

- I. Opening Prayer
- II. Roll Call
- III. Approval of Minutes
- IV. Executive Announcements
 - a. **Sibonay Shewit:** Welcome to Sam, the newly elected President of the Freshman Class!
 - b. **Sibonay Shewit:** Also, welcome to Jim English, our Off-Campus President!
 - c. **Sibonay Shewit:** Libby wanted to thank all of you for writing letters. Once midterms pass, we will move forward with more support for the Dreamers.
- V. General Orders
 - a. Presentation Re: Updates to the Title IX Process
 - i. Heather Ryan, *Deputy Title IX Coordinator*
 - ii. I am transitioning to the Director of Community Standards. I want to answer any questions that you all have.
 - iii. We also have Lunch and Learns and other scheduled times, but I'm going to lead you all through the website.
 - iv. I think a lot of people don't look at the Title IX website until they need it
 1. titleix.nd.edu
 2. Also look at the climate surveys
 3. Quick exit→ Google
 - v. Get Help
 1. Immediate need and options for support→ confidential and non confidential resources
 - a. Confidential Resources: Campus Ministry and UHS services and off campus are all confidential resources
 - b. Resources for legal matters as well
 2. We want survivors to know their options on a response. If you're the person who's walking with a friend through this process, you're not alone either. If someone comes to you, they trust you. If you come from a place of compassion, you don't have to have all the answers. The GRC has a pamphlet on urgent care for sexual assault and what to say to a survivor. You can go to the UCC if you're helping a friend→ secondary trauma is real.
 - vi. Report an Incident
 1. Reporting
 - a. We walk a survivor through this chart and the blue book. We tell them their confidential resource. If they talk to someone who is non confidential, they are mandatory reporters and are forced to tell someone in administration about the incident. What we want to understand is the

impact on their experience here. We can work with someone who wants to work with the university and the legal system. Men *and* women can be the complainant. Any survivor will be heard. The initial assessment is figuring out what happened and figure out a course of action.

- b. The Administrative Resolution can lead to dismissal of the University. All sides have access to a preliminary report. The goal is a more comprehensive approach. Once both parties have an opportunity to circle back, a final report is developed with recommendations for findings and appropriate outcomes→ This will all happen within a few weeks.
 - i. Then all of this can be reviewed before an Administrative Review Board→ both parties can still provide information. We are trying to expedite the process.
 - c. The informal resolution is now available. Dismissal would not be a part of that package→ both parties have to agree to this. No contact orders or mediation. We can think through what the complainant wants. If a respondent says that they don't want to be a part, it will either close or it will go to administrative resolution.
- vii. Questions
1. **Jackson Herrfeldt:** Is complainant a national term?
 - a. **Heather Ryan:** It is.
 2. **Colin Brankin:** From what I understand, witnesses can add information to the final report?
 - a. **Heather Ryan:** Yes, either side can circle back to witnesses. Everything is independent. The only time that could possibly result in an interaction is the Administrative Review Board, but typically they would not be in spaces together.
 3. **Katie Hearn:** You said that the Administrative Review process could be a few weeks. What is the timeline now?
 - a. **Heather Ryan:** From the notification of specific concerns and allegations to end of the review board process, the goal is 60 days. There are fewer people to coordinate now. There are times that cases take more than 60 days because of the complexity of a case. If there is a lot of documentation, we need to let the board review that. The timeline varies.
 4. **Matthew Gartenhaus:** How do you think this would preserve everyone's integrity before the resolution of the case?
 - a. **Heather Ryan:** Students have access to accommodations→ the process is meant to be impartial and

equitable. They both have the same opportunity to give witnesses and information. We take it really seriously to make sure we are providing care for everyone in the process. We also have a commitment to the safety of our campus

5. **Chris Scott:** How do you ensure that you have the complainant's consent to move this process forward? Is there some kind of documentation? I heard about a story about a student who is suing the university because the Title IX process went forward with a process without her consent.
 - a. **Heather Ryan:** Maybe someone isn't ready, but if we are receiving information, we have a responsibility to follow through. There are different pieces that help us to understand and evaluate a situation to weigh other dangers and risks for our campus.
6. **Morgan Williams:** Can you talk more about the waiver process for the new housing policy?
 - a. **Heather Ryan:** That's not in our jurisdiction.
7. **Claire Saltzman:** The respondent can just not agree with an outcome?
 - a. **Heather Ryan:** It would be a request for a review of the decision.
8. **Heather Ryan:** If you have more questions, please reach out to me.
 - a. Heather Ryan: heatherryan@nd.edu
- b. Presentation Re: Report to the Board of Trustees
 - i. Rebecca Blais, *Student Body President*
 - ii. Sibonay Shewit, *Student Body Vice President*
 - iii. **Sibonay Shewit:** I'm sending the report out to you all at this time. The Vice President, President, and the Chief of Staff have the opportunity to give a report each semester → Alcohol Culture. We want any feedback you all can give us.
 - iv. **Sibonay Shewit:** Kelly Beatty helped a lot with drug policy and TRAC reform.
 - v. **Rebecca Blais:** The Board asked for a report on Alcohol and other drugs at Notre Dame. We worked with Ann Thompson, and we decided to look at the effects of the culture on our community.
 1. Format: Intro, methodology, and effects.
 - a. Callisto
 - b. Gender Inequity in Dorms
 - c. TRAC program and drug policy
 2. Assessment of Alcohol Culture
 - a. McWell has an audit of Alcohol Culture. McWell works to maintain a healthy environment. We will present quantitative and qualitative data regarding alcohol culture.

- We aren't going to talk about the root causes (legacy, football, pregaming, 40s at 4, 5th and a friend) because the roots are too complex for the time we have.
- b. In spring of 2016, at Notre Dame only 19.8% of students say they had not had anything to drink in the last 30 days.
 - c. 44% in comparison to 28% nationally used alcohol more than 6 times in the last 30 days. How can we alleviate some of the more negative effects of alcohol culture?
3. 10 Prevalent Dangers in regards to Drinking Culture
- vi. Three Effects we saw in conversations with Students
 1. Gender Dynamics, Inequity in Environment (Halls)
 2. Sexual Assault (Callisto)
 3. Drug Policy (Deferred Dismissal and TRAC program)
 - a. We also recognize the Off-Campus effects with houses and bars
 - b. **Sibonay Shewit:** We were given the topic and this is a massive subject, and we want to present very clear ways that the Board can help mitigate effects of alcohol culture.
 - c. **Rebecca Blais:** We are going after the tangible impacts and McWell is going to the roots.
 - d. Worked with CLC, Student Senate, Executive Cabinet, Administration, and McWell. The past Board Reports gave us a lot of context. The subject is not new to the Board.
 - i. In 2015, they presented on Alcohol Culture and Sexual Assault
 - ii. In 2014, they talked about the inequity in the residence life. They were concerned about the lack of transparency in policy.
 - iii. In 2002, they focused on the use and abuse of alcohol (and a little bit on drugs)
 - iv. The Climate Survey from Title IX and McWell's report on Alcohol Culture
 - e. **Matthew Gartenhaus:** Who is the national reference?
 - i. Alcohol.edu
 - f. **Katie Hearn:** Do any recommendations stem from previous Board Reports?
 - i. Increased conversation, clarity, consistency, and the equity subject
 - g. **Chris Scott:** Do you know what the national reference group looks like?
 - i. It's the same
 1. Alcohol.edu
 - h. **Chris Scott:** What do you mean by the double standard?
 - i. We will come back to that in the inequity in the dorm life

- vii. **Sibonay Shewit:** Gender Dynamics and Inequity in Residence Halls
1. Perception for students that different dorms deal with alcohol in different ways creates a disconnect between rectors and students. Many are confused about how violations are dealt with. From our perspective, there isn't a clear expectation for how things are upheld.
 2. Better communication→ provide consistency among the dorms.
 3. Gender Inequity→ The general perception is that women's halls are perceived as being much stricter than men's dorms. Men's dorms either revolve around alcohol or an alcoholic event. Men's halls are also seen as the center for social events→ females tend to leave their environments to go into the men's halls to consume alcohol.
 - a. According to one student, the double standard is palpable and the effects are dangerous.
 4. Recommendations (Hall culture is very important for this campus)
 - a. We want to hold conversations with rectors to make sure there is consistency in policy for each specific dorm
 - b. Parietals→ they serve more harm than good regarding alcohol
 - i. After a certain hour, this perpetuates a beat the clock attitude. By promoting *quiet hours*, this would lessen that effect
 - c. More conversations with rectors and administration→ if there is a commitment to understand our alcohol culture, everyone needs to be a part of the conversation.
 5. **Morgan Peck:** How often did the beat the clock mentality come up?
 - a. **Sibonay Shewit:** Dorm Culture was one point. I don't know how many times parietals were brought up, but the parietals issue was brought up several times.
 - b. **Rebecca Blais:** The Board was very receptive, so we are just reminding the Board. One of the things about being a student is there is no institutional memory for former students.
 6. **Chris Scott:** How exactly would those work?
 - a. **Rebecca Blais:** Quiet hours would be like parietals except for not kicking the opposite sex out. Putting community to rest and avoiding awkward situations were the reasons for implementing parietals in the first place. Instead, we would implement roommate contracts and sign it and give it to the RA and Rector.
- viii. **Rebecca Blais:** Sexual Assault, Alcohol, and the Implementation of Callisto
1. 50-60% of sexual assault cases involve alcohol.

2. Sexual Assault and Conduct Report
 - a. Lack of clarity: 10% either were not sure or responded yes to a question about alcohol being an excuse for non consensual sexual contact→ 19% females and 6% males nationally experience sexual assault
3. There's a Speak Up ND, which was created for discrimination and harassment and is used for sexual assault but students are not comfortable with this.
4. Callisto→ Record, report, match
 - a. On average, it takes the survivor 11 months to report
 - i. Less than 10% actually report
 - ii. 90% of offenders are repeat offenders (5.2 assaults on average)
 - b. Allows survivors to put a timestamp of the incident and offers resources.
 - i. All encrypted→ only survivor can access informations. Created by survivors for survivors.
 1. Instead of 11 months, those who use Callisto are only taking 3 months to report on average. 5x the amount of people report with Callisto.
 2. In its third year of operation.
 - c. Stanford, Oberlin, and USC among other schools have implemented Callisto.
 - d. Looking into piloting with St. Mary's and Holy Cross
 - e. Just did two demos to be trained in how it works→ pending their approval, we would love to have the support of the Board of Trustees
 - f. \$23,000 a year and an \$8,000 start up cost
 - g. They have a **matching system** survivors can opt into. You can leave it, print it, submit it, or match.
 - i. Put in a name and identifying factor, and if someone else puts in the same name, the name goes straight to Title IX. This could result in someone not being able to opt out of proceedings.
5. Questions
 - a. **Chris Scott:** What are the circumstances for a university going forward without complainant's consent?
 - i. **Rebecca Blais:** It used to be for Title IX, an investigation began immediately, but now an investigation can be stopped. The only time this is overridden is if it is a situation that could pose a greater threat to the university.

- ix. **Prathm Juneja:** What we are trying to address with drug policy is after your first incident of being caught, you have 72 hours to 1 week to find alternative housing.
1. We want the university to reconsider loss of student housing.
 2. It is crucial to look at the difference between how alcohol and marijuana cases are dealt with.
 3. Alcohol dealings are holistic, but no such process exists for marijuana cases.
 - a. The reason they have this policy in place is that marijuana is detrimental to the dorm community.
 - b. As of right now, a student is more likely to be dismissed from campus for simply possessing marijuana than a student who severely abuses alcohol repeatedly.
 - c. Some students perceive this policy difference as that alcohol is better for you than marijuana.
 - d. Implications of students using off campus→ who gets in trouble?
 - e. Oberlin, Northwestern, NYU, Harvard, Michigan→ at none of these schools are first time offenders removed from campus because of this.

- VI. New Business
- a. No new business

- VII. Announcements
- a. **Patrick Quinn:** Please send out the surveys I sent you all to your constituents!

- VIII. Adjournment
- a. **Eduardo Luna** motioned to adjourn
 - i. **Thomas Assad** seconded the motion