



**General Council Meeting**  
**March 29th, 2025, 10.00 am**

**I. Call to order**

- a. Roll Call
  - Meeting was called to order at 10:05 A.M. on 3/29/25
- b. Confirmation of Quorum
  - Quorum was met with at least 6 departments in attendance. Please reference attendance sheet below
- c. Adoption of Agenda
  - The motion to adopt the agenda for the meeting was proposed, seconded, and passed unanimously.
- d. Indigenous People's Land and Territory Acknowledgment
  - The indigenous peoples' land and territory acknowledgement and the statement acknowledging the labor and sacrifices of Black Americans were read out.

**II. Opening Business**

- a. Approval of minutes of the previous council meeting
  - a. The Chair opened the minutes of the previous meeting to discussion. There were no questions or discussion points, and the minutes were approved unanimously.
- b. Media, Gallery, and Public Comments (Both related to the agenda, and not related to the agenda)
  - a. Native American Studies: Just wanted to let you guys know, at the same time as this meeting is happening, there is an event at the Indian Pueblo Cultural Center. If we get out early, I encourage you all to attend and check it out!

**III. Guest Speakers**

- a. President Garnett Stokes
  - President G. Stokes: Good morning. I don't know who has the idea of passing out M&Ms but that is a great idea! I love that. I thought I would share with you, though, I didn't prepare remarks, although there are some things I would like to say. I'm mostly here to answer any questions you may have. I don't expect Provost Holloway to be here today because of time conflicts, so we're all over the place. But, nevertheless, looking forward to being here today. I think Pamala Cheek from the Provosts' office is also set to be here today.
  - President G. Stokes: I will say that it has been quite a few years since I've been able to speak in front of this group of people, so I am quite grateful for the invitation. Twice a year, I do get to meet with the ASUNM undergraduate student senate, I often am joined by the Provost at those meetings, and I am often amazed by the questions I get asked there. Most of those questions are actually overseen by the provost rather than me, so I'm hopeful that Pamala will be helpful in answering some of those questions that I may not be able to answer. You know, it's been an incredible semester so far – and every year brings its own form of excitement to university life. Having been working at

universities since 1999, I've seen a lot of transitions take place in Higher Education. The one we're seeing now is different because of the pace at which it is occurring, and how much of it is directed at or has a more immediate effect on universities. And I don't know how much you've been aware of the ongoing situation to the extent that we have, but we have created some rapid response teams to try to address the things that were coming at us – to stay on top of what's happening. I would say that some of the most immediate impacts were related to research and a lot of the current conversation is centered around impacts of research. We've had regular communications that have gone out related to the MIH funding on NSF, on other funding sources from the university. The very first impact on grant funding was actually funding that we had received from USAID – but since then, there have been a number of other things that have been going on. We're watching, across the country, the impact of graduate education. I am aware that that faculty are, you know, expressing concern, and so we have taken the stance that, you know, there are so much coming at us and an awful lot of it is not actionable, it's not clear. And so, our stance as an institution has been, we pay attention to everything that is going on. We don't really take action, until it is very clear that action is necessary. I think our view has been that, you know, higher education is whether the lot in its history. This university celebrated its birthday on February 28th. I don't know how many of you show up for the big celebration that was in it was in the SUB, but, I love the fact that it's our students that organize the celebration of the history of the university and other places where I've been, it was the administration that focused on that history. So, to me, it says a lot about the University of New Mexico, it's our students that celebrate that history. And what I appreciate about that is it, you know, about the path that we celebrate it is it's a reminder that we have been here for a very long time, and we are going to be here for a very long time. That, you know, higher education has had to change slowly but has had to adapt. And so, you know, I think that we just have to keep our eyes and ears focused on where this is where everything is headed. We have to sit back and think about where we are and how we ended up in the middle of a firestorm and figure out what our future would look like or should look like, and I know that I'm in a room with people, that this may have some immediate impacts that the things that are going on may be a concern, or you may be so involved in your work, which is what, you know, is difficult about graduate student associations is that graduate students are very focused on what they're doing. There is a great deal that goes on as part of your it's part of your studies as part of your scholarship. So, I'm grateful that you're here and focused on this because this too, is important for graduate students across our university – and professional students. When I think of graduate students, I think of everyone. I worked with a lot of graduate students and probably more than 200 graduate committees and I oversaw a large number of master's of science degrees. So, um and that's probably one of the things I miss most about being administration I have to say, because there is a there's just not a lot more fulfilling work than the work that that faculty can do with their students. I'm going to stop there. There's a lot more I could talk about. I mean, I'm dressed in Lobo gear because I, you

know, I am the University of New Mexico President, but I'm also interviewing a couple of people for the head basketball coach today. So, I know, uh, that there are just wonderful things going on. With that, you know, I'll open it up, look forward to questions.

- Council Chair A. Ravi Joshi: Thank you President Stokes. I will now be taking questions. Starting with Biology.
- Biology: Thank you. Do you believe that private jets/planes are appropriate use of either UNM or UNM Foundation money?
- President G. Stokes: Um, that's a very interesting question, because I have no idea where it's coming from. Uh, tell me more.
- Biology: I guess this mean there was some evidence that came for some information that in September 2022, that UNM utilized funds to go to the LSU UNM basketball football game on a private jet with a company called Cutter Aviation.
- President G. Stokes: I don't, you know, are you talking about something that came out of athletics? I mean Cutter Aviation is I think one of the services that are used for athletics. And so I will say that it is very common for football and basketball to head to games that involve charter flights and part of what we negotiate with coaches has to do with how many how many charter flights are possible.
- Biology: Well, the biology building right now doesn't have an osmosis water system with people hauling the five gallon buckets of water in and out of the building.
- I can tell I need to come back to the biology department for another traveling office hour., you know, um but okay, thank you. I you know, I will say all you if your focus just on a particular flight in 2022, I don't know which one that is, but I can tell you that there are charter flights and that there are sometimes donors that are on charter flights to go to specific games. That would have been a football game, I assume. We did play LSU then, do I think that as an appropriate use of funds? I think that is an essential part of what it is that happens in athletics. I mean, we're talking about student athletes, usually going some great distances. They are, in spite of changes that are happening athletics, they continue to be students. And so I know that that it is routine to actually fly teams and then if there's space to allow donors to be on those flights and so I think you really asking the bigger question of whether college athletics is an essential part of the mission of the institution. You know, I'm of the belief that athletics does add a great deal to the to the regional and national, recognition of the institutions. and I know that these are essential components of competitiveness. So, I would say, yes, I do think that it's an appropriate use of institutional funds. I mean, athletic generates a lot of their own revenue and in fact, I mean, as a challenge, I'm not pretending that they aren't supported by institutional dollars, by student fees, by state appropriations, et cetera. But they are required to generate a great deal of revenue and generate a greater proportion of their revenue. We end up requiring that because of what you just mentioned. We are often strapped for trying to deal with the many, many issues, and I am very much aware of the issues in in the biology building the kinds of things that are

there, I wouldn't let Scholes Hall get card swipes to get into the biology building had that, because I told them no. I said no, I just left a traveling office hour where this is an issue and until they have it, we don't get it. So, you know, we're always having to try to figure out, you know, how to appropriate scarce scarce all is really that the scope of what we do, the mission is so large, there are a great deal of me and we are always balancing priorities. So, yes, it is. For our football team it does usually travel on charter flights. Sometimes they travel on um on commercial, the price tag, to my knowledge, is not really very different. It's more about the capacity to accommodate scheduling, et cetera. So, if you're asking about the commercial versus, or I don't know if you're asking about just flying in general, but clearly teams have to get places. It is true that some of our teams that are going recently or traveling in buses, and it really depends on where they're headed, et cetera.

- Council Chair A. Ravi Joshi: So, going on to the next question, I think it was we added from public policy.
- Public Policy: Good morning, Pres. I'm a grad student, I'm also a veteran, I have several questions that I will make as quick as possible — two are superficial that I'm interested in the rest involve the university. Part of the research I got here is the place where I work so I am studying the university in our policies. Um, my question is -- will we do another climate, uh, university climate, full survey? My second question is there any precedent where the states were charge of education, if the department of education, if you build that way for students to have a voice in the matter, and has UNM done anything in the past that would set precedent for how we proceed moving forward?—
- President G. Stokes: My memory is not the greatest these days. So, if you ask too many questions, I'm going to forget what it was -- and I appreciate the policy updates.
- Public Policy:
- President G. Stokes: Thank you. I'll try to keep my answer shorter, too. I realize the importance so thank you for that do. I don't remember the timing of those particular climates surveys, but I do recognize their importance in helping us know where the campus is, gauge, areas for improvement, figure out new areas of concern, and so I do recognize that they're very hard. We have tension at the university around the number of surveys that we send out and competition around, you know, the need for this survey or that is why - I'm not remembering what we decided would be the case of that particular survey. I can find out, but I don't remember for sure when we will do the next one. What I do know is that we believe that they do need to be administered every so often as a way of gauging progress. And so, if the last one was last year, I would expect we wouldn't do one annually, I don't think so, but I'm not positive. It might be a two or three or lack, though, between surveys that are assessing climate across, you know, all of our, you know, family staff students, et cetera.
- Public Policy: The second question was about, is there a history of the college with the Department of Education – Is there a history of one of the States taking over education?

- President G. Stokes: You know, this is going to be an interesting. It is going to be interesting activity of the federal level. States are not really there's a real value to the federal government's uh oversight of education, um in my view. That's just my personal opinion. States do often try to get involved, and we do have a lot of most state support and some state involvement in our own activities at the university. In many states that are where you have public institutions, um, you know, the board of a system or university is usually appointed or elected, often appointed and when appointed, often appointed by state officials, often the governor. But it's different in every state, the composition is a little different, et cetera. um, but I will say that public institutions do often face, legislative interference of legislative guidance, and again it's one of those things that that administrations of the universities must navigate when they're in operating in the public. We ought to think about what those three books are, but we can talk about that, we can set up a we can talk about it another time. I appreciate that there are many things that are beneficial to people seeking leadership roles in higher ed. We need good leaders and I really promote people going in that direction. Thank you so much.
- OILS: My question to you is, regarding the quantities of funding that are starting to sort of you know um diminish. It's really good to see that maybe the university is standing up for certain funds, at least extend those to a point. but I understand is so that it is not fine, right?
- Grace it's good to see you, I don't know exactly what the plans are. The issues that you brought up, the awareness that the uncertainty related to finding funding is influencing decisions, the you know, the provost office and also the EVP for health sciences are working together to figure out their strategies for the support of our graduate students who are impacted by, by funding. Going forward I know I am aware of a promise that was made through a time certain, um, I don't know how those decisions will be made, um, you know, beyond a certain period of time, it really depends on -- we don't yet know what the impact of this is going to be. And so, I think that we as a university very much value the graduate the role of graduate education as part of our mission. And so we're we are not wanting to have our graduate education compromised by what is going on, but the answer for that at this point in terms of continuing funding through the end of someone's program. I'm not really sure how we're going to manage that um it I don't know if there's a it's going to be a college by college issue or how it'll be dealt with. Now, uh, if I'm I really am not sure Pamala Cheek is actually going to be here today since I haven't seen her but the provosts' office and Mike Richards, are the ones who oversee this, they'll bring their plans to be, but I don't know what the extended plans are at this point. I think maybe it's suggestion would be I know the problem is now to some extent how the universe planning on limited issues and that will now developed. So you'd like to see him directly address that, perhaps in one of his academic dispatches? Yeah. I'm gonna make a note of that. Thank you so much,
- Economics: So, one of the worries of the international students at this point is, we've seen in the news that some international students may be concerned at

schools. They travel coming back the US and they have issues returning. Do you have any insight on this?

- President G. Stokes: Thank you. You know, what is you know, what is happening is just unfathomable to me. You know, I'm not aware of any issues here at the University and I think that you've acknowledge that, um, it is shocking to see these images, and these and reading and hear about these stories. um I specifically, I was in it uh a traveling office hour since I do um kind of regularly in the actor in the academic year, and this week someone, an international student who's also a staff member, um or some works in one of the offices where I was visiting um mentioned that, you know, there were real concern. I know that faculty are trying to help guide students and really is a faculty too. I mean, there are a lot of people that are affected by this and are worried about the travel issues. So I know that our Global Education Office is uh and we're working to get the guidance out that we have. There are things that aren't really under our control and that is one of our great challenges. You know, we are not as an institution going to dictate what people should or shouldn't do, but I think being aware of what the circumstances might be depending upon where the travel is taking place, et cetera. I mean, it's like something that has to be managed on a case-by-case basis. You know, there is great concern in this country in higher ed about the impact on uh international education, and the impact on the recruitment and retention of scholars from other countries. And I think I'm still learning about um what are the powers of different parts of government uh to intervene um here. And so, you know, I think that I have asked the leadership to have a sit down to make sure that I have all the information that we have. Because this is a serious concern. and I don't think any of us who are watching what is going on are feeling and all comfortable about um what this means. So I don't know that really addresses what was brought to me, but, um I understand and realize that, you know, we can provide as much guidance as we can provide, but it's, you know, there is a level of which there is going to have to be a situational awareness and the individual choices may, recognizing that the consequences are not always predictable.
- Native American Studies: So, I have the question that probably is also gonna have impacting a lot of graduate students across campus, but what is the state of graduate housing uh options here on campus? I work students professionally within the department and we continuously get the question of what housing options are there first residents, like off campus housing? What can we do for graduate students who are looking for upperclassman housing?
- President G. Stokes: Thank you for the question and um you know, we have heard of, you know, the needs for graduate student housing. You know, we've just completed what we're calling in our integrated campus plan. It doesn't say specifically, we're going to put this here and this year and that and this here. It's more about a global -- "let's look at all the lands that are under the control of the university" or lands that, you know, and we often lease land to others for the purpose of uh doing something. So for example, Lobo Village is owned by us, but it's leased to someone else to operate. Um there are a lot of plans around building up what we call the lowest corridor. and I say, there's a lot of desire to

build up the lowest corridor. And everything that we're talking about, um somebody might know we have this tax increment development district that's on South campus and kind of comes up to central then we have not part of that we have ongoing discussion about what might happen related to Lomas, but everything that we talk about is about um uh kind of the the value of uh building housing and other things, kind of putting these things together. I am not aware of a specific plan to build housing, specifically for graduate students. One of the challenges I've become aware of is that it's very hard to get to get the external investment in that because it doesn't lead to enough uh profit for those who are actually making those investments. So, there's been more likely a desire for outside entities to want to build housing projects favors the undergraduate students. But, you know, our graduate students and our students with families, um our really desperate for affordable housing, and it's uh, you know, one of the things I'm aware of is uh is conversation that takes place in the community, uh to try to figure out our strategies for meeting the demand for safe, um affordable housing um for graduate students and students with families. So, nothing specific, just an awareness, um we might be able I could get an update from the group that overseas housing and could share more and could give it to leadership um to share with all of you.

- President G. Stokes: Thank you all for the questions.

b. Provost James Holloway

- Not in attendance. Vice Provost Pamela Cheek addressed the council.
- Hey. First apologies. I was told the wrong time and confusion, but here I am right after your break. What a pleasure to be here. Let me tell you who I am, what I do, and then see if I can maybe touch on a couple of things that concern your work directly as graduate and professional students. So first of all, you know, I was at one point a graduate student. You don't end up being an academic affairs in the middle of Office unless that was part of your journey. And I remember this phase of my life as that you're all in with. Like what an amazing period that was, and also how amazing it was for me to be able to be engaged in learning how to make a change, and that positionality of being a graduate student who felt a strong responsibility to use the tools that I was learning to make the world a better place and to also situate myself in a university as a center where shared ideas, where freedom of speech, where advocacy for justice, where advocacy for inclusion, could occur, that was tremendously important to me and. Tools, hopefully have gotten pumped over the years, but for me, anyway, where you are now, Graduate School and Professional School was the point at which I started realizing, hey, I can start learning actively how to put in place creative dialog with people that is hard, right? It's hard, but when it's respectful, and when you work at it over and over again, it's transformative, right? Because voices together around a shared purpose make a huge difference, ears together, listening to what a community needs, and then transforming that into caring conversation to move towards change that makes a huge difference. So I'm looking at you with a sense of nostalgia for that moment in my life, and also hope and passion for all of the things that you're doing right now and the things that you would be able to move forward, to be able to do in this

incredibly complicated world that we're living in. So as Vice Provost for Student Success, I'm situated in the Provost Office, so in the academic side of the house, right? Like we know about parking, but we don't do parking, so in the academic side of the house, and my job really, is to improve systems, right? I need to think about what are the systems across the entire university that are kind of broken? Maybe they're kind of superannuated. We've been living with a system that worked pretty well in the same 1970s let's say 1972 but it's been well, right start, tune that one up, or it was good system until 60 days ago. But some new need has appeared, and we need to be able to tune that up, right? So I think I'll tell you a little bit about some of the things that we're doing to tune up systems or to create better systems that impact you directly. There's a lot of things we're doing across the university, a lot of work on the undergraduate experience in particular, because that's where some of you started anyway, right? And that's kind of at the core of at least the first stage of UNM relatively open access mission. You may or may not know, because you're probably not paying attention to the undergraduate statistics as much as to the Graduate and Professional statistics, but un among all institutions of higher education in the United States is the number one state flagship in terms of social mobility as measured by the number of Pell student recipients, Pell recipients who attend un so we have a much higher proportion of students who qualify for Pell federal aid, which is for students with the lowest family contribution who are suffering the most significant basic needs and lower impact issue, lower income impact issues, we are number one amongst all state flagships in terms of the proportion of Pell students that we serve and that mission, that open access mission, Let's make it possible for students wherever they come from to attend, is really at the core of what we do, and that carries over to the graduate and professional level, where you are, where there's really a deep commitment to making it possible for students who are born in the United States, Students who are born outside of the United States, students from all over the world who have landed here at UNM to be able to continue their degree successfully, and also to be supported and embraced and welcomed while they're here. So I always feel this just incredible sense of privilege at being at a university that's dedicated to inclusiveness and to access wherever you were born, whatever your family was, whatever your experience, you're welcome here. So what are the some of the systems that we're working on at UNM particularly for graduate and professional students, and I'll say that we're a little bit behind in some of that systems work compared to the systems work that we've been doing around the undergraduate experience. And I'm pretty excited about having Dean Maria Lane join on to the larger academic affairs team, so that we can move forward with more pointed strategic planning around graduate and professional student experience. So that's in our objectives, and we've got the leadership team building out to be able to do that. One of the systems pieces that is going to impact your lives here in a bit, and not in the same, quite the same way as any undergraduates, but it will hit you. Is, we're not we're good at communication. It's really hard for big institution, but it's hard to get the message out. But, like, I can send an email out to all graduate, professional students, maybe, like, even that is a little bit difficult if we use kind



of old list certain methods. But that doesn't mean you're all going to pick it up. You got lots, lots of stuff going on, right? And even all this, you know, not the most efficient of methods. We're bringing on a new infrastructure piece called student hub that's going to be a way of communicating with students, providing them with referrals, providing them with advising, providing them with communication, providing them with direct access to resources, we'll be binding together a bunch of the applications that you use as students into a single place. So logo web, for instance, which means for registration, they will be all there together on a single app interface or multi app interface. This seems like, you know, not the most exciting thing in the world. But if you're thinking about how you reduce barriers to access over time, like every time you've got a lot into a new system, right? Every time you got to figure out who you talk to, every time you got to figure out what the next access point is and how you're supposed to get there, that makes your life harder. That makes it harder for you to actually spend the time doing the coding or the researching or lab work that you or the advocacy and your law clinic that you have to be able to do? We want to be able to reduce friction so Student Hub is not, you know, it took the most exciting project, but it's kind of a basic infrastructure project that we're working on to make sure that undergraduates, graduate students and professional students throughout their entire lifetime, at UNM have kind of a one stop virtual resource that they can go to that will give them the information they need, get them the referrals they need, make it possible for them to Use a single a single place to use multiple apps that are part of the system. So infrastructure. So it's an example of infrastructure that we're building as part of that we're in the process of trying to do better and better work creating the coordination between your graduate directors or professional directors in your academic programs and the support and wellness side of the house, so a lot of thinking, and we're quite not there yet, I gotta say, and a lot of thinking is going into how can we create better coordination around resources and supports at all phases of the student experience, so that you all are directed to the place you need to be able to go, and so that people need to know how to make the right referrals across areas. So getting rid of silos, right, having the technology to get rid of silos, but also having the human relationships to get rid of silos. And these are systems problems. That's where graduate students and professional students start going, right? As an undergraduate, graduate system probably what? But a graduate, professional student system problem. So cool. If you guys have thoughts and ideas about these kinds of system problems, to reduce friction, reduce barriers, I would love your insight, right? They're forming wiki problems. They're not always sexy, but they really make a difference on a level of scale, right? So that's why I go after these system problems. So love your insights on how to reduce friction on some of your basic interfaces with the university. You know, there are other kind of infrastructure things you guys are probably wearing red economists, which are fabulous. That's actually, I like that good. I agree with you. Like a cool space, just for you guys. It's also, technically, it's a private space, right, you guys. So you know other folks who kind of knocking at that door. They do not need to be admitted to that that space that's your space, and

longing to the space on the central campus, really excited that that space is there for you. I know that a long standing need for graduate professional students has been support around how to engage with our amazing, diverse, raw talent, but challenging undergraduate population, graduate students are often put into teaching the students who have just walked into the University of New Mexico. How many of you have been graduate teaching assistants or graduate research assistants, any of you, couple of you was, was it easy that first semester Todd Kiss Cake, and I'm guessing that you really didn't have to spend much time prepping. You were able to put all your time into your own research, in your own graduate classes, right? Yeah. Right? Yeah, yeah. I mean, you know, I think the general experience of this mine was, you know, you walk in and be like, Oh, I don't actually have time to prepare for my undergraduate classes. In my own professional classes, I'm putting all my time into facing down this classroom where only 22 point 18 year olds, right? It's pretty intense. So we've known for a long time that graduate professional students haven't had the support that they need to be able to do that. And there's the individual programs where there's great oversight and faculty support and helping you all on board, but there's a lot of other programs where there needs to be a significant amount or more support for graduate students who are doing that really transformative work, and it's part of your dream, right? It's how you learn, just to make it to your next stage, whether you're gonna be a teacher or not, everybody teaches through their whole life, right? So there's opportunities and getting some good skills do that really, really, really critical. So we had a Sloan Foundation grant, which was pretty great for us, and we were able to start piloting some new approaches to supporting graduate students in teaching undergraduates, and we're looking at ways of scaling that really means I was busy with this week was actually another infrastructure piece, trying to hire on a new executive director for the Center for Teaching and Learning, which is where the graduate Resource Center has been partially located, so that we can build out further that support for graduate students around how to also be a teacher, how to also be an effective researcher, how to write a thesis, how to write a dissertation. Again, infrastructure piece, big hiring piece. How do we hire the right person? We can make it possible for graduate students and professional students to get the resources they need so that they can move on in their careers successfully, and do that skill building, right? Because it's all about, you know, where you guys all are. You've got this great framework of knowledge, framework of skills. And the next stage is like expert, right? That framework in place, and having that framework firm in place allows you to get to the point where you can either build out framework, you can destroy part of framework, you can add on to framework that's this very cool place that graduate and professional students are in. So we need to set up for teaching and learning to be able to give you that next step of expert skills that are going to put you in that position of being able to then go out in the world and do that transformative work that, again, in the process of preparing for here. So those are a couple of examples of things that we're doing. You'll kind of think about what I said. You'll hear that I'm really focusing on skill building, and also on transformative across university systems.

There's some other examples that I can give you, but that's the kind of work that I do. What's the system that doesn't work? Let's go after it and fix it. I'd love to hear your questions. And also, if there are systems that you think can be recruitment, I want to hear about that, and I just want to hear about from you how I can partner with this association and with you as researchers and teachers and advocates on improving university systems, because the university is your university, right? This is your university. And I think we forget about that when we think about it in institutions, sometimes we think about them as these kind of abstract beasts. I'm really privileged to work in a place where we firmly believe and invest in the idea that we exist for the students and communities your university and so your care and help in creating transformative strategies is extraordinarily welcome. So let me give you guys a chance to answer some questions. Thank you.

- Question from econ: First one for I know there's a couple of the seats available for each class that we teach, but then also there's an opportunity for you to give override to students to come to the class. Why is it that we don't have a cap on the override, because I always want to be nice to students, and students are coming to you asking you end up getting like 100 students in the class, which becomes very difficult for you to sort of engage with them. So I don't know what the university is asking in that respect
- Answer: great. And you guys have done some really innovative things actually with undergraduate teaching, I'd be really appreciative of that. So actually, what I would advise is to navigate the override question in contact with your supervising professor or your chair. So I love it that you're being nice. And we do have a challenge, particularly with that lower level of courses that graduate professional students are often in the position of teaching, of really trying very hard to accommodate, particularly our incoming, fresh Person class, right? Because you don't want them to be taking something way over here that isn't connected to their interests. They're not going to do very well. So we are trying to make sure that there's enough women in classes, but absolutely, like, at a certain point you just can't manage the workload. So the strategy there is, yeah, be nice for you can, but if it's going to actually make it impossible for you to do the right thing in terms of grading your students, providing feedback, connecting with them. You definitely need to be in conversations with your supervising professor or your chair. I suppose we could put, we just put something on the limit on the wait list, but if you admit something, the wait list is your course, then there's a spot in the wait list typically, right? So, and we also do encourage folks to in caps up so we can accommodate that in the class, but you can't, you can't make the class so large that you can't actually teach it. So consult with your chair, consult with your major professor, and in some cases, we're able to find the funding to open up another section. So actually, that's happened last two summers, we had a lot of pressure on biology, in particular, because health sciences nursing is growing, so we've had to open up new sections during the fall that creates more jobs for you. It's limited by financings. It's limited by enrollment, but definitely communicate. I definitely.

- Question from econ: So my second question has to do with email from you, which is about traveling. So I have seen that people get their devices being, you know, checked at the point of them. And one of the things I saw is that, like, they will have access to say on that, and we have students records on that. And so, I mean, when such a thing happens, what do you do? I don't know how that process works.
- Answer: What do you as an international student when your device is being checked for your future? And I think we're all thinking about this, right, actively. So one thing particularly for the international students in the room, but also for those of you who are companions, right, we care deeply about our international students. International Students, please read the advisories that you're getting from the Global Education Office. You're getting a lot of regular email there. I mean, it's overwhelming, and I know that it's an incredibly stressful time to be an international student, but Global Education Office is trying to provide you with information to support you and international students. Share those messages from Global Education Office with folks who are not receiving them, who are not international students, so that them who are not international students, so that your companions know what the advisories are. So that's number one. Number two, change your passwords on devices, right? So make sure that when you're moving through ports of entry, your devices are not open and your passwords are not easily accessible, and make sure you know you're all following the news and where you are. Make sure you provide you follow wise practices around media hygiene, basically, right? So think, think those two carefully. We need to walk you through all of those, but really be cognizant again of how do you make sure that your media on your devices is not accessible? You know that just putting things into our trash box is not sufficient, right? So thanks for thanks for bringing that up. It's also the case that it's not a great moment to be traveling through the summer, and so we didn't really carefully about what that looks like. I also recognize that for graduate and professional students who are international students, it can be very difficult to find employment during the summer. So we think very carefully about whether there are University of New Mexico opportunities for employment over the summer, and know that the University of New Mexico is trying to provide you with wise information as it.
- Question from biology: I think on the systems approach, I think we'll appreciate the increase in university wide systems, I think one of the biology department, one of the things that has been brought up time and time again is the systems of the Provost Office, particularly around research funding and how that's allocated and use of that research funding for sort of university wide systems, when I think a lot of things within individual departments are not really being taken care of. So one of the questions is, how do you allocate that funding? And how do you believe that the funding should be allocated when there are there's a huge need for funding within departments at the same time as there's all these sort of, to be frank, buzzword projects like university wide systems or student support systems that we don't have working running reverse osmosis water in half the biology building at the same time as we're developing new maps to

sounding like the Silicon Valley, sort of the Silicon Valley Tech bro. How familiar does that point it should be allocated? Do you believe that sort of working on those university wide systems at the same time as the most basic needs of graduate students around research in particular, are being met. Do you believe that that's an effective money and do believe that that needs to be reorganized, and then maybe that system needs to be reassessed.

- Answer: Yeah? So, yeah, I appreciate that. Wanted to let you guys all know of a resource, actually. And I think maybe your questions before my list, as well as your lived experience as a graduate student trying to do research. So we do something called academic program review, which I guess if you just participated in. So we just have to pull out from the program review. We go through all of your academic programs on about a seven year cycle, and we have peer reviewers come from other universities that are doing great work, right? And those peer reviewers come in, they take a hard look at your academic program to determine whether there are areas where you need to be doing better. So you just did an academic program review with biology. Actually, the exit conversation with the peer reviewers was yesterday, all of that academic programs review, the reports that your departments and programs write, but then also the comments from the external reviewers and then the action plan that your departments write in response to that review from outside, that's all publicly available information. So you guys can look that up, and I encourage you to, because it's a really great lever point for transformation and for change. So they're all available on the APR dot women. Do you look up your department, right? If you forget what I just said, Let me email I should also do the link really easy to access. Some of your departments went through pretty recently. Some of them, it's been a little while, but there's a lot of amazing information within those reports and also in those action reports. So specifically, your question is basically what we talked through during the end of the program review, and it's valid for all of your all of your all of your review programs, we have a lot of buildings on campus that are aging right, and that's putting a lot of pressure, in particular on the research enterprise, but also on the teaching enterprise in a lot of cases. And so we do have a lot of planning going on around replacing buildings, or replacing portions of buildings or replacing sections of buildings in succession. You're seeing, see cat for arts and design work, arts and technology going up along Central Avenue pais. You know, he's accomplished like we did that, taking down the humanities building and building the humanities and social sciences building we can rebuild Social Sciences building. We can't do it all at once. So there's a kind of a sort of plan and create of the different buildings across campus that need to be taken care of for each and I'm sure you know this because you're involved in budget for each building. There has to be a big capital project that involves bonding issues. Work with the legislature, work with the public foundation, work. So that's kind of like the largest scale, on this sort of smaller day to day scale, the failed pump in the house better than it was a major issue for biology right now. We are aware that there's been kind of a blockage point with facilities and maintenance, maintenance, and we do have a new person coming on pretty shortly here. I

think their start date is through the end of April, and they are walking in with a specific charge to improve the communication and also the efficiency in response around those individual actually relatively small dollar nuance pieces that are holding up the search. So there's a lot of awareness of that problem. Everybody's feeling it right, and we've got someone coming on board who knows that as soon as they walk in the door, they've got to deal with this work around that. There's also concerns. I know on the research side, a lot of graduate students and professionals, well less than professional students, but graduate students are funded by outside grants, and we're all aware of the executive orders that are having an impact on that funding that can be used to support a graduate research assistant. So actually, the Office for the Vice President of Research has put into place a program to identify places where there's an actual stop work order from the federal government. So we're not allowed to do anything on the grant at all. No funding is dropping from these federal grants to UNM and to try to evaluate the immediate impact on graduate researchers, staff undergraduates who may be funded and depend on that federal funding that we're not receiving, and to try to evaluate that, and to the extent possible, backstop that on the one part of the university, as you can imagine, it's incredibly complicated, right? So it's very much focused on urgent need, and places where a grant has actually not just been threatened, but stopped, and there is a big difference, right? There's a fair number grants where we're hearing executive lawyers indicating, oh, that doesn't look like us. Maybe concerned about that, but that's not the same as informal. You may not do any work on this grant, and we will not be dropping any more funds, right? So in those Stockport cases, that's where the university is, to the extent possible, trying to backstop, do they get most of the areas that you're concerned about? Sure.

- Question: So one of the other things that we've been sort of consistently frustrated with, the city on sponsored projects and just repeatedly running into sort of a podcast nightmare in some ways, both trying to either get grants funded, we're trying to find total times we're just trying to have, frankly, any amount of trying to get, trying to get money to university agencies like that is just a stop its point. Partner plans currently, I know this is an express time and time again, both to the provost and to the and to the President. Parker plans at the moment to overhaul the Office of Sponsored Projects and for things like getting MTA signed, things like getting sort of noticeable words officially signed. Is there a plan to overhaul that at the moment?
- Answer: Yeah, so I think we're going to do better rather than speaking to a specific plan, which honestly is outside of my portfolio. But I think it might be interesting for you all to invite the vice president for the Office of Research to kind of talk at some point. And she's great, sure she has a lot of information, but I can explain the causality there. So COVID hit a number of our kind of staffing areas pretty hard, and one of the places that was hit was OSP was Office of Sponsored Projects. And office of sponsoring projects is actually where specific contracts and kind of exchange of money might be dropped into them. It's where that happens. It's pretty complicated work. And actually my my impulse to just stress people has been productively saved a couple times with some contracts

with external folks by good work from Office of Sponsored Projects. And I get frustrated too, right? Like when I when this doesn't listen to this report, they caught things around, and that has been, that has been a good thing, but that said theirs are understaffed, and they know they're understaffed. And when units are understaffed, they're, you know, everything slows down. So again, awareness, I can't speak to the specific solution, but in the same way that we're aware of your pump and then we're aware of the other pieces of test data that are just kind of not functioning at the level that you need. You may be able to be able to do the research. We're aware that the fixes are sometimes slow, sometimes faster. I feel fairly confident that on the facilities and maintenance side, we're going to see a real change. Because just, it's not just biology, it's like the entire campus really would like some other systems.

- Closing remarks: we looking forward to round two, and thank you so much for the time and again. Apologies about the miscommunication around the time, but what a delight to be here to get to our people. Thank you so much. Thank you. Thank you.

c. Council Chair Candidate Jacob Griego

- Thank you all for inviting me to speak. This is common courtesy given to each GPSA Council Chair candidate. Seeing as I'm the only person running, I would just like to introduce myself to you all and answer any questions you may have. I'm currently the GPSA Chief Justice and a J2 Law student. My goal for the role of council chair is to do a major overhaul of the GPSA Constitution since it is severely outdated.

#### IV. Officer Reports

a. Council Chair Ashish Ravi Joshi

- Council Chair A. Ravi Joshi: Thank you all for being flexible and meeting with us in the Kiva building today – there is a huge conference happening this weekend that is taking up all of the rooms in the SUB, so we had to accommodate. We have a lot of items to get through today – the food is here now so please help yourself. Try to keep your questions or comments brief so we are able to quickly get through the rest of the agenda in a timely manner. That's all from me, thanks for being here.

b. President Michel Rivera Ramirez

- President M. R. Ramirez: Thank you – I would just like to take a second to thank every person or individual who assisted us in getting the adjustments to the Graduate Scholarship Act passed – I'm happy to say that HB89 was approved by the representatives in Santa Fe and now is just waiting to be signed and approved by the governor. I think we have a very good chance of it getting passed. I also want to thank the representatives who sponsored the bill – Representative Hochman-Vigil, Senator Pope, Representative Roybal-Caballero, and Representative Parajon. I think this bill is going to do great things for New Mexico Graduate students so, thank you!

#### V. Committee Reports

a. Grants Director - Joseph Conteh

- Absent

b. Finance Director - Mariano Fernandez

- Finance Director M. Fernandez: Nothing from me.
- c. Additional Reports
  - Not applicable.

#### VI. Council Member Reports

- a. One or two line updates on the status of RDSAs in the respective departments.
  - Economics – Present
  - Education, Sofie – Nothing to share.
  - Education, Mehedi – Nothing to share.
  - History – Present
  - Law School, David – Present
  - Law School, Parker – Present
  - Law School, Sia – Present
  - Mechanical Engineering – Present
  - School of Medicine – Absent
  - Organization, Information, and Learning Sciences – Present
  - Physics – Absent
  - Political Science – Absent
  - Psychology -- Absent
  - Public Policy – Present
  - Sociology – Present
  - Native American Studies – Same as in my public comment, feel free to stop by the event happening at the Indian Pueblo Cultural Center after our meeting if you'd like!

#### VII. Action Items

- a. FY 2026 Budget Bill
  - Passed unanimously
- b. Appropriations:
  - GPSA Executive - passed
  - Gender and Reproductive Rights Law Student Society - tabled
  - Sri Lankan Students' Association - tabled
  - Islamic Medical Association - passed
  - Black Law Student Association - passed
  - Hindu YUVA - passed
  - Nepali Students Association - passed
  - LAMBDA Law – passed
  - UNM School of Law ACLU - tabled
- c. BILL S 2025-004 to amend the section on Judicial Branch - Bylaw, Article IV, Section 1, Court of Review
  - Tabled to next meeting because it is a constitutional amendment.
- d. BILL S 2025-005 to amend a section on the Legislative Branch – Bylaw, Article IV, Section 2, Council Chair - passed
- e. BILL S 2025-006 to amend a section on the Executive Branch – Bylaw, Article III, Section 1, President - passed
- f. BILL S 2025-007 to amend a section on the Definitions – Bylaw, Article I, Section 2, Bylaws Definitions - passed

#### VIII. Adjourn



<b>Member</b>	<b>Department</b>	<b>Credentialed/Alternate/Proxy</b>	<b>Council Chair Comments</b>
Benjamin Garcia	Biology	Credentialed	
Seyi	Chemistry	Credentialed	
Wilfred Padmore Osei	Economics	Credentialed	
Sofie	Education	Credentialed	
Mehedi	Education	Credentialed	
Marie Von Haas	History	Credentialed	
Parker Murphy	Law	Credentialed	
David Lonergan	Law	Credentialed	
Aleksia	Law	Credentialed	
Hanumesh Sai Pamisetty	Mechanical Engineering	Credentialed	
Grace	OILS	Credentialed	
Gareth	Public Policy	Credentialed	
Kodiak	Sociology	Credentialed	
Kyle Harvey	NAS	Alternate	
Michel Rivera Ramirez			
Ryan Lindquist			
Mariano			
Jacob			
President Garnett Stokes			
Vice Provost Pamela Cheek			

DRAFT