

NEW MEXICO
HIGHER EDUCATION

2023-2025 FACULTY BASIC NEEDS REPORT





AUTHORS

SARITA CARGAS

D.PHIL, MST, MA, UNM HONORS COLLEGE

KATHERINE COAKLEY

PH.D. RDN, UNM COLLEGE OF POPULATION
HEALTH

DIANA GONZALEZ-PACHECO

DCN, RDN, FAND, UNM COLLEGE OF EDUCATION
& HUMAN SCIENCE

TAMMY THOMAS

PH.D., MSW, MPH, UNM COLLEGE OF
POPULATION HEALTH

ACADIA BURO

PH.D. UNM COLLEGE OF POPULATION HEALTH

AMY NEEL

PH.D., UNM DEPARTMENT OF SPEECH & HEARING
SCIENCES

PATRICIA TRUJILLO

PH.D, MA, DEPUTY CABINET SECRETARY OF NM
HIGHER EDUCATION DEPARTMENT

ADDITIONAL STATEWIDE STUDY TEAM MEMBERS

LESLIE PIMENTEL BYATT

BA, PMP (DIRECTOR OF CLINICAL TRIALS,
UNMH)

APRIL LAND

JD, LLM (UNM PROFESSOR OF LAW)

ACKNOWLEDGEMENTS

This research was funded by the New Mexico Higher Education Department as part of Governor Michelle Lujan Grisham's Food Initiative. We are also grateful for the support and funding appropriated by Senator Leo Jaramillo.

Thank you also to Jennifer Minich and New Mexico Institute of Mining and Technology's ICASA for additional qualitative analysis. We are grateful for the report's designer, Toni Torivio.

IRB APPROVAL #2211023853



CONTACT US

basicneeds@unm.edu

TABLE OF CONTENTS

PAGE

EXECUTIVE SUMMARY	01
INTRODUCTION	02
RESULTS	04
Demographics	04
FOOD INSECURITY & NUTRITION	05
Food Security	06
Nutrition Security	06
Use of Food Assistance Programs	07
SNAP Gap	07
Campus Food Pantry Use	08
HOUSING INSECURITY, HOMELESSNESS & SAFETY	09
Housing Insecurity	09
Homelessness	11
Safe in Home	11
HEALTH RELATED TOPICS	12
Mental Health	12
Social Support	12
Chronic Condition or Disability	12
Health Insurance and Health Services	13
Transportation	13
MULTIPLE BURDENS	14
Housing and Food Insecurity	14
Food Insecurity and Other Basic Needs	14
IMPACT OF ANNUAL HOUSEHOLD INCOME	16
QUALITATIVE DATA	18
How is food or housing insecurity affecting your work?	18
What could your college or university do to address food and housing insecurity?	23
CONCLUSION	26

RECOMMEDATIONS	27
APPENDIX A	28
APPENDIX B	32
APPENDIX C	34
WORKS CITED	36



PARTICIPATING NEW MEXICO COLLEGES & UNIVERSITIES

- OVER 13,500 PARTICIPANTS
- NEARLY 10,000 STUDENTS RESPONDED
- NEARLY 4,000 FACULTY AND STAFF RESPONDED

Central New Mexico Community College
Clovis Community College
Diné College
Doña Ana Community College
Eastern New Mexico University, Portales
Eastern New Mexico University, Roswell
Eastern New Mexico University, Ruidoso
Institute of American Indian Arts
Luna Community College
Mesalands Community College
Navajo Technical University, Crownpoint
New Mexico Highlands University
New Mexico Institute of Mining & Technology
New Mexico Junior College
Northern New Mexico College
New Mexico State University, Alamogordo
New Mexico State University, Grants
New Mexico State University, Las Cruces
San Juan College
Santa Fe Community College
Southeast New Mexico College
University of New Mexico, Albuquerque
University of New Mexico, Gallup
University of New Mexico, Los Alamos
University of New Mexico, Taos
University of New Mexico, Valencia
Western New Mexico University



17

two-year
institutions



7

four-year
institutions



3

tribal
institutions

EXECUTIVE SUMMARY

Basic Needs Security Definition

Equitable access to nutritious food and safe affordable housing.

New Mexico's higher education system is facing a growing challenge: faculty across our colleges and universities are struggling to meet their basic needs. While student food and housing insecurity has been widely studied, this report reveals that these challenges also affect the people who teach.

In 2023, a survey was conducted at 27 of New Mexico's 29 public higher education institutions (all Minority-Serving Institutions), gathering responses from students, faculty, and staff about their access to food, housing, health care,

transportation, and mental health support. The results are alarming: 30% of all faculty in our survey face food insecurity for example, but nearly 50% of full-time lecturers reported food insecurity.

To address this, the New Mexico Basic Needs Consortium has been established. This coalition of faculty and staff aims to identify and expand programs that work—like emergency financial aid and affordable housing initiatives—and to ensure that resources such as SNAP are extended to all who need them, not just students.

We ask our college and university administrators and state legislators to support these efforts. With your backing, we can take meaningful steps to improve the lives of faculty, strengthen our institutions, and ultimately create better outcomes for New Mexico's students. This is not just a challenge—it's an opportunity to lead.

INTRODUCTION

In 2023, the Statewide Basic Needs Survey was launched to assess basic needs insecurity among students, faculty, and staff at New Mexico's public colleges and universities. Conducted by the University of New Mexico Basic Needs Project in partnership with the New Mexico Higher Education Department and the Governor's Food Initiative, the survey focused on identifying the prevalence and impact of unmet basic needs.



This report presents findings from 1,712 faculty and administrators representing three tribal colleges, 17 two-year community colleges and branch campuses, and seven four-year institutions.

Faculty were surveyed due to anecdotal reports of financial hardship, especially among adjunct instructors. Many Americans, including New Mexicans, fall into the category of the "working poor"—individuals employed part- or full-time but earning insufficient income to meet basic needs.

Among the more than 1,400 faculty who participated in our survey, in the last 12 months:

- 30% were food insecure
- 40% were housing insecure
- 6% were homeless

Food-insecure faculty also reported high rates of anxiety (43%) and depression (36%). Despite 94% having health insurance, 38% said they "sometimes or often" couldn't afford necessary health care.

One glaring—if obvious—conclusion is that wages are strongly associated with insecurities. Among respondents, 19% of full-time and 38% of part-time faculty reported annual household incomes below \$55,000—significantly less than the 2023 New Mexico median of \$62,268.¹ Lower income levels were linked to greater challenges in food and housing security, as well as overall well-being.

The survey also included open-ended questions, offering a deeper understanding of lived experiences. Faculty shared the emotional and physical toll of working while hungry or housing insecure and provided insight into potential solutions.



What can be done?

Addressing basic needs insecurity requires a coordinated effort. Proposed solutions include increasing faculty wages, expanding affordable housing, and enhancing campus support services. While food pantries are common interventions, they are not universally available or accessible to faculty. Alternatives such as reduced-cost meals, grocery vouchers, and expanded SNAP outreach are needed.

In response, the New Mexico Basic Needs Consortium was established to guide collaborative solutions. Support from policymakers and higher education leaders will be critical to ensuring that faculty can meet their basic needs and continue to support student success.



Snapshot of Key Findings

Food Insecure	24%	34%	49%	13%
	Full-time Faculty	Part-Time Faculty	Full-time Lecturer	Administrator
Housing Insecure	34%	47%	54%	26%
	Full-time Faculty	Part-time Faculty	Full-time Lecturer	Administrator
Homeless	3%	8%	19%	3%
	Full-time Faculty	Part-time Faculty	Full-time Lecturer	Administrator

RESULTS

Survey respondents included 1,712 faculty and upper-level administration.

Table 1. Faculty and administrator survey participants by type of institution

	Tribal	Two-Year	Four-Year	Total
Faculty (Full-time)	39	456	389	884 (44.8%)
Lecturer (Full-time)	14	72	56	142 (7.1%)
Faculty (Part-time or Adjunct)	20	336	121	477 (33.0%)
Upper-level administration	14	153	42	209 (15.0%)
Total	87 (5.1%)	1017 (59.4%)	608 (35.5%)	1712

Note: On the survey, teaching faculty were provided the following options regarding employment status: full-time faculty, or part-time or adjunct faculty, or full-time lecturer, or part-time lecturer. Part-time lecturers and adjunct instructors were included in the part-time faculty category. Part-time faculty are also known as contingent faculty. Many carry full teaching loads.



Faculty Composition and Appointment Types

- **Tenure-Track Faculty**
 - Full-time roles requiring teach, service, and research.
 - Comprehensive health and retireent benefits.
 - Progression: Assistant professor → Associate Professor (tenure) → Full Professor.
- **Adjunct/Contingent Faculty**
 - Hired per course or semester.
 - Typically no helath or retirement benefits.
 - May teach full-time by working across institutions.
 - Often hired for specialized expertise.
- **Lecturers**
 - Focus on teaching over research.
 - May be full- or part-time, with contracts and some benefits.
- **Examples of Faculty Distribution**
 - UNM: 54% tenure-track
 - NMSU: 52% tenure-track
 - CNM: 33% full-time faculty

Snapshot of Respondent Demographics

52%

Full-time Faculty

59%

Employed at two-year colleges

27%

35-44 years of age

56%

Women

80%

Heterosexual/straight

79%

Employed full-time

57%

White

14%

Hispanic

FOOD INSECURITY & NUTRITION

To assess food security status over the past 12 months, we used the 18-item U.S. Department of Agriculture (USDA) U.S. Household Food Security Survey Module (FSSM). See appendix C. There are four levels of food security: high food security, marginal food security, low food security (previously defined as food insecurity without hunger), and very low food security (previously defined as food insecurity with hunger).² Low food security and very low food security are combined to represent individuals who are food insecure and high food security and marginal food security are combined to represent individuals who are food secure.

Of the 1,712 faculty and administrator survey responses, 27.6% were considered food insecure in the past 12 months. Of those, 10.8% were found to have low food security and 16.8% had very low food security. That is, 16.8% likely experience hunger.

As shown in Figure 1, food insecurity was most common amongst full-time lecturers (48.6%). The prevalence of very low food security was greater than low food security for all groups, and notably higher for part-time/adjunct faculty and full-time lecturers.



High Food Security

Households have reliable access to sufficient food for a healthy lifestyle, allowing for a variety of choices and affordable balanced meals.

Marginal Food Security

Households face food access issues but generally manage to obtain enough food. They may need to reduce quality or variety or choose low-cost options.

Low Food Security

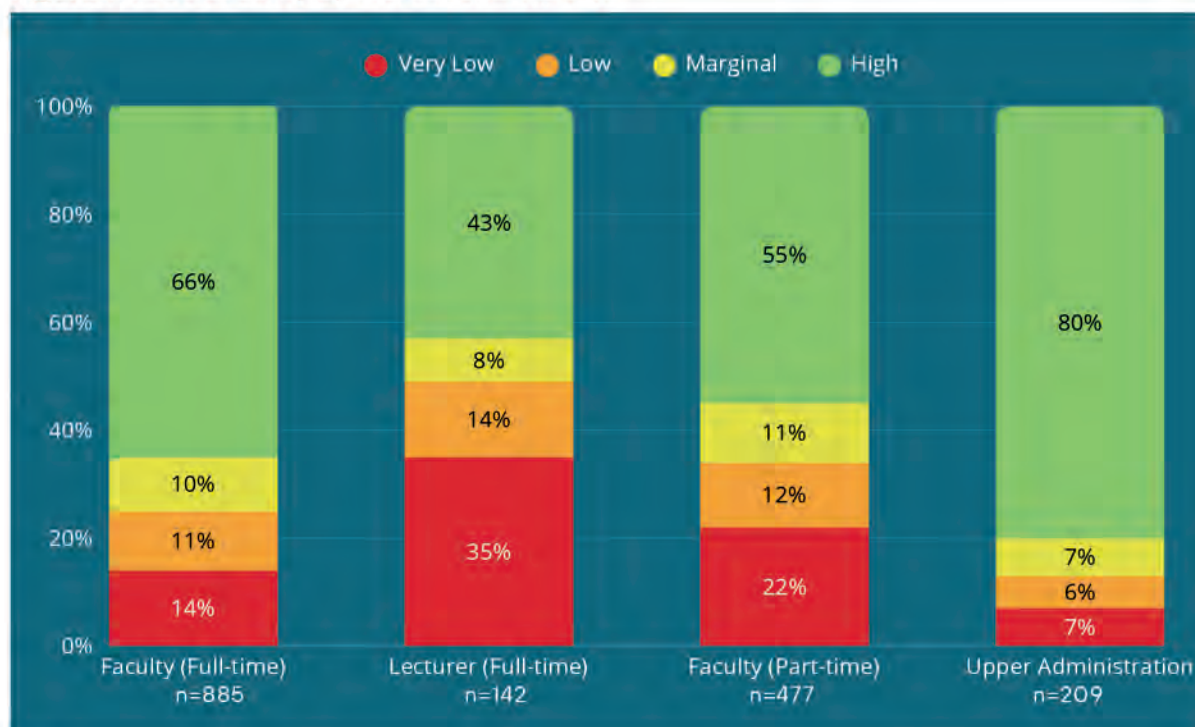
Reduced quality, variety, and desirability of their diets, but the quantity of food intake and normal eating patterns were not substantially disrupted.

Very Low Food Security

At times during the year, eating patterns were disrupted and food health intake reduced because the household lacked money or other resources for food.

Source: Adapted from the USDA Economic Research Service

Figure 1. Food Security by Professional Role, %



Nutrition Security

Nutrition security was assessed using a validated one-item nutrition security screener question; "In the past 12 months, I worried that the food I was able to eat would hurt my health and well-being" where "sometimes", "often", and "always" indicated nutrition insecurity.³ About one-third of full-time lecturers were nutrition insecure, and up to one in four of other faculty/administrators categories were nutrition insecure (Table 2). The prevalence of nutrition insecurity was lower than the prevalence of food insecurity for all groups except upper-level administration.

Table 2. Nutrition Security Status, %

	Nutrition Secure	Nutrition Insecure
Faculty (Full-time) n=815	76.7	23.3
Lecturer (Full-time) n=121	67.8	32.2
Faculty (Part-time/adjunct) n=425	73.7	26.4
Upper-Level Administration n=187	80.8	19.3
Total n=1548	75.7	24.4

Use of food assistance programs

Survey respondents were asked if they or their children had received food assistance from government funded programs, community food banks and/or food pantries in the past 12 months. As shown in Table 3, a quarter of survey respondents received assistance. The National School Lunch Program (10.8%) was the most frequently used food assistance program (10.8%), followed by SNAP (9.6%), the School Breakfast Program (9.1%), and community food banks or food pantries (6.1%).

SNAP eligibility was not assessed in the survey, therefore food insecurity and receiving SNAP were used to approximate "SNAP Gap." Of the 452 food insecure survey respondents,

78.8% reported not receiving SNAP benefits. The SNAP Gap was the highest among full-time faculty (85.1%) and full-time lecturers (79.7%). The 2022 Map the Meal Gap report, showed that 45% of New Mexicans with food insecurity do not meet SNAP income eligibility.⁴



Table 3. Food Assistance Receipt by Program, %

	Food secure (n=1211)	Food Insecure (n=452)	Total (n=1663)
Any Program	14.2	56.9	25.8
Supplemental Assistance Program (SNAP)	5.2	21.2	9.6
Food bank or food pantry	2.9	14.8	6.1
National School Lunch Program (NSLP)	6.5	22.4	10.8
School Breakfast Program (SBP)	5.3	19.5	9.1
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	1.6	9.5	3.7
Summer Food Service Program (SFSP)	2.8	9.3	4.6
Temporary Assistance for Needy Families (TANF)	1.7	11.5	4.3
Food Distribution Program on Indian Reservations (FDPIR)	0.8	6.6	2.4



Some institutions have an on-campus food pantry, but not all. Table 4 illustrates that some do avail themselves of it especially full-time lecturers (40.2%).

Table 4. Campus Food Pantry Usage, %

	No	Yes
Faculty (Full-time)	84.2	10.8
Lecturer (Full-time)	84.5	10.2
Faculty (Part-time or Adjunct)	53.0	40.2
Upper-Level Administration	88.6	5.0
Total	79.8	14.6

HOUSING INSECURITY, HOMELESSNESS AND SAFETY

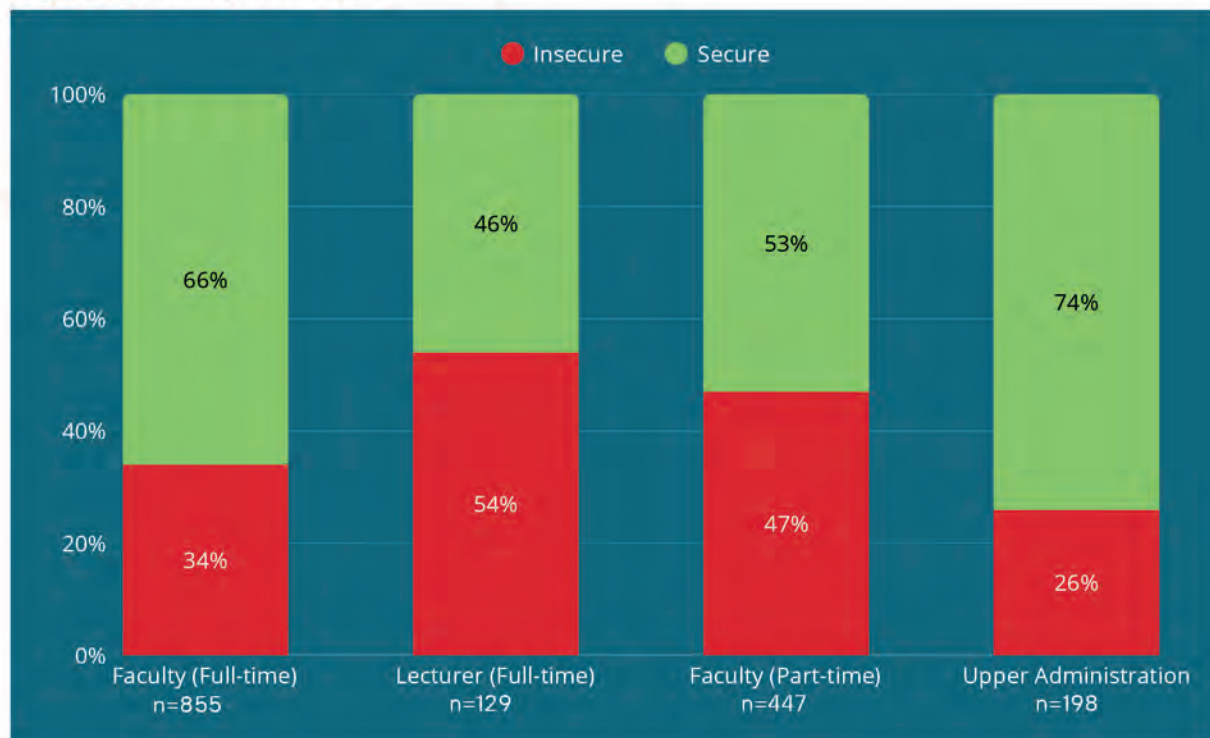
Housing Insecurity

Housing insecurity was assessed using a nine-item measure (Table 5).⁵

Overall, 38.3% of faculty and upper-level administration were housing insecure in the previous 12 months. Full-time lecturers experienced the highest rate of housing insecurity (54.3%), followed by part-time/adjunct faculty (47.2%). About one-third of full-time faculty and one-quarter of upper-level administration were housing insecure.



Figure 2. Housing Security, %



Shown in Table 5, the most common indicator of housing insecurity across professional roles was having an increase in rent or mortgage that made it difficult to pay, followed by not paying the full amount of gas, oil, or electricity bill.



Table 5. Housing Insecurity Indicators in the Past 12 Months, %

	Faculty (Full-time)	Lecturer (Full-time)	Faculty (Part-time)	Upper Admin
Rent or mortgage increase that made it difficult to pay	21.1	38.8	28.2	13.6
Not paid the full amount of a gas, oil, or electricity bill	17.0	31.0	26.4	16.2
Account default or go into collections	11.4	28.7	15.7	9.6
Unable to pay or did you underpay your rent or mortgage	8.5	30.2	16.6	8.2
Moved in with other people, even for a little while, because of financial problems	6.9	25.6	14.5	3.5
Lived with others beyond the expected capacity of the house or apartment	6.3	28.7	12.7	4.1
Left household because felt unsafe	5.2	23.3	10.4	2.0
Received a summons to appear in housing court or been evicted	2.2	19.4	6.3	0.5
Moved three or more times	1.6	7.8	3.4	1.0



Homelessness

Homelessness was assessed in two ways. Self-reported homelessness was measured using the yes-no question “In the past 12 months, have you ever been homeless?” The calculated homelessness measure was determined by responses to the “places slept” question. Calculated homelessness was included in this study because an individual with a roof over their head may not consider themselves homeless even though they do not have stable housing. Across all faculty groups, 5.4% of participants self-reported that they were homeless, though calculated homelessness was 9.6%. Full-time lecturers had higher rates than other faculty types: about 20% of them experienced homelessness in the past 12 months.

Safety

The majority of survey respondents indicated feeling moderately or very safe in their home (95.4%). Compared to other employee groups, a larger percentage of full-time lecturers and part-time/adjunct faculty reported feeling unsafe in their home (10.1% and 6.1%, respectively).

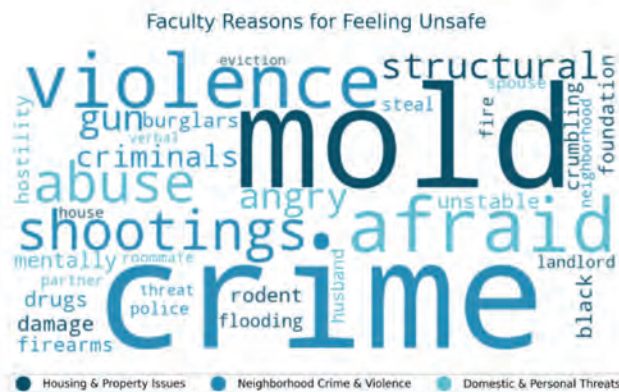


Table 6. Homelessness, %

	Self Reported Homelessness	Calculated Homelessness
Faculty (Full-time)	2.8	7.5
Faculty (Part-time/adjunct) n=425	19.0	20.6
Lecturer (Full-time)	7.7	12.1
Upper-Level Administration n=187	2.6	6.1
Total	5.4	9.6

HEALTH RELATED TOPICS

Mental Health

Two brief screening questionnaires, the Generalized Anxiety Disorder-2 (GAD-2) and the Patient Health Questionnaire-2 (PHQ-2) were used to assess symptoms of anxiety and depression over the last two weeks. Symptoms of anxiety on the GAD-2 were "feeling nervous, anxious, or on edge" and "not being able to stop or control worrying." For the PHQ-2, symptoms of depression were "little interest or pleasure in doing things" and "feeling down, depressed, or hopeless." The response to each question was scored using a scale from "not at all" (0 points) to "nearly every day" (3 points). Respondents with a score of three points or more on the GAD-2 screened positive for anxiety and a score of three points or more on the PHQ-2 screened positive for depression.

Among faculty and upper-level administration, the prevalence of anxiety (22.7%) was higher than depression (16.2%). Symptoms of depression were more frequently reported by full-time lecturers (23.1%) and part-time or adjunct faculty (19.0%) compared to other employee types. (Table 7)

Table 7. Mental Health Symptoms, %

	Anxiety Screen (GAD-2)		Depression Screen (PHQ-2)	
	Negative	Positive	Negative	Positive
Faculty (Full-time) n=815	76.2	23.8	84.9	15.1
Lecturer (Full-time) n=121	75.2	24.8	76.9	23.1
Faculty (Part-time/Adjunct) n=426	77.0	23.0	81.0	19.0
Upper-Level Administration n=186	84.4	15.6	90.3	9.7
Total n=1548	77.3	22.7	83.9	16.2

Most respondents (94.4%) reported that they had social support (people who cared about them or that they could count on). The percentage of respondents expressing that they had social support ranged from 90.1% of full-time lecturers to 97.9% of upper-level administrators.

When asked about physical health status, over half (52.2%) of survey respondents self-reported living with a chronic condition or disability.

Health Insurance and Health Services

The majority (94.1%) of faculty and upper-level administration reported having health insurance with percentages ranging from 89% of part-time faculty to 98% of upper administrators.

Despite being insured, about one-third of faculty reported “sometimes” or “often” not being able to afford needed health services. Forty-seven percent of both full-time lecturers and part-time/adjunct faculty often or sometimes lacked money for health care.

Transportation

Transportation reliability was assessed by asking “In the last 12 months, did you have reliable transportation to and from campus?” Additionally, survey respondents reported if they use public transportation (yes or no). Full-time lecturers had the highest prevalence of unreliable

transportation (38.0%) and over half reported using public transportation (57.4%) followed by part-time/adjunct faculty: 20.8% had unreliable transportation and 24.7% used public transportation.



MULTIPLE BURDENS

Many survey respondents experienced more than one basic need insecurity, referred to as "multiple burdens". Figure 4 shows, for example, that the prevalence of housing insecurity is strongly associated with food insecurity severity. Among those with high food security, just 19.2% were housing insecure compared to those with very low food security of which 91.9% were housing insecure.

The prevalence of basic needs insecurities and other adverse outcomes by food security status is shown in Table 8. Food insecure faculty respondents had higher prevalence of other needs and adverse outcomes compared to their food secure counterparts.

Table 8. Prevalence of other Burdens by Food Security, %

Other burdens indicators	Food Insecure	Food Secure
Sometimes or often prevented from assessing health services due to lack of money	79.9	19.2
Living with one or more disabilities	72.1	45.5
Nutrition insecurity	57.1	12.8
Positive anxiety screen	42.6	15.7
Never or only sometimes having reliable transportation	42.1	6.8
Positive depression screen	36.4	9.0
Homelessness	19.0	0.4
No health insurance	14.7	2.8
Lack of social supports (someone who cares about you and you can count on)	10.5	3.9

Figure 4. Association Between Food Security and Housing Security, %



Other strategies used by survey respondents to meet basic food or housing needs are shown in Table 6. The most prevalent coping strategies were borrowing money from family or friends (17.0%) and seeking out events with free food (9.1%).

Table 9. Strategies to Meet Basic Needs, %

Strategy	Percent reporting strategy (n=1562)
Borrowing money from family or friends	17.0
Seeking out events with free food	9.1
Taking food that has been discarded or left behind	4.0
Sleeping in a location other than a home	3.3
Sleeping in a car	2.6
Going on a date in exchange for food or housing	2.5
Taking food without paying	2.2
Engaging in sexual activity for food or housing	1.9
Dumpster-diving	1.7



IMPACT OF ANNUAL HOUSEHOLD INCOME

To determine the association between reported annual household income and basic needs security, we analyzed food security and housing security status, health insurance status, ability to afford health services, mental health status, and access to reliable transportation to campus for 1408 faculty members in five income ranges: less than \$24,999, between \$25,000 and \$39,999, between \$40,000 and \$54,999, between \$55,000 and \$69,999, and more than \$70,000 per year. (Data for full-time lecturers is unavailable due to a coding error in the survey.)

Table 10 contains the percentages in each household income range for three professional roles. Nearly two-thirds of part-time or adjunct faculty reported household incomes below \$70,000 per year. More than 40% of part-time faculty reported less than \$55,000 per year in household income which is well below the which is well below the 2023 New Mexico median household income of \$62,268. ⁶

Household income also varied across institution type. Although 64% of faculty and administrators at four-year institutions brought in more than \$70,000 annually, only 40% of two-year faculty and 16% of faculty at tribal institutions reported annual household income in the highest range.

Table 10. Annual Household Income Ranges by Professional Role, %

	Full-time Faculty n=808	Part-time Faculty n=414	Upper-level Administration n=186	All Types n=1408
Less than \$24,999	2.6	13.5	1.6	5.7
Between \$25,000 and \$39,999	4.6	13.5	1.6	6.8
Between \$40,000 and \$54,999	12.4	13.8	2.2	11.4
Between \$55,000 and \$69,999	16.3	11.1	3.8	13.1
More than \$70,000	55.2	34.1	85.5	53.0
Prefer not to answer/varies by semester	8.9	14.0	5.4	9.9

We analyzed the relationships between annual household income and other indicators as shown in Table 11. Unsurprisingly, low annual household income was associated with other indicators of basic needs insecurity.

From this brief analysis, it is clear that basic needs security and associated factors is strongly associated with annual household income level. Part-time and adjunct faculty members may be at increased risk of basic needs insecurity because of low compensation for their work. Many adjunct faculty teach a full load of courses but do not have the same job security as tenure track faculty.

Table 11. Annual Household Income and Other Burdens, %

	Less than \$24,999	Between \$25,000 and \$39,999	Between \$40,000 and \$54,999	Between \$55,000 and \$69,999	More than \$70,000
Very low/low food security	76.3	63.6	45.3	28.6	7.6
Housing insecure	88.8	80.2	80.2	43.2	18.6
No health insurance	31.6	13.7	13.7	4.3	1.2
Sometimes or often lack money for needed health services	85.2	69.4	69.4	44.8	18.0
Live with a disability	78.2	61.9	61.9	58.6	46.5
Positive anxiety screen	42.5	25.0	25.0	24.3	17.2
Positive depression screen	36.3	20.8	20.8	17.8	9.8
Never or only sometimes have reliable transportation to campus	44.6	43.2	43.2	12.8	5.9



QUALITATIVE DATA

Below we present key themes identified for two open-ended questions. 1) How is food or housing insecurity affecting your work. 2) What could your college or university do to address food and housing insecurity? Please share a solution(s).



Affecting work

Faculty spoke specifically about food insecurity, housing, financial instability, physical health, and mental health affecting their work.

Food Insecurity

Faculty reported food insecurity impacting their work, with some reporting “only a little” effect, others reporting they “work hungry sometimes” and others reporting more significant impacts. One faculty stated, “I spend a lot of days hungry, as I don’t eat breakfast and only snack for lunch. (Full-time) Another stated, “Being able to eat three meals would probably help me focus more, but again, as a single parent who gets paid once a month, I skip meals.” (Full-time) “It is difficult to make sure I have enough food to bring for lunch.” (Lecturer, Full-time)

Housing

The challenges of housing impact work in numerous ways. As one faculty shared, “[The] lack of housing is a strain on faculty & students, because they then have to worry about their home life being chaotic or uncomfortable.” (Full-time)

Others discussed communities with limited housing options and their concerns about finding housing in upcoming months when they need to move. One full-time faculty discussed the impact of recent fires in New Mexico communities. “We lost our home in the Hermits Peak Fire. We’ve been fortunate to have a large safety net, family, friends,[and] community support. It is a relief to continue working and earning a living in the face of uncertainty.” Another faculty member shared:

Rent for housing in Gallup is high; home prices are also expensive. I don’t know if I would qualify for a mortgage out here even though I’ve previously owned 2 other homes. But if I did, the money we saved between the rent and the mortgage would go to student loans. I couldn’t even use that \$ to offset the costs of inflation/COLA. (Full-time)

Commuting

Faculty discussed how long commutes negatively affect their work. Some shared needing to relocate to other communities, so their “commute is much longer and effects working hours.” Some are considering relocation due to unsafe

communities but are concerned about the longer commute. Another faculty discussed not being able to find a residence close to campus, so they "have to drive long distances to and from work."

Financial Instability

Faculty conveyed that financial instability contributed the most to their insecurities and affected their work. Many discussed receiving "low income" for their labor. A faculty member remarked on the need to have their compensation be commensurate with their workload. "I would like to have a wage/salary that reflect the amount of work I do for my adjunct position." (Part-time or Adjunct) Some faculty work multiple jobs: "I have to carry multiple part-time jobs that affect the quality of my work as a college professor." (Part-time or Adjunct) "I work multiple jobs to be able to pay the bills and be sole support of my child." (Full-time) "...When I have to teach and work other jobs, I'm exhausted and not as good of a teacher as I'd like to be." (Part-time or Adjunct) "I need to find ways to take on extra work, and it is very stressful. I am burning out." (Full-time) "Professor salaries have fallen so much I have to work a second job to make ends meet." (Full-time) Others shared:

I realize that I should just get another job. I cannot be the best instructor that I need to be when I cannot pay the bills. If instructors teach 5 classes like I do, I should be paid well enough to support my family. (Part-time or Adjunct)

"These things affect my work in many different ways."



"I'm cranky because I don't eat in the morning, which affects my teaching and focus."

My home is old and has no insulation, so sleep is difficult due to the cold. And it is difficult to keep our home heated every winter, which makes for high electrical bills that I really can't afford. So, we go without food, proper heat, and proper clothing. (Part-time or Adjunct)

Faculty recounted that inflation and the economy have contributed to insecurities. One faculty shared, "[I'm] not able to meet monthly living expenses, because everything has gone up and salaries have stayed the same. [I] can't meet basic living expenses, utilities and quality food." (Full-time) Another shared, "Our rental/mortgage and food prices are too high." (Full-time) Another shared, "Thinking about food and housing is just part of the current dismal economy for me." (Full-time) And "[I'm] always competing to get full-time work to rise above the cost of living since Covid changed everything." (Part-time or Adjunct) Another shared, "Since I took a pay cut this year, with rent increased I have been barely making it by." (Lecturer, Full-time) And, "Everything here is just so unbelievably expensive. I live alone, so I have to take care of everything myself. But, I also cannot miss work." (Full-time)



One faculty (Part-time or Adjunct) shared how the academic system puts strain on faculty, their families, and their ability to do to their work:

Academia forces people to move every 2-4 years to keep doing the same job, similar to a "promote or fire" system. This constant moving causes extreme stress on families or people who rely on personal networks for support. One or two moves is a useful educational experience that helps see the world, but I'm on move #6, just to keep doing science at all. Just stop calling it "postdoc" or "visiting assistant professor" and just give me a stable job that's regularly renewed, it's not that hard!

Physical Health

Health issues were described as concerning in the workplace as a result of insecurities. A full-time faculty shared, "Stress combined with existing and worsening medical conditions has made getting through work responsibilities impossible sometimes." A lecturer discussed how "physical health" issues were related to their inability to continue working. A full-time faculty shared that "medical expenses are my burden that get in the way" of their work.

Faculty discussed feeling tired and fatigued due to basic need insecurities, especially the lack of food. One faculty stated, "I do not eat healthy because I cannot afford to, so I am tired from the food I eat while at work. I also have stomach problems, because of it. Not to mention the stress." (Full-time) Others described feeling "tired from hunger" (Full-time), "Exhausted" (Full-time), and "Low energy levels." (Part-time or Adjunct)

Mental Health

Faculty discussed how insecurities affect their mental health in significant ways. They shared that it disturbs their "mood" at work, their motivation, and "efficiency". One faculty said "It affects my ability to do my job well, and the mood I carry with me to work while under duress from this situation..." Another faculty shared, "[I] don't want to work as hard and do extra assignments due to always being under paid." Several lecturers shared they feel "insecure" and "uncomfortable" at work due to experiencing basic need insecurities.

Being uncertain about their finances was reported to be "...something on my mind constantly." Finally, one faculty shared the following about struggling with basic needs: "[It] makes me miserable, feel worthless and incompetent, like why did I earn a Master's and MFA degree not to be able to support myself or my family, sometimes [it] makes me suicidal."

Faculty spoke about specific mental health experiences as a result of insecurities including – Stress; depression and anxiety; worry; fear; and focus and concentration. Each is discussed separately below.

Stress

Faculty reported facing stress due to insecurities. Several full-time faculty discussed how finances are at the heart of the stress. One reported the stress of "counting down to payday" and another shared their experience of waking up in the middle of the night thinking about their need for more money to pay their living expenses. The following are experiences related to stress reported by other full-time faculty members: "Stress combined, with existing and worsening medical conditions, has made getting through work responsibilities impossible sometimes." And, "The stress can be depressing and cause me to have poor concentration and anxiety."

Part-time and adjunct faculty shared the following about their experiences with stress: "Normal stresses about not being assigned enough courses to teach and having enough saved for retirement."

I am stressed about finding summer work, so I can pay rent in the summer. I also need to find a second part-time job to supplement my income as an adjunct. This stress can distract me or deplete my energy for my teaching duties.



Depression and Anxiety

Faculty at all levels shared how depression and anxiety resulting from insecurities impact their work. The majority of respondents spoke about "feeling anxious." One part-time/adjunct faculty reported, "I feel anxious about my future." A full-time faculty said, "The insecurity of food and housing made me very anxious. I often couldn't fall asleep at night and was mentally tired during the day's work." One part-time/adjunct faculty member reported the following about their experiences, "I am tired, overworked, and anxious all the time, working 3 part time jobs to try to pay all the bills and then gas just doubled in price making it even more difficult." One full-time faculty simply stated, "It's depressing."

Worry

Several faculty discussed how being worried about basic needs distracts them from being fully present at work. One full-time faculty shared "[I'm] worrying about that instead of focusing on work." Others shared feeling worried and avoiding social situations with colleagues, like going out to lunch. (Lecturer, Full-time). A faculty shared, "My unstable housing situation causes me to worry about my basic needs & distracts me from teaching & research. Lack of space where I live & distance from campus make work more difficult." (Part-time or Adjunct). Others worry about what they are going to eat (Lecturer, Full-time) while others worry about their children (Faculty, Full-time). A full-time faculty member shared their "mentality has been in a state of panic" due to insecurities.

Fear

Two full-time faculty members shared the fear they experienced as it relates to basic needs.

Sometimes when I am sick I still go to work, [be]cause I am scared to miss a day so I can afford to keep a roof over my head and groceries. I know I have PTO but only want to use it when things occur, such as if my husband or daughter might be in the hospital.

...I either have to call in sick or add to credit card debt if there isn't enough gas money to commute long distances to work. Anxiety, depression, and fear of being on campus mean I cannot eat on days that I work until I get home. I am afraid because faculty's working conditions are so hellish, discontent is at an all-time high, nervous breakdowns are so prevalent, and there are a lot of guns in New Mexico.

Focus/Concentration

Faculty reported that how insecurities impact their work by impeding their ability to focus and concentrate. Part-time and adjunct faculty shared that basic needs insecurities cause them to be "generally distracted" and it "slows me down in performing tasks." Others said their lack of rest due to insecurities impairs their concentration. Finally, another shared the following:

"Sometimes I lack focus, because I worry about not finding a place to stay when I wear out my welcome at brothers home." Others shared: "Every day I cannot concentrate at work and think about

what will I be able to take home from events at work that have food without people seeing." And, "[It is] hard to focus on work when worried about finances."

Lecturers also shared their experiences on this topic: "The pressure of housing makes me unable to concentrate on class." (Part-time)



Solutions

Participants were asked to share what their college/university could do to address food and housing insecurity. Four higher-level themes emerged from the qualitative data: 1) Institutional responsibility and support, 2) Wage increases and employment practices, 3) Improving accessibility to food, housing, and resources, and 4) Community engagement and collaboration.

Institutional Responsibility and Support

Faculty members emphasized the need for the institution to take a more active role in addressing food and housing security for both students and employees. Some specific suggestions included: "The institution could treat food and housing security as part of their responsibility to their students." (Full-time) And, "Increase the work-study wage and hour limits offered to students enrolled in work-study programs and offer better wages for part-time and full-time staff and faculty employees. Increase the housing dormitory opportunities to include students, staff, and faculty members who are married and/or have children and pets." (Part-time or Adjunct)

I think the university could do even more in connecting folks with the supports that are already in place. Like, is the university aware that there is a mobile food pantry the second Friday of every month? Do they refer folks to it? And where they find someone falling through the cracks, they could and should develop or expand a program to catch them. (Full-time)

Wage Increases and Treatment of Employees

Another recurring theme among faculty was the need for fair wages and better employment practices. Many faculty members expressed frustration over low pay and the exploitation of part-time staff, which exacerbates financial insecurity.

Employers do not care about their employees, only their profits. While everyone in a director's position is living comfortably, their subordinates are literally fighting for their lives, and they don't care. So yes, being paid a livable wage can help EVERYONE, not just me. (Part-time or Adjunct)

Pay adjuncts a living wage. The way adjuncts are treated as expendable is deplorable, and all colleges and universities should be ashamed of themselves. It's untenable that we hold the same credentials, degrees, and experience as our colleagues but are paid a small percentage of what our tenured colleagues are paid. We often work just as often, just as hard as our colleagues for a fraction of the pay. It's indecent. (Part-time or Adjunct)

Improving Accessibility to Food, Housing, and Resources

Faculty suggested solutions to improve access to nutritious food, housing, and other essential resources, including expanding food pantry services, offering affordable and healthy food options on campus, and providing housing or housing support for faculty.

They wrote, "Provide free faculty breakfast, lunch, and dinner and free faculty housing to solve the worries of faculty." (Full-time) And, "As faculty with low salary, campus can provide me free housing". (Full-time) "Housing stipends for full-time faculty. Even if it didn't cover rent/mortgage, it could cover food costs." (Full-time) Provide more food options and events with free food in multiple locations and also do a better job advertising. (Full-time)



More days open for the ... food pantry. It's only open once a week, and the line is always wrapped around the building. Students and some employees need more! (Full-time)

Community Engagement and Collaboration

Some faculty members mentioned that the university should work more closely with local communities to address broader issues of food and housing insecurity by leveraging community resources and advocating for systemic changes to benefit the entire community, as illustrated by the following quotes:

Do not participate in real estate deals that are likely to lead to gentrification. Food/housing insecurity is not just a university problem. Work with state/municipal government to provide food security to all, not just [the] university community. (Full-time)

It definitely needs to work with community/civic leadership to help bring down the costs of housing, either with rent controls, new home building, underwritten housing for interested faculty, or something like that. One idea that's floating is a campus garden - that produce could be given away or sold at a discount. A stronger collaboration with the local community pantry/garden to allow students a chance to grow some produce could help. Also, what about using AmeriCorps or FoodCorps volunteers to help build programs, lead these efforts, etc.? (Full-time)



CONCLUSION

Employment in higher education is often associated with intellectual rewards, professional growth, and community impact. Yet, our findings point to an unsettling reality: many faculty members, including lecturers and part-time instructors, face significant basic needs insecurity that undermines their well-being and ability to thrive. Among the 1,712 faculty and administrator respondents, 27.6% reported food insecurity, with 288 individuals classified as experiencing very low food security—meaning they skipped meals and went hungry. Only 38.3% were securely housed, and many respondents described symptoms of anxiety and depression.

Though 94% of respondents reported having health insurance, over one-third said they could not afford health care. This disconnect between access and affordability highlights gaps in the system that disproportionately affect lower-paid academic employees. Of the food-insecure respondents, nearly half had children under 18, and 74% reported financially supporting others. These findings underscore the fact that faculty well-being directly affects the broader communities in which they live and work.

While faculty are significantly impacted by food and housing insecurity, they are not the only group affected. Although prevalence rates are generally lower among administrators, these challenges still exist along a continuum of need.

Notably, 13% of upper-level administrators experience food insecurity, and 26% face housing insecurity. These conditions may contribute to the rates of anxiety (16%) and depression (10%) reported within this group. Such findings underscore that mental health supports are essential across all levels of the institution, including leadership.

We recognize that salary increases are a necessary part of the solution. However, immediate action can also come through extending student basic needs programs—such as SNAP outreach and food access resources—to faculty. Given that nearly 80% of food-insecure lecturers could potentially benefit from SNAP, improving access would not only reduce hardship but also bring additional federal dollars into our state.

We hope this report helps catalyze a deeper institutional and statewide response. As with staff, we believe the solutions are within our reach—especially when faculty themselves are invited into the process of designing them.



RECOMMENDATIONS

Suggestions are categorized by responsible stakeholders: State & Federal Government, Colleges & Universities, and Faculty Associations & Unions. Strategies include both immediate interventions and long-term structural reforms.

State and Federal Government Policy and Funding

- Address the fact that many institutions rely on adjunct and part-time faculty.
- Mandate living wages for faculty at publicly funded institutions, ensuring that part-time and adjunct positions meet minimum income standards.
- Expand SNAP eligibility to cover part-time faculty and those on temporary contracts, many of whom face chronic food insecurity.
- Invest in affordable faculty housing by incentivizing or directly funding workforce housing near campuses.
- Extend loan forgiveness programs to include contingent and non-tenure track faculty, recognizing their critical role in student success.

Colleges & Universities Compensation and Benefits

- Acknowledge that many adjunct carry a full teaching load.
- Pay Equity Audits and Living Wage Commitments – Regularly assess and correct compensation gaps, particularly for adjunct and non-tenure track faculty.
- Faculty Housing Assistance – Provide subsidies or develop affordable housing options close to campus.
- More free food at events.

- Campus Food Access – Expand food pantries, meal swipe-sharing programs, and meal vouchers for faculty.
- Health and Wellness Subsidies – Increase subsidies for out-of-pocket healthcare costs, mental health services, and childcare.
- Emergency Assistance Funds – Establish funds specifically for faculty experiencing financial distress related to housing, medical bills, or family emergencies.
- Flexible Scheduling and Remote Work Options – Offer hybrid teaching or remote office hours to reduce commuting burdens and time poverty.

Faculty Association & Unions: Advocacy and Community Support

- Peer Resource Navigators – Train faculty members to assist colleagues in accessing public benefits and community services.
- Faculty Basic Needs Task Forces – Establish cross-campus committees to study and address ongoing needs insecurity among faculty.
- Community Partnerships – Collaborate with local food banks, housing organizations, and health providers to deliver on-campus services.
- Faculty Mutual Aid Networks – Coordinate volunteer-run efforts such as ride-shares, meal trains, and short-term housing.

APPENDIX A - METHODS & LIMITATIONS

Research Sites

The University of New Mexico (UNM) Basic Needs Project (BNP) team, based on UNM Main Campus in Albuquerque, led the conceptualization, administration, and analysis of the statewide survey. The BNP team and the New Mexico Higher Education Department (NM HED) recruited 27 of the 29 public institutions of higher education in New Mexico to participate in the survey including three tribal, seven four-year, and 17 two-year colleges and universities. The UNM Main Campus Institutional Review Board (IRB) reviewed and approved the study (IRB # 2211023853), as did IRBs at participating tribal institutions.

Data Collection

The BNP and NM HED identified contacts at each participating institution to lead recruitment of students, faculty, and staff to participate in the survey. Institutional contacts agreed to distribute the online Qualtrics survey link and QR code, recruitment flyers, and physical copies of the survey with return envelopes for the four weeks the survey was open. Efforts were made to ensure institutional contacts distributed the survey to students, faculty, and staff. All recruitment materials and the survey consent form detailed participant eligibility criteria including: 16 years of age and older and currently enrolled as a student (part-time or full-time) or employed as faculty or staff (part-time, full-time, or adjunct) at one of the 27 participating institutions. Participants first read the study consent form and indicated consent to participate by starting the survey. Eligibility criteria were then assessed in the first three questions of the survey and ineligible participants did not complete the rest of the survey.

Recruitment materials noted that randomly selected participants from each institution would receive a \$40 electronic gift card to Amazon or Walmart as a token of appreciation for their time; \$30,000 in gift card incentives were distributed based on the size of participating institutions. Participants interested in entering the drawing provided their institution and institutional email address in a separate survey; identifying information was not linked to survey responses. The survey remained open for four weeks in February-March 2023 and institution contacts were encouraged to send periodic reminders through listservs during the survey period. The BNP randomly selected participants from each institution (according to each institution's size) and emailed gift cards in May 2023. Qualtrics' "anonymize responses" setting was enabled, preventing the collection of personal information like location and IP address.

Survey Measures

The survey included validated measures of basic needs, questions developed and refined by the study team, self-reported sociodemographic information, and seven open-ended questions with free text responses. No identifying information was collected in the survey. Responses to sociodemographic questions, open-ended questions, and certain basic needs were not required. Responses to eligibility criteria, a bot detection question, and food security, housing security and homelessness measures were required, and participants could not proceed without answering.

The U.S. Department of Agriculture (USDA) U.S. Household Food Security Survey Module (FSSM) was utilized to assess food security status in the past 12 months. This 18-item module first includes the 10-item adult FSSM and then eight (8) additional questions for households with children. Thus, respondents with children answered up to 18 questions while respondents without children answered up to 10 questions. The first three questions in the 10-item adult FSSM and the first three questions in the child-specific section are required. If an affirmative response is provided to any one of these three required questions, the participant completes the rest of the questions in that section. An affirmative response ("yes", "sometimes true", "often true", "some months but not every month", and "almost every month") to a question is coded as "1" and the sum of affirmative responses is calculated to generate a food security score (0-10 for respondents without children; 0-18 for respondents with children). Food security status (food secure or food insecure) and food security severity (high, marginal, low, or very low food security) are also calculated. See scoring information in Table 1.

Table 1. Scoring of the USDA 18-item Household FSSM for survey respondents with and without children

	Respondents with no children	Respondents with 1 or more child
Food security status	Score	Score
Food secure	0-2	0-2
Food insecure	3-10	3-18
Food security severity	Score	Score
High food security	0	0
Marginal food security	1-2	1-2
Low food security	3-5	3-7
Very low food security	6-10	8-18

Housing insecurity and homelessness in the past 12 months were assessed based on guidance in the Hope Center's most recent report (citation), which drew from the Survey of Income and Program Participation Adult WellBeing Module and the definitions of homelessness developed by the U.S. Department of Housing and Urban Development and the U.S. Department of Education. A single affirmative response to any of the nine indicators included in the housing security measure indicated housing insecurity. Homelessness was indicated if any one of nine options was selected in response to a question assessing places slept in the past 12 months (e.g., in a camper, in an outdoor location, in a shelter, etc.). Participants also self-reported homelessness (yes/no) in the past 12 months. Both questions allowed participants to select "Prefer not to answer".

Other basic needs questions included in the survey were optional for participants. Anxiety and depression were assessed using the two-item GAD-2 (score of >3 indicates anxiety) and PHQ-2 (score of >3 indicates depression). Participants self-reported other basic needs including social support ("Do you have social supports in your life (people who care about you and you can count on)?" where "no" indicated insecurity), transportation security ("In the last 12 months, did you have reliable transportation to and from campus?" where "sometimes" or "never" indicated insecurity), and ability to afford health services ("In the last 12 months, has a lack of money prevented you from getting any health services that you needed" where "yes" indicated insecurity). The full survey instrument is available upon request from the UNM BNP team.

The survey was administered via Qualtrics, and branching capabilities allowed for respondents to only see relevant questions based on whether they were a student or a staff or faculty member, and if they had children.

Paper surveys and all supplies to mail completed surveys back to the BNP team were also available at institutions that requested this option.

Data Analysis

The final dataset was downloaded as an excel sheet from Qualtrics after the survey closed in mid-March 2023. Paper surveys were then entered into the excel sheet. Exclusion criteria were applied to remove ineligible participants, duplicate responses, and participants that did not complete at least the USDA Adult FSSM. A Qualtrics-generated reCAPTCHA score was used to exclude likely bots; all responses with reCAPTCHA scores <0.50 were removed from the dataset per Qualtrics recommendations. Finally, free-text responses were reviewed by two members of the study team to exclude suspicious responses.

Participants in the final analytic sample were categorized according to their primary institutional role: faculty (full-time), faculty (part-time or adjunct), lecturer (full-time), staff (part-time, full-time, or temporary), or upper-level administration. The 27 participating institutions were categorized as four-year (n=7), two-year (n=17), or tribal colleges (n=3). Descriptive statistics (frequency, percentage) were calculated for basic needs by participants' primary role.

The qualitative data used for this report include four open-ended questions. These questions are: a) "There are many reasons why people are food insecure. Please share an obstacle (or two) that affects your ability to access healthy food"; b) "How is food/housing insecurity affecting your work?"; c) "What more could your college or university do to address food and housing insecurity? Please share a solution(s)." and; d) "Please share why you felt unsafe." (Question D was a follow-up question for those who reported on a closed-ended question regarding feeling safe in their home: Over the past 12 months, how safe have you felt inside your home?)

Two researchers from the research team analyzed the open-ended data by question and wrote the qualitative findings section. A codebook was created for each question using relevant themes based on the data. Data were coded in NVivo in an iterative process, refining and adjusting codes as needed. Themes were developed from the codes to capture overarching patterns in the data. Quotes were then selected that illuminate the themes. The two researchers met regularly to discuss the process and ensure consistency in approach and reported back to the larger research team.

Limitations

Collecting anonymized data via online survey distributed through multiple channels including social media can pose challenges. Every effort was made to identify and remove bots and suspicious responses to the online Qualtrics survey. Including a bot detection question and excluding responses with reCAPTCHA score <0.50 was invaluable to remove suspected bots; however, the BNP team acknowledges the final dataset may include multiple responses from a single participant, fake or false responses, and/or responses from potentially ineligible participants. Qualtrics' anonymize responses setting was selected to promote participant confidentiality, but the setting did not allow collection of IP addresses or participant location to further aid in removing fraudulent, ineligible, and/or duplicate responses. We encourage findings to be interpreted with limitations of online survey data collection in mind.

Every attempt was made to distribute the survey to all eligible participants currently enrolled or employed by each institution; however, the study team was not able to individually email every student, faculty, and staff at all 27 institutions. Institutional contacts did an excellent job of distributing recruitment materials, demonstrated by response rates, but we cannot guarantee all eligible participants knew about the survey.



Finally, non-response bias may be present as participants who took the survey may have been more or less likely to struggle with basic needs compared to those who elected not to complete the survey. Some optional survey questions also included more missing responses than others, potentially biasing responses received. Overall, we recommend interpreting results of this statewide survey as a reflection of the basic needs crisis among the sample that participated, not necessarily all New Mexico institutions of higher education and certainly not all institutions of higher education across the United States.

Final Dataset

A total of 18,369 survey responses were received (18,359 via Qualtrics and 10 paper surveys). A total of 4,532 (24.7%) responses were excluded based on the following criteria: 1,623 (8.8%) did not complete screening questions or meet eligibility criteria, 252 (1.4%) duplicate responses were identified, 780 (4.2%) had a Qualtrics-calculated reCAPTCHA score <0.50 , 1,255 (6.8%) did not complete the USDA 10-item Adult FSSM, and 625 (3.4%) were excluded based on a review of free text responses to open-ended survey questions. After exclusions, 13,834 (75.3%) responses were included in the final dataset. Of those, 1,712 (12.4%) were faculty or administrators and are included in this report.

APPENDIX B - DEMOGRAPHIC TABLE OF FACULTY AND UPPER-LEVEL ADMINISTRATION STUDY PARTICIPANTS (N=1,712)

Age category	n	%
16-17	0	0.0
18-24	39	2.3
25-34	277	16.2
35-44	460	26.9
45-54	390	22.8
55-64	367	21.4
65 and older	179	10.5
Total	1712	
Primary role		
Faculty (Full-time)	884	51.6
Faculty (Part-time/Adjunct)	477	27.9
Lecturer (Full-time)	142	8.3
Upper-level administration	209	12.2
Total	1712	
Race/ethnicity		
Asian	71	4.6
Black	33	2.1
Hispanic	222	14.4
Native American	63	4.1
Other/Prefer not to say	129	8.4
Two or more	147	9.5
White	879	56.9
Total	1544	
Gender		
Gender Variant	54	3.5
Man	571	37.3
Other/Prefer not to say	48	3.1
Woman	859	56.1
Total	1532	
Sexuality		
Bisexual	85	5.5
Gay or lesbian	67	4.4
Multiple or other	52	3.4
Prefer not to say	96	6.3
Straight/heterosexual	1234	80.4
Total	1534	
Children under 18		

No	936	54.7
Yes	776	45.3
Total	1712	
Contribute financially to anyone		
No	414	26.9
Yes	1123	73.1
Total	1537	
Income		
Less than \$10,000	14	1.0
\$10,000 - \$24,999	66	4.7
\$25,000 - \$39,999	96	6.8
\$40,000 - \$54,999	160	11.4
\$55,000 - \$69,999	185	13.2
More than \$70,000	746	53.0
Prefer not to say	100	7.1
Varies by semester	40	2.8
Total	14407	
NM Resident		
No	116	7.5
Yes	1422	92.5
Total	1538	
Military Status		
Current active-duty	11	0.7
Never served	1359	89.1
Veteran/previously served	155	10.2
Total	1525	

APPENDIX C - "PREVALENCE AND INDIVIDUAL INDICATORS"

Calculated homelessness

In the last 12 months, have you slept	Faculty/Admin (n=1627)
Temporarily staying with a relative, friend, or couch surfing until I find other housing*	4.7
Hotel or motel*	2.9
In a camper (not camping)*	2.3
Closed area/space with a roof not meant for human habitations (e.g. abandoned building, car, truck, RV, camper, etc.)*	1.2
At a shelter*	2.0
Outdoor location (e.g. street, sidewalk, alley, bus or train stop, campground or woods, park, beach, etc.)*	1.9
Transitional housing or independent living program*	1.4
Treatment center (e.g. detox, hospital)*	1.0
Group home (e.g. halfway house, residential program)*	1.8
Other location**	17.5
Prefer not to answer	9.8
Homeless	13.7

Homelessness defined as an affirmative response to one or more *starred location; **Not all places listed for "Other location" were considered to indicate homelessness.

Prevalence of affirmative responses (%) to the USDA 18-item Household Food Security Survey Module by respondent type

USDA Indicators (past 12 months)	Full-time faculty	Part-time/adjunct faculty	Full-time lecturer	Admin
Worried whether my food would run out before I got money to buy more ^a	24.9	35.9	47.9	13.9
Couldn't afford to eat balanced meals ^a	27.2	37.3	44.4	14.4
Food that I bought just didn't last, and I didn't have money to get more ^a	19.1	24.9	42.3	9.6
Cut the size of your meals or skipped meals because there wasn't enough money for food ^b	56.6	56.9	72.0	40.0
Cut size/skipped meals some months or almost every month	76.6	83.3	74.1	87.5
Ate less than you felt you should because there wasn't enough money for food ^b	60.2	57.8	68.0	57.5
Hungry but didn't eat because there wasn't enough money for food ^b	43.1	43.0	60.3	35.9
Lost weight because there wasn't enough money for food ^b	30.8	36.5	50.7	27.5
Didn't eat for a whole day because there wasn't enough money for food ^b	21.7	30.3	56.9	25.0
Didn't eat for a whole day some months or almost every month	69.1	88.4	90.9	83.3

Relied on only a few kinds of low-cost food to feed my children because I was running out of money to buy food ^a	29.8	46.0	48.5	27.9
Couldn't feed my children a balanced meal because I couldn't afford that ^a	21.3	43.8	41.4	17.7
My child was not eating enough because I just couldn't afford enough food ^a	13.0	30.7	37.4	13.9
Cut the size of your children's meals because there wasn't enough money for food ^b	25.4	47.3	64.7	39.1
Child skipped meals because there wasn't enough money for food ^b	16.9	33.0	43.1	17.4
Child skipped meals some months or every month	86.4	93.3	95.5	75.0
Child was hungry but you just couldn't afford more food ^b	21.5	40.5	54.9	39.1
Child didn't eat for a whole day because there wasn't enough money for food ^b	8.5	27.0	43.1	17.4

Affirmative responses defined as ^a"Often true" or "Sometimes true" and ^b"Yes"

WORKS CITED

¹ US Census Bureau's 2023 American Community Survey: https://data.census.gov/profile/New_Mexico?g=040XX00US35&utm_source

² Cite Chilton

³ <https://www.centerfornutrition.org/nutrition-security>

⁴ <https://map.feedingamerica.org/county/2022/overall/new-mexico>

⁵ Goldrick-Rab, S., Richardson, J., & Kinsley, P. (2018). Guide to assessing basic needs insecurity in higher education. Hope Center for College, Community and Justice.

⁶ <https://data.census.gov/table?q=New+Mexico+Income+and+Poverty>



NEW MEXICO
**BASIC NEEDS
CONSORTIUM**

basicneeds@unm.edu