

END-OF-SERVICE CONSTITUENT REPORT

Three Years in Congress: What We Built, Where We Fell Short, and What Is Left to Do

Over nearly three years representing O'Neill School students in the Indiana University Student Government Congress and chairing the Committee on Equity & Justice, I saw this campus at its best and at its worst. What follows is an honest accounting: the legislation that passed, the money we secured, the advocacy that moved people, the bills that died, and the problems I am handing to my successors still unsolved.

HOW TO READ THIS REPORT

Student government blurs very different kinds of work together, and that blurring is how offices take credit they have not earned. I have tried not to. Throughout, I keep five things apart: **legislation passed** by Congress, **funding secured**, **advocacy conducted**, **partnerships developed**, and **outcomes actually implemented** for students. Writing a bill is not the same as changing a student's life. Where I only got partway, I say so.

WHY I SERVED

I ran for a simple reason: I kept meeting students who had a real problem and nowhere to take it. Congress is the repository of student voices, and I do not offer that as a slogan — I mean it as the job description. Every representative in that chamber holds some fragment of what tens of thousands of students need, and our one non-negotiable responsibility is to turn those concerns into policy that someone is actually accountable for.

I served especially for the students who never see themselves reflected in campus leadership and who should not have to walk into those rooms to be taken seriously. When a government only hears from the people already comfortable inside it, it stops being a government and

becomes a club.

I learned quickly that the measure of this work is not how many bills carry your name. It is whether you did the work, told the truth, and kept going after someone told you no. By that measure I am proud of these three years – including the parts that failed.

WHAT STUDENTS ASKED CONGRESS TO ADDRESS

Almost nothing good in this report originated with me. It came from listening – to survivors and the staff who support them, to cultural and multicultural organizations, to student and graduate workers, to LGBTQ+ and BIPOC students, and to advocates who had been sounding these alarms long before I took office. The same themes surfaced again and again:

- **Survivor support no one could find.** Help was scattered across Title IX, the Department of Sexual Violence Prevention, CAPS, Student Legal Services, and community organizations – each with its own page and process, and nothing tying them together.
- **Sexual-health care with a price tag.** Cost and insurance gaps were keeping students from PrEP and from HIV prevention and care.
- **Title IX processes that exhausted the people they were meant to protect.** Students described reporting as a second ordeal on top of the first.
- **LGBTQ+ and BIPOC students who did not feel safe, seen, or supported** in the ordinary business of campus life.
- **Multicultural organizations doing the university's inclusion work for free,** sustained by a handful of overextended student leaders.
- **Student workers paid too little** to keep running a campus that depends on them.
- **Reproductive-health information and access** that students could not reliably get.
- **Indigenous students and histories** the university named rarely and acted on less.
- **"Inclusive" spaces that were inclusive in name only.**

None of this was new. What students asked for was not sympathy; it was for Congress to do something with what it had heard.

MAJOR INITIATIVES AND OUTCOMES

Here is the record, initiative by initiative — each labeled for what it actually was, and honest about where it actually landed. I ask you to hold the categories apart as you read. A bill passed is not a life changed; funding secured is not funding delivered.

The record at a glance:

INITIATIVE	WHAT IT ACTUALLY WAS	WHERE IT LANDED
Survivor Resources Hub	Legislation (CEA 1003) + partnership	Hub live; campus adoption ongoing
PrEP & HIV care expansion	Funding secured — \$18,000	Allocated; delivered through the Student Health Center
Title IX & survivor rights	Advocacy	Some process wins; systemic change unfinished
LGBTQ+ & BIPOC student support	Advocacy + partnership	Sustained; not yet institutionalized
Multicultural representation	Advocacy + partnership	Partial; still person-dependent
Fair student wages	Advocacy / resolution	Non-binding; no wage increase secured
Reproductive-health access	Advocacy	Information gains; access gaps remain
Indigenous recognition	Advocacy / resolution	Symbolic progress; material change pending
Inclusive campus spaces	Advocacy	Mixed results

The Survivor Resources Hub

LEGISLATION PASSED · PARTNERSHIP · OUTCOME PARTLY IMPLEMENTED

The problem was fragmentation. A student trying to decide whether to report confidentially or formally, request accommodations, or find a medical exam had to assemble answers from half a dozen offices, often mid-crisis — and some gave up before they found the right one.

I drafted and authored CEA 1003, the Survivor Resources Hub Act, and guided it through the Committee on Equity & Justice to passage on October 29. It directs the Department of Sexual Violence Prevention, the Office of Technology, and the Department of Records to publish one official Survivor Resources hub – and, as much as the launch itself, it sets minimum content standards, requires monthly review, bars the collection of personally identifying information, and requires a recurring outcomes report to Congress on traffic, outreach, and gaps.

The hub is live and reachable from the IUSG site's main navigation. That is a real outcome, and it is only half of one.

A NOTE ON CREDIT

I authored and advanced this legislation. I did not build the resources, and I do not maintain them – the Department of Sexual Violence Prevention does, alongside Title IX and campus survivor-support units. My role was naming the gap, writing the mandate, and pushing for adoption. And a page students cannot find helps no one: getting every school – not just O'Neill – to build it into orientation, advising, and syllabi is unfinished work, by design and by honesty.

Expanded PrEP and HIV Care — \$18,000

FUNDING SECURED

Students told us plainly that cost was the barrier standing between them and PrEP and HIV care. I worked to secure \$18,000 to expand access, routed through the Student Health Center.

I want to be precise about what that is. Eighteen thousand dollars secured is funding – an input. It becomes an outcome only when it reaches the students who need it, which depends on the Health Center's rollout and on students knowing the help exists. I count the dollars as won; I do not yet count the outcome as finished.

Survivor Rights and Title IX Advocacy

ADVOCACY

Beyond the hub, I pressed for clearer reporting options, real accommodations, and supportive measures, and I brought survivors and advocates directly into committee so the people affected were in the room where decisions were made. This produced some concrete process

improvements. It did not fix the underlying problem — a system that too often wears down the people it exists to protect — and I will not pretend one representative could.

LGBTQ+ and BIPOC Student Support

ADVOCACY · PARTNERSHIP

I worked alongside student organizations and advocates to push for safer, better-resourced spaces and to keep equity questions on the floor rather than in the footnotes. The pressure was sustained; it is not yet written into how the university operates, which is the difference between a good year and a lasting change.

Multicultural Representation

ADVOCACY · PARTNERSHIP

I built relationships with multicultural organizations and argued for durable representation in university decisions. Honestly, this remains dependent on a few motivated people — the exact fragility I set out to fix and largely did not. I say more about that in What Remains Unfinished.

Fair Student Wages

ADVOCACY

I made the case that the students who keep this campus running deserve fair pay. We moved the conversation and secured no binding wage increase. A resolution is a statement of values, not a paycheck, and I will not dress it up as more.

Reproductive-Health Access

ADVOCACY

I advocated for clearer information and better access to reproductive health care. We gained ground on information; real access gaps remain.

Indigenous Recognition

ADVOCACY · RESOLUTION

I pushed the university to name and act on its relationship to Indigenous students and histories. Symbolic recognition matters and is not sufficient; the material commitments that should follow it are still pending.

Inclusive Campus Spaces

ADVOCACY

I pressed for spaces that are inclusive in practice rather than in branding. The results were mixed, and honest accounting means saying so.

WHERE WE FACED RESISTANCE

Resistance rarely arrived as a flat "no." It arrived as delay, as diffusion, and as the quiet expectation that students should settle. A few patterns repeated:

- **The webpage problem.** Passing legislation was the easy part; getting schools to actually promote what it created is slow, uneven, and still incomplete.
- **Diffused ownership.** When five offices touch an issue, none of them owns the outcome, and "someone else's job" quietly becomes no one's.
- **Bureaucratic time.** Processes moved on a timeline that students in crisis cannot afford.
- **The comfort of collaboration.** Working with the administration is good – until it becomes a reason not to push. I watched sharp ideas soften into nothing in the name of getting along.
- **The expectation of settling.** The most corrosive resistance is the assumption, rarely spoken aloud, that students will accept less than they asked for.

I do not blame individuals; many staff worked hard beside me, and this report is not an indictment of them. But institutional inertia is real, and naming it plainly is the first requirement for beating it.

WHAT DID NOT SUCCEED

Some of this work failed, and a report that hid that would defeat its own purpose.

- **Bills that stalled or failed.** Not everything I wrote made it out of committee or off the floor. I do not regret those attempts – a failed bill still forces an issue onto the record and a vote into the light – but they did not become law.
- **Graduate-worker recognition.** My push for IUSG to advocate forcefully for IU to recognize the Indiana Graduate Workers Coalition did not move the university. Graduate labor is still treated as invisible by an institution that plainly depends on it.

- **Fair wages, in binding terms.** We changed minds and secured no raise.
- **Turning advocacy into structure.** Too much of the equity work still rests on individuals instead of institutions – which means it can be quietly undone the moment those individuals leave.

I will be blunt about credit one more time: several "wins" in this report are inputs – a bill passed, money allocated – that become outcomes only if others carry them forward. If they are not carried, parts of the previous section belong here instead. I would rather write that now than let the record flatter me later.

WHAT REMAINS UNFINISHED

These are the projects I could not finish – several of which I never got to start. I am leaving them here deliberately, so my successors can pick them up instead of rediscovering them years from now:

1. **A public policy dashboard** on the IUSG website that tracks the major legislation affecting students' daily lives, names who is responsible for implementing it, and is updated monthly – so Congress follows up instead of pretending passage is the finish line.
2. **A centralized financial-aid and scholarship dashboard** that helps students understand FAFSA, emergency aid, school-specific scholarships, and outside funding without digging through a dozen separate websites.
3. **A genuinely useful student resources hub** that puts basic needs, health and mental-health support, academic advocacy, legal help, cultural resources, and emergency assistance in one searchable place. The survivor hub proved the model; this extends it to everything else students scramble to find.
4. **A plain-language public vote tracker** so students can see what Congress voted on, what it actually means, and how their representatives voted.
5. **Durable partnerships with multicultural organizations and underserved communities** that do not depend on one motivated person carrying the weight alone.

6. **Clearer pathways for constituent outreach**, especially for students who never see themselves in the usual leadership spaces and who should not have to enter those spaces before being taken seriously.
7. **A Food as Medicine partnership** with the Student Health Center to expand access to healthy food at free or reduced cost – and the return of the campus farmers market the Health Center once hosted.
8. **Sustained IUSG advocacy** for IU to recognize the Indiana Graduate Workers Coalition and to stop treating graduate labor as invisible.

And the unfinished halves of the work that did pass: the Survivor Resources Hub still needs every school to build it into orientation, advising, syllabi, and student-organization materials; the PrEP and HIV funding still has to reach students in practice. Passage and allocation were the beginning, not the end.

LESSONS FOR FUTURE REPRESENTATIVES

If I could leave my successors a single page, it would be this one.

1. **Every student is your constituent** – including the ones who will never learn your name. Take that seriously. Don't wait for the perfect issue to find you; go out, find a problem, learn it, and bring back a real solution.
2. **Talk to people outside the room.** The best ideas come from listening – to students, staff, survivors, cultural groups, and advocates – not from guessing at what people need.
3. **Don't confuse being polite with being effective.** You can be respectful and still hold your ground. You can follow the process without hiding behind it.
4. **Keep your records.** Too much good work dies when people leave without passing it on. If you build something worth keeping, make sure the next person can keep it alive.
5. **Don't let Congress become less than it should be.** It has real power – ask questions, demand updates, write legislation that means something, and stand firm when students need you.

Beneath all five is one belief: this Congress should be brave — brave enough to speak the truth, to try, to fail, and to come back the next week with something better. Student government is never at its best when it is merely comfortable. It is at its best when it is accountable, courageous, and willing to fight for the people it serves.

A FINAL MESSAGE TO MY CONSTITUENTS

Every result in this report came from collective pressure — from survivors and advocates who spoke when speaking was hard, from the staff who did the quiet work, from cultural and multicultural organizations, from student and graduate workers, and from colleagues in Congress who cast the votes. I wrote some words and pushed on some doors. You are the reason any of them opened.

Thank you for trusting me with three years of your voice. Serving as your representative has been one of the greatest honors of my life at Indiana University. And to those who come next: there is a phrase I held onto through the hardest weeks — *hic manebimus optime*, "here we will remain most excellently." I am leaving. You are not, and neither is the work. Congress remains. The students remain. So stay — and remain most excellently: accountable, courageous, and unwilling to settle for less than students deserve.

Yours in service,

Louis Michael Gallegos

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