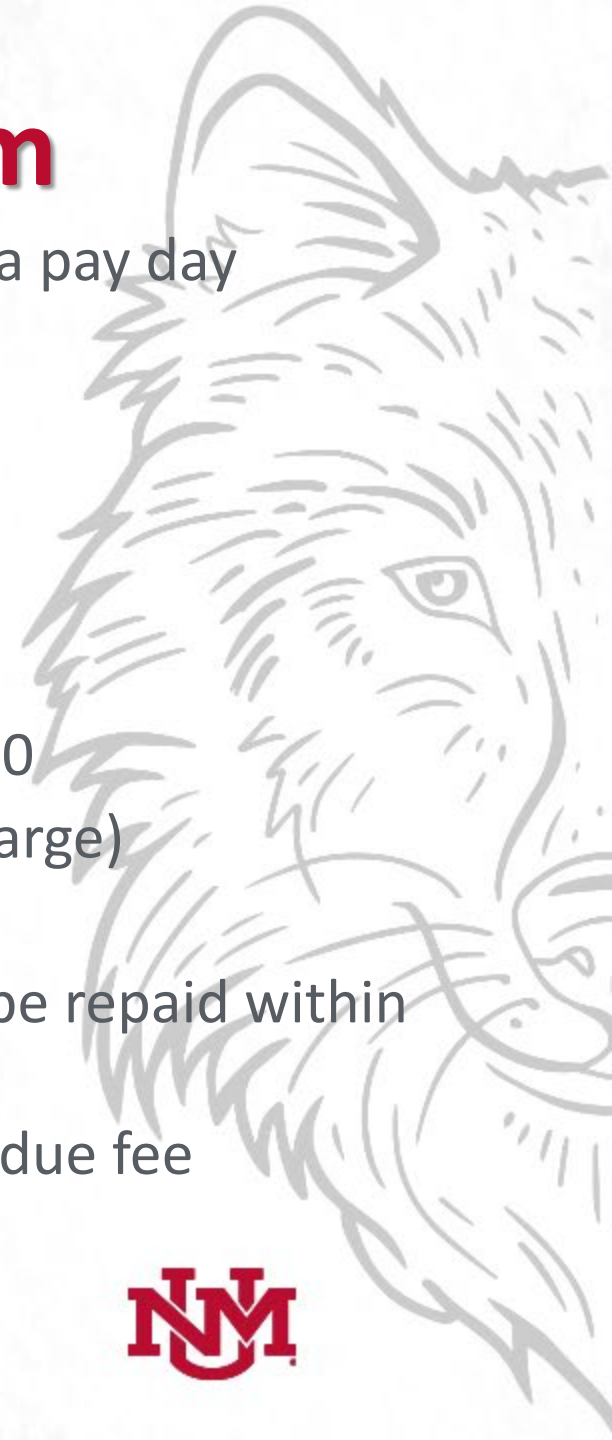


The Short-Term Loan Program

Gives students access to a low interest short term loan to avoid a pay day lender and meet a financial need in a pinch.

Eligibility Requirements

- A 2.0 or higher GPA
- Current enrollment at UNM for at least 6 hours
- Past due balance in Bursar's Account must be less than \$200.00
- The maximum loan amount is \$800.00 (plus the 7% service charge)
- Only two loans may be awarded per semester
- Short-Term Loans and the associated 7% service charge must be repaid within a minimum of 45 days of the application date.
- Loans paid after 45 days are subject to the 1.2% monthly past due fee assessed by the Bursar's Office



The Short-Term Loan Program

2018

- 545 Loans Awarded
- 127 Repeat Requesters
- 37 Past Due Loans

2019

- 407 Loans Awarded
- 93 Repeat Requesters
- 23 Past Due Loans

2020

- 214 Loans Awarded
- 43 Repeat Requesters
- 13 Past Due Loans

2021

- 92 Loans Awarded
- 24 Repeat Requesters
- 14 Past Due Loans

2022

- 94 Loans Awarded Jan – Present
- 22 Repeat Requesters
- 21 Past Due Loans

The Short-Term Loan Program

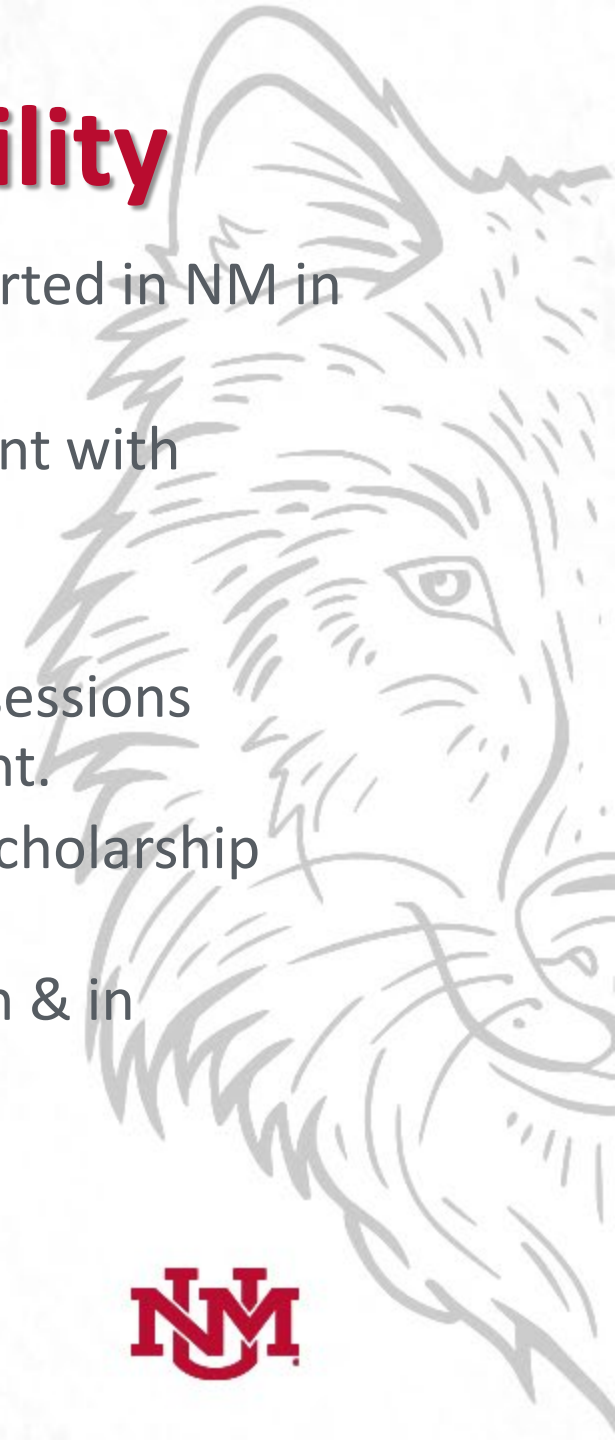
- Online loan application & promissory note approval process.
- Reduced number of short-term loans reflects money conscientious & borrow conscientious student population. Tightened requirements for borrowers.
- Remote operation drastically impacted student awareness of these services.

The Center for Financial Capability

UNM's CFC was the 1st higher education financial literacy center started in NM in partnership with private financing.

Recently, increase funding by **52%** & entered a 3yr funding agreement with Nusenda Credit Union, for \$75,000/year for a total of \$225,000.

- Services Offered:
 - 1:1 Peer Coaching uses motivational interviewing to facilitate sessions with students on financial literacy topics & money management.
 - Workshops offered around campus on financial literacy, with scholarship raffles for attendees.
 - Financial capability training as part of New Student Orientation & in partnership with University College during the academic year.
 - Tax Assistance.
 - Assistance in filing for SNAP benefits.



The Center for Financial Capability

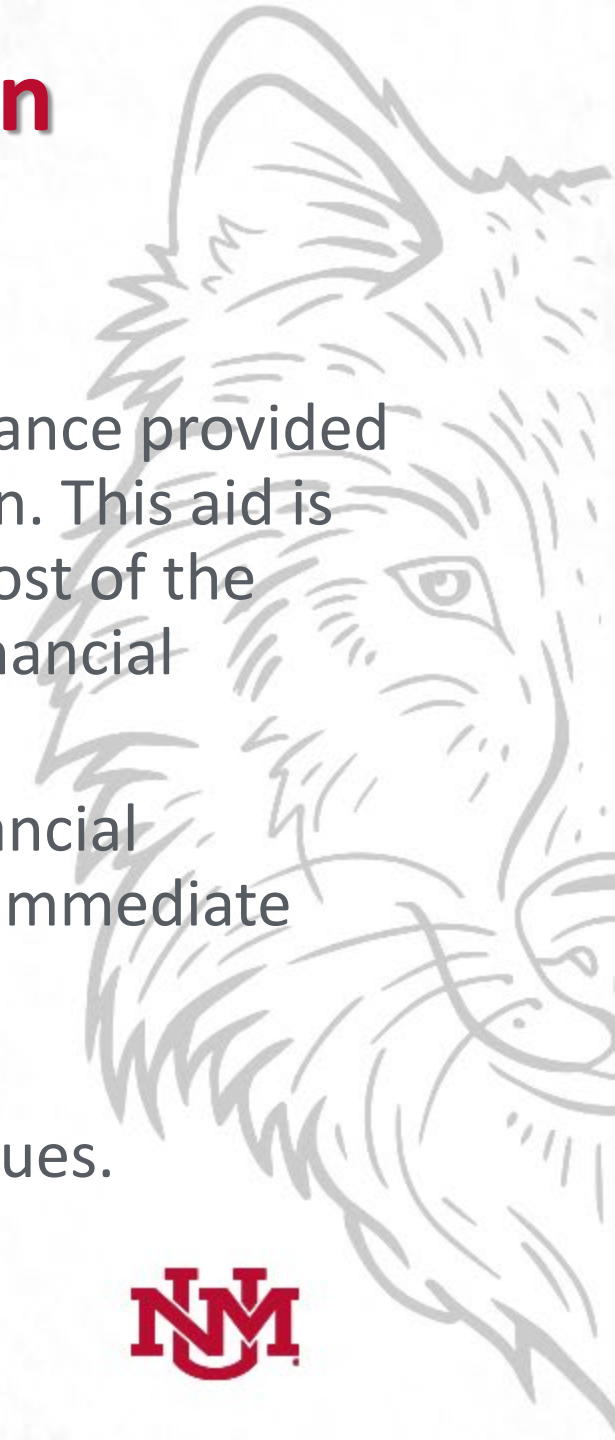
- Financial-related stress strongly impacts students' perceptions of their financial well-being (Poplaski, Kemnitz, & Robb, 2019). Britt et al. (2017) also investigated the relationship of financial stress on retention rates, sharing that high financial stress is shown to increase stop out behaviors.
- CFC services have been reported by students to significantly decrease their financial related stress:
- After a financial consultation with one of the CFC peer coaches, the average reported reduction in stress level (on a 1-10 scale) was reported as follows:
 - **Fall and Spring 2021 31% reduction in financial related stress**
- Tax prep consultations are the most popular CFC service:
 - prepared 37 tax returns and delivered **over \$58,478 in returns** to 37 students and saved students \$5180 all together on tax prep services and software

The Center for Financial Capability

- After a decrease in student participation during remote operations, CFC assisted approximately 100 students in Fall 2021 & Spring 2022 with services, either through public workshops, financial consultations, or tax preparation.
- Staffing includes 2 student employees at 15 hrs/wk & a marketing student 5 hrs/wk.
- Increased funding from Nusenda will increase staff hours to allow for CFC to scale up & serve a larger number of students.

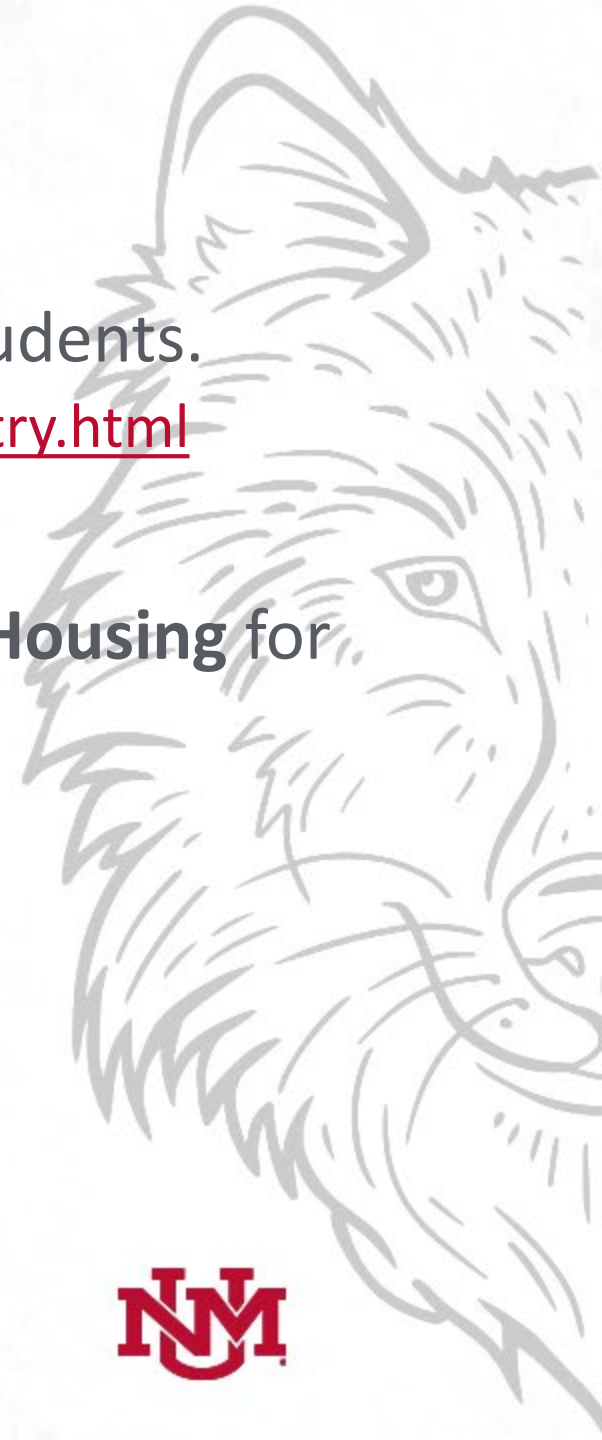
The Powering Success/Stay at UNM Loan Program

- Stay@UNM micro-aid is a form of emergency financial assistance provided by the UNM with support from Nusenda Federal Credit Union. This aid is provided with short turnaround & an opportunity to have most of the amount forgiven by making academic progress, meeting a financial education requirement, & making minimum payments.
- DOS provides financial literacy support to prevent future financial mismanagement. Social work services provided to alleviate immediate challenges posed by financial distress (food insecurity, rent assistance, transportation, mental health resources etc.).
- Serve a small population of very high need, acute student issues.
 - 8-15 students at anytime over the last 2 years



Basic Needs Support

- **Lobo Food Pantry** to address food insecurity amongst students.
 - <https://loborespect.unm.edu/services/campus-lobo-food-pantry.html>
- Dream of providing **Short Term Emergency On-Campus Housing** for students facing housing insecurity.



Basic Needs Support

The Lobo Food Pantry

2019 - Fall Semester = 385 total on site visits

2020 - Spring Semester (595) Summer Semester (302) Fall Semester (294) = 1,191 total on site visits

- COVID guidelines were in place, limited to two visits per month
- During COVID we hosted weekly curbside pantries and expanded our services to include distributing over 10,000 lbs of fresh produce.

2021 - Spring Semester (372) Summer Semester (48) Fall Semester (955) = 1,375 total on site visits

- Moved to SUB location in October 2021-resulted in major visitor spike, from 372 visits to 955 visits.

2022 - Spring Semester (1,502) Summer Semester (266) Fall Semester (unknown yet) = 1,768 total on site visits

- Note: Our numbers reflect that we are ahead of past numbers before Fall 2022

Total # of visits: 4,719



Grant Funding Received to Expand Pantry

Roadrunner Internal Supply Grant: Requested & received \$3,494.59

Inventory from grant:

- 1 2-Tiered basket display stand
- 1 3-Tier basket display
- 2 Magnet Chalkboards
- 3 Liquid Chalk Markers, set of 8 each
- 3 A-frame metal signs
- 1 18" x 24" laminated poster
- 1 Produce Stand
- 2 Produce bags (3,500 bags each)
- 5 Reusable shopping bags (100 bags each)
- 1 Flat Top 39" Freezer
- Various nutrition and portion control posters and handouts
- 1 Hand out/flyer stand

Sandia Labs: Requested \$20,000, received \$5,000

Inventory from grant:

- 4 9ft tall clear industrial refrigerators.
- Any remaining funds will be used for marketing



Food Insecurity Responsibilities & Initiatives

Responsibilities:

- Oversee Lobo Food Pantry daily operations, knowledge of campus and local resource, maintain clean and safe shopping environment, manage food donations and order deliveries, and provide information on local and campus resources for food, housing, medical prescriptions, clothing, work force opportunities, LoboRESPECT services

Current Initiatives:

- Expanded the pantry offerings to include fresh items in summer 2022
- Trained to assist students with SNAP and other additional community resources
- Provided pantry tours to expand education around food insecurity and resources available to students both on and off campus
- Continually update online resource guide as a reference for various resources (checking phone numbers, website links, updating hours, expanding resources listed)
- Creating an updated survey for students that currently utilize the Lobo Food Pantry

Future Opportunities:

- Develop relationships with local and campus communities that promote receiving produce and perishables (currently collaborating with Lobo Garden)
- Introducing two student work studies to provide time for the Basic Needs Specialist to sit with student to review additional resources outside of the pantry (case management)
- Expand hours to provide accessibility to more students
- Collaborate with Chartwell's to explore relationships with vendors to ensure consistent quality donations
- Explore food rescue initiatives
- Collaborate with various academic departments to showcase the pantries abilities (ex. Nutrition and Dietetics or Sustainability Studies)
- Develop events that occur each year, or in parallel to already established events (large donation drive during Welcome Back Days, Homecoming, athletic events, Holiday events, theatre events, cultural events, SNAP application events with WRC)



Basic Needs Support

DREAM: Short-Term Emergency On-Campus Housing Program

Goals:

- Provide safe temporary housing to help students with extreme need to find more stable long-term living arrangements
- Connect students to on- and off-campus resources to address many of the factors that may have contributed to them needing emergency housing. Examples:
 - Financial Literacy
 - Mental Health Support
 - Academic support
- Research the efficacy of the pilot program and how to contribute to retention and graduation rates



DREAM Short-Term Emergency On-Campus Housing for Students

Infrastructure needed for Pilot Program Success:

- Full time staff person (would be great to keep the Basic Needs Specialist we currently have, but need funding to continue.) Duties may include:
 - Eligibility review and outside referrals
 - Orientation to review rules and expectations
- Weekly 1-hour meetings with student to foster connection to resources and transition
- Data collection for ongoing review
- Specialized resident advisor (RA) within housing unit



COST PROPOSAL FOR UNM PILOT PROGRAM

On campus housing location	Cost per night/ single occupancy room	One student	Longest length of stay) 4 weeks/ 28 nights)	Housing cost per student per month	Staff position to support program (\$56,500)	Total pilot program cost per month per student	
Student resident center (5 single rooms, 2 shared bathrooms, 1 shared kitchen/ living room)	34	1	28	\$952	\$471	\$1,423	
	Cost per night/singe occupancy room	Total # of single occupancy rooms for pilot program	Longest length of stay (4 weeks)	Housing cost per month for 10 student pilot program		Total pilot program cost per month	Total pilot program cost per year
	\$34	10	28	\$9,520	\$4,708	\$14,228	\$170,736



Supporting Students in Crisis

- The Campus Assessment Response and Education (CARE) Team- Specialized and trained collection of professionals from key areas of student service areas. CARE Team model approach is designed to intervene early in student's trajectory, before problematic behavior escalates and becomes a conduct case.
- Threat Assessment Team (TAT)- Small, nimble collection of professional who assess possible student behavior which may pose a threat to student safety on campus.
- CARE Cases increase since 2019
 - CARE Cases 2019-2020: 391
 - CARE Cases 2020-2021: 491
 - CARE Cases 2021-2022: 853
- TAT referral cases average 25 annually since establishment of the TAT.
- Social Worker/Cases Management follow up and support



Student Rights & Responsibility Staffing Needs

Current Staffing:

- Assistant Dean of Students:
 - Visitor Code of Conduct, Visitor Bans
 - Chartered Student Organization Code of Conduct
- Student Conduct Officer:
 - Title IX sanctioning
 - Suspension/Expulsion Code of Conduct investigations & sanctioning
- Associate Conduct Officer:
 - Lower-level conduct cases, like parking infractions & academic dishonesty
 - Background checks
- Behavioral Intervention Specialist:
 - CARE and TAT cases
- .25 FTE Social Worker for CARE follow up

Optimal Staffing:

- Student Conduct Officer:
 - Title IX Sanctioning
 - Supportive Measures: NCD's & Interim Bans.
- **NEW** Student Conduct Officer (Grade 12, \$55k + fringe):
 - Chartered Student Organizations
 - Suspension/Expulsion Code of Conduct investigations & sanctioning
- Associate Conduct Officer
 - Lower-level conduct cases
 - Background checks
- **NEW** Restorative Justice & Dispute Resolution Specialist (Grade 12, \$55k + fringe)
- Behavioral Intervention Specialist
 - CARE & TAT case
- **NEW** .5 FTE Social Worker for CARE follow up (\$15k + fringe)

Total requested increase:

\$125k + fringe in recurring money



Supporting Students in Crisis

Overall conduct case load decreases (below) indicate that CARE model is working. Increased CARE cases are designed to intervene before a student violates a policy. Thus, reducing the number of instances where students are being charged under the code of conduct. More staffing and more resources for CARE will continue to expand this trend.

Average of 115 Visitor Code of Conduct Violations/ year impact amount of available time spent serving and working through student cases.

Click to add text

2018-2019		2019-2020		2020-2021		2021-2022	
<i>Violation Type</i>	<i>Cases</i>	<i>Violation Type</i>	<i>Cases</i>	<i>Violation Type</i>	<i>Cases</i>	<i>Violation Type</i>	<i>Cases</i>
Code of Conduct	208	Code of Conduct	163	Code of Conduct	73	Code of Conduct	79
Visitor Code of Conduct	126	Visitor Code of Conduct	112	Visitor Code of Conduct	79	Visitor Code of Conduct	143
No Contact Directives	28	No Contact Directives	28	No Contact Directives	11	No Contact Directives	80
Preadjudication	25	Preadjudication	29	Preadjudication	13	Preadjudication	13
Policy Violation Sanction	15	Policy Violation Sanction	8	Policy Violation Sanction	12	Policy Violation Sanction	3
Academic Integrity	57	Academic Integrity	37	Academic Integrity	125	Academic Integrity	107
Total	459	Total	377	Total	313	Total	425



Supporting Students in Crisis

Respondent Support Services

Designed to provide comparable services to students accused of violating policies pertaining to sexual misconduct and Title IX.

- Five (5) Volunteer staff have supported 47 respondents in process navigation, connection to resources and supportive listening since 2017.
 - Average eight (8) students/year)

Supporting Students in Crisis

LoboRESPECT Advocacy Center (LRAC) Services:

- Provide communication with faculty when students are unable to or uncertain of communicating on their own behalf
- Create strategies with students, sometimes including faculty or other staff, to create a plan for academic success, engaging in support services, or re-integrating to the University after a mental health break from UNM
- Serve as a first stop to help students navigate the institution policies and processes, helping them to understand their options so they feel more confident to move forward
- Provide confidential support for survivors of sexual trauma



Supporting Students in Crisis LoboRESPECT Advocacy Center Staffing

Optimal Staffing for LRAC:

- Director (\$75k + fringe)
- Campus Advocate (\$46k + fringe)
- Trainer (Grade 12, \$42k + fringe)
- Program coordinator (Grade 10, \$40k + fringe)
- Basic Needs Position (\$42K + fringe recurring)

**Total requested increase: \$95k
+ fringe in recurring money**

Current:

- Program Manager (\$62k + fringe)
- Campus Advocate/Trainer (\$46K + Fringe)
- Basic Needs (\$42k + fringe, one time funding)
- Program Coordinator for Intake (\$42K vacant)



References:

- Britt, S. L., Ammerman, D. A., Barnett, S. F., & Jones, S. (2017). Student Loans, Financial Stress, and College Student Retention. *Journal of Student Financial Aid, 47*(1), 25-37.
- Poplaski, S., Kemnitz, R., & Robb, C. A. (2019). Investing in Education: Impact of Student Financial Stress on Self-Reported Health. *Journal of Student Financial Aid, 48*(2), 1-18.



Additional possibilities: there are several online providers.
One is TIMELYMD (cost: \$33 per headcount; total: \$886,743)

TimelyCare | Enabling + Integrating Well-Being

Student centered health and well-being takes a village. When you work with TimelyMD we enable well-being beyond the care setting. The below services are included in most packages offered.



Health Coaching

A student's personal health cheerleader and guide to implement lifestyle changes to help improve overall health and well-being.



Care Navigation + Basic Needs

Care coordinators help make sure students know and understand the next steps in their care.



Digital Self-Care

Self-serve, well-being content designed to enhance a sense of calm, rest, and self-esteem both live and on-demand.



Faculty + Staff Support

Train your faculty and staff to spot the signs of student distress and help students connect with TimelyCare.

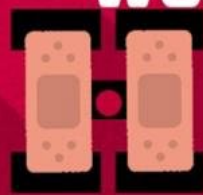




- Thank you!



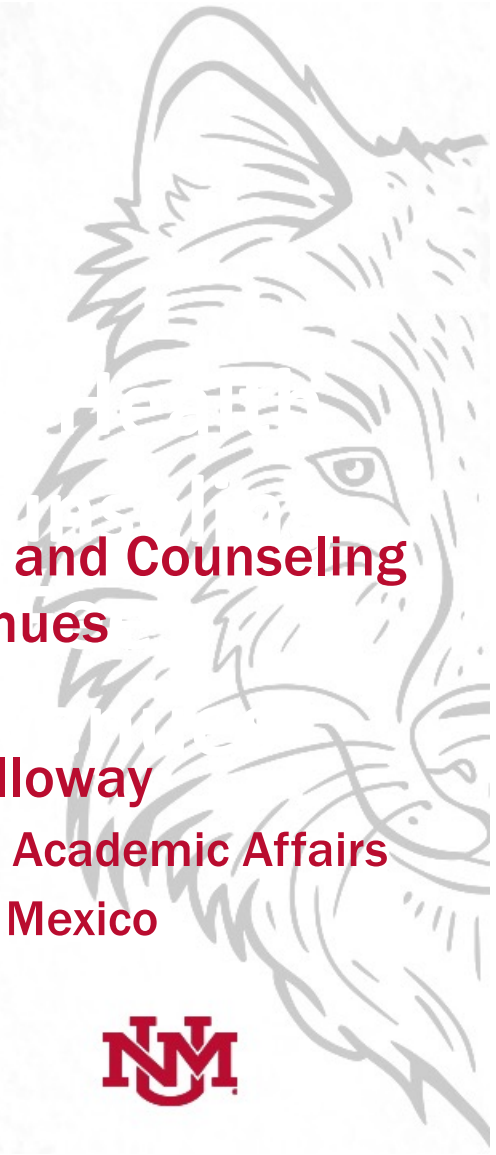
welcome to





Student Health and Counseling Fees and Revenues

James Paul Holloway
Provost & EVP for Academic Affairs
University of New Mexico
8 August 2022



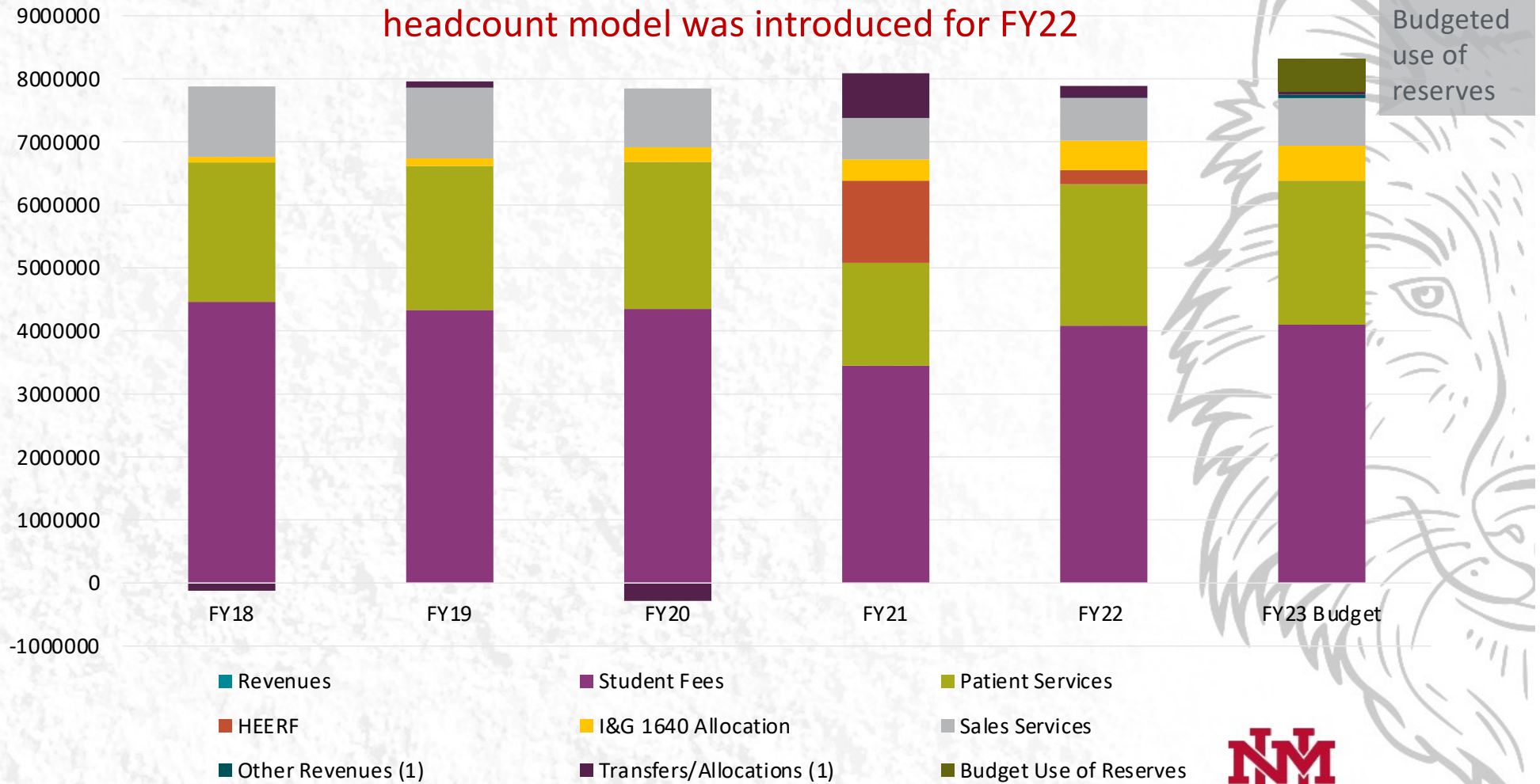
	Actuals					FY23 Budget
	FY18	FY19	FY20	FY21	FY22	
Revenues						
Student Fees	4,463,086	4,331,362	4,351,771	3,446,265	4,084,684	4,100,000
Patient Services	2,212,144	2,281,914	2,328,070	1,633,317	2,238,897	2,284,000
HEERF	-	-	-	1,298,608	225,000	-
I&G 1640 Allocation	80,951	124,912	231,067	345,108	466,418	556,283
Sales Services	1,121,156	1,119,933	935,642	654,298	673,742	755,300
Other Revenues (1)	(32)	1,049	(4)	72	14,101	50,000
Transfers/Allocations (1)	(126,022)	97,669	(286,893)	708,873	181,988	50,133
Budget Use of Reserves						521,320
Total Revenues	7,751,283	7,956,838	7,559,653	8,086,540	7,884,828	8,317,036
Beginning Balance (Reserves)	208,914	326,182	492,631	361,629	900,320	-
Total Revenues (w/Reserves)	7,960,197	8,283,020	8,052,285	8,448,170	8,785,149	8,317,036
Expenses						
Labor Expenses	5,110,339	5,278,536	5,412,942	5,533,663	5,495,585	6,204,443
Non-Labor Expenses	2,523,676	2,514,352	2,277,714	2,014,186	2,266,558	2,112,593
Total Expenses	7,634,015	7,792,889	7,690,655	7,547,849	7,762,143	8,317,036
Ending Balance (Reserves)	326,182	490,131	361,629	900,320	1,023,006	-
Plant Reserves (037015)	1,492,970	1,538,047	1,454,471	523,590	156,563	-
Total Reserves (UR and Plant)	1,819,152	2,028,178	1,816,100	1,423,910	1,179,569	-

FY23 Budget has \$500k shortfall filled with reserves and HEERF

Does not include \$800k in new expenses in response to mental health needs

SHAC Revenues

The SHAC fee of \$107 was set too low when the headcount model was introduced for FY22



SHAC fee

- Currently \$107 per term, \$72 in summer
- Increasing to \$128 & \$85 respectively generates about \$800k per year

	TOTAL HC 4hrs+	Increase in Fee	Amt. Generated	Total New Fee	Increase in Fee	Amt. Generated	Total New Fee	Increase in Fee	Amt. Generated	Total New Fee
Fall 2021	19,146	\$ 23.00	\$ 440,355	\$ 130.00	\$ 20.00	\$ 382,917	\$ 127.00	\$ 21.00	\$ 402,063	\$ 128.00
Spring 2022	17,304	\$ 23.00	\$ 397,984	\$ 130.00	\$ 20.00	\$ 346,073	\$ 127.00	\$ 21.00	\$ 363,377	\$ 128.00
Summer 2021	5,526	\$ 14.00	\$ 77,360	\$ 86.00	\$ 13.00	\$ 71,835	\$ 85.00	\$ 13.00	\$ 71,835	\$ 85.00
			\$ 915,699			\$ 800,825			\$ 837,274	
		Bad debt expense	\$ (13,735)			\$ (12,012)			\$ (12,559)	
		Total net generated	\$ 901,963			\$ 788,812			\$ 824,715	



SHAC Recurring Revenues

- Total recurring need in SHAC could be \$1.3M
 - Currently holding \$800k in one-time funds for FY23. These funds are not available for other needs, e.g. faculty recruiting/startup.
 - Increase net clinical revenues (incl. insurance payments)
 - Increase net sales
 - Seek external recurring funds (w/o impacting other UNM revenues?)
 - Increase I&G
 - Increase fee
- } Tuition and fee increase – fee makes more sense

Could increase fee starting January



UNM Enrollment Update

Fall 2022

Dan Garcia,
Vice President for Enrollment Management
08.08.22



THE UNIVERSITY OF
NEW MEXICO[®]

Development of UNM's Strategic Enrollment and Recruitment Plan began in Fall 2019

- Comprehensive: Undergraduate and graduate students.
- Includes key strategies, tactics, and goals.
- Addresses recruitment, retention, and graduation.
- Aligns with University Strategic Plan, Mission.

Enrollment History and Fall 2022 Key Metrics



THE UNIVERSITY OF
NEW MEXICO[®]

- **First-year student applications** (as of July 20, 2022)
 - Resident – 6,084 (*down up 1%*)
 - Non-residents – 6,514 (*down 10%*)
 - International – 710 (*up 102%*)
 - Total – 13,308 (*down 2%*)
- **First-year student offers of admission** (as of July 20, 2022)
 - Resident – 5,528 (*up 6%*)
 - Non-residents – 6,000 (*up 22%*)
 - International – 148 (*up 33%*)
 - Total – 11,676 (*up 14%*)

- **Transfer student applications** (as of July 20, 2022)
 - Total 2,570 (*up 18%*) and offers of admission 1,831 (*up 14%*)
- **Graduate (master's) student applications** (as of July 20, 2022)
 - Total 1,847 (*down 20%*) and offers of admission 1,022 (*down 19%*)

Other Key Metrics for Fall 2022 (July 18) – New Student Orientation

Year-to-year Comparison: First-Year Orientation

Reservation System Opened*	Comparison Date	NSO Reservations	Prior Year % Δ
02.09.2022	07.18.2022	3,426	+5.45%
02.19.2021	07.18.2021	3,249	+11.00%
02.03.2020	07.18.2020	2,927	+13.58%
02.01.2019	07.18.2019	2,577	-1.45%
02.19.2018	07.18.2018	2,615	-17.58%
02.22.2017	07.18.2017	3,173	-6.12%
04.05.2016	07.18.2016	3,380	-

Year-to-year Comparison: Transfer Orientation

Reservation System Opened*	Comparison Date	NSO Reservations	Prior Year % Δ
02.09.2022	07.18.2022	1,125	+8.59%
02.19.2021	07.18.2021	1,036	+2.07%
02.03.2020	07.18.2020	1,015	+10.68%
02.01.2019	07.18.2019	917	-6.43%
02.19.2018	07.18.2018	980	-8.32%
02.22.2017	07.18.2017	1,069	-3.87%
04.05.2016	07.18.2016	1,112	-

WELCOME TO THE PACK

Kick off the school year by meeting new friends at UNM's welcome back events.

Friday Night Live | August 19 @ 7 PM

Take over the SUB after hours. Laser tag, karaoke, games, food and more!

Fear the Fangs BBQ August 20 @ 6:30 PM

Enjoy BBQ dinner and run football drills at the UNM Football Stadium.

First-Year Convocation August 21 @ 4 PM

Let us welcome you to campus & bring your family. Sign up at ffd.unm.edu.

Class Crawl | August 21 @ 5 PM

Bring your course schedule and we will help you find where your classes are on campus.

Movie on the Field | August 21 @ 8 PM

Watch Top Gun: Maverick under the stars at Johnson Field.

Welcome Back Week | August 22 - 26

A full week of welcome back events - free food, academic departments and student organizations

Check out lobowelcome.unm.edu to see all of the events.

The University of New Mexico Albuquerque Campus

	2016	2017	2018	2019	2020	2021	2022 Projection
New Freshman Enrollment	3402	3219	2653	2594	2790	3076	3250 - 3350
Change		-5.38%	-17.58%	-2.22%	7.56%	10.25%	5.66% to 8.91%

Nationally, Fall 2021 first-year student enrollment was **9.2 percent smaller** than it was in Fall 2019, the period immediately prior to the pandemic. However, at UNM Main Campus we have seen an **18.5 percent increase** in first-year students during that same period.

The University of New Mexico Albuquerque Campus

	2016	2017	2018	2019	2020	2021	2022 Projection
New Transfer Enrollment	1252	1216	999	996	949	948	1010 - 1035
Change		-2.88%	-17.85%	-0.30%	-4.72%	-0.11%	6.54% to 9.18%

An increase in the number of applications and offers of admission at UNM are helping drive projected figures for Fall 2022, as well as perhaps the Opportunity Scholarship.

The University of New Mexico Albuquerque Campus

	2016	2017	2018	2019	2020	2021	2022 Projection
New Graduate Enrollment	961	968	941	900	1042	1243	900 - 925
Change		0.73%	-2.79%	-4.36%	15.78%	19.29%	-27.59% to -25.58%

Graduate enrollments had been increasing at UNM and nationwide the past two years, a drop in new graduate students began in Spring 2022 (**12 percent smaller Spring 2021**) and appears to be continuing--likely due to the low unemployment rate and demand for workers. Applications and offers of admission at UNM are down for Fall 2022.

The University of New Mexico Albuquerque Campus

	2016	2017	2018	2019	2020	2021	2022 Projection
Total Undergraduate Enrollment	19,648	18,913	17,321	16,170	15,780	15,094	15,100 – 15,200
Change		-3.74%	-8.42%	-6.65%	-2.41%	-4.35%	Slightly up

Most enrollments are at the undergraduate level. Increased new enrollments in recent years, which then progress toward enrollment, will help us see a leveling of overall undergraduate enrollment at UNM.

The University of New Mexico Albuquerque Campus

	2016	2017	2018	2019	2020	2021	2022 Projection
Total Enrollment	27,060	26,278	24,393	22,792	22,251	21,710	21,650 - 21,750
Change		-2.89%	-7.17%	-6.56%	-2.37%	-2.43%	Largely Flat

Growing new student enrollments over the past few years are helping overall enrollment figures at UNM, slowly, and we should see a reversal of the overall decline in enrollment. However, the drop in new graduate students, as well as a decrease in returning students—particularly at the **senior level** — will hinder that progress in Fall 2022.

The University of New Mexico Albuquerque Campus

	2016	2017	2018	2019	2020	2021	2022 Projection
SCH	333,819	320,954	295,720	274,990	262,960	256,373	256,500
Change		-3.85%	-7.86%	-7.01%	-4.37%	-2.50%	Slight increase

Semester Credit Hours (SCH) have been tracking the same as last year, at points-in-time throughout the past three months. We expect it to continue to maintain relative consistency to last year with likelihood of a very small increase—but almost inconsequential.

The University of New Mexico Branch Campuses

	2016	2017	2018	2019	2020	2021	2022 Projection
UNM Gallup	2,505	2,214	2,215	2,504	2,201	2,018	2,030
UNM Los Alamos	1,050	937	906	930	955	846	850
UNM Taos	1,714	1,435	1,293	1,227	1,110	1,280	1,300
UNM Valencia	2,142	2,124	2,084	2,237	1,505	1,929	1,940
Totals	7,411	6,710	6,498	6,898	5,771	6,073	6,120
Difference		-9.46%	-3.16%	6.16%	-16.34	5.23%	0.77

Two-year institutions have seen significant decreases in enrollments the past few years; UNM Branch campuses appear to be rebounding, although rather flat this year compared with last.

Thank you