ASSU
ASSOCIATED STUDENTS OF STANFORD UNIVERSITY

END OF TERM REPORT

ASSU Executives Shanta Katipamula & Rosie Nelson
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Dear Stanford,

One year ago, you elected us to this office and entrusted us with making your Stanford experience better. We are grateful to each and every one of you who spoke to us as we were campaigning, read our email updates, reached out to share feedback and concerns, and supported us throughout our term.

This past year has been a complete whirlwind and it is surreal that our term has come to a close. Over the year, we’ve spent hundreds of hours negotiating with administrators to support and elevate student concerns including student staff pay equity, committee transparency, mental health funding, poorly written Title IX policies, lack of affordable housing, and lack of inclusive academic experiences. While Stanford has never been far from perfect and never will be, we are proud of the progress that we’ve been able to make in advancing these issues alongside our peers.

Enclosed in this report is a discussion of some of our key efforts over the past year, as well as important projects championed by members of our cabinet and the legislative bodies. We hope you’ll take a few minutes to read about our work, and as always if you have any form of feedback we would love to hear it - send us an email at president@assu.stanford.edu.

While today marks the last time you’ll be hearing from us, we are confident that the ASSU and its students are in good hands with our successors who remain committed to elevating student voice over the course of the next year. Once again, thank you for trusting and supporting us.

With Gratitude,

Shanta and Rosie
EXECUTIVE INITIATIVES
Joint Retreats with VPSA

This year we have worked hard to strengthen the collaborative nature of our relationships with administrators by holding quarterly retreats with the Vice Provost for Student Affairs Executive Group.

By bringing together VPSA leadership and the ASSU Executive Cabinet, we've been able to keep each other apprised of our key priorities and initiatives throughout the year.

We've had the opportunity to share our thoughts on key policies and initiatives such as the alcohol policy, social life at Stanford, new community center creation frameworks, free speech, mental health, student staff training and pay, and much more.

Our partnership with VPSA has increased interaction between students and administrators.
If there isn’t a student in the room for a decision that’s being made, question why that is.

- Shanta Katipamula, ASSU Executive President
  October 26, 2018 Presentation to the Faculty Senate

For Stanford students to reach their highest potential, the residential experience must support student exploration and health across these dimensions.

-Rosie Nelson
ASSU Executive Vice President
October 10, 2018 Presentation to the ResX Task Force

To truly prepare students for the real world we must also support their mental health and wellness, which is rooted in creating a sense of belonging for students.

February 25, 2019 Memo on ASSU Priorities for 2019-2020 University Budget

To view our full presentation materials, head to associatedstudents.stanford.edu/advocacy
Title IX Coordinator Search

We know that representation matters. We promised in our campaign to uplift diverse student voices because important decisions are made in committees that often seem inaccessible and exclusive to students. We sought to allow as many students to participate in the search for a new Title IX Coordinator as possible.

- Met with Provost and Lauren Schoenthaler to discuss what options for student engagement in search committees could look like given challenges such as confidentiality, pre-advertised format to candidates, unideal timing in the quarter, etc.
- Lauren agreed to have 2 of the 5 interview panels be entirely students with a total of 20 students between the two
- Created a plan to send out an all-campus email to open up participation to the entire student body, allow ASSU sole discretion over student interviewer selection, make the process as accessible to students as possible (call-in option, early morning before classes and late afternoon after classes with food at each session)
- ASSU provided student feedback directly to the search committee and Provost, thereby eliminating fears that student feedback will be filtered by administrators

“25+ students applied to be student interviewers

Even during the busiest time of the quarter, we had more students apply than we could take.”

-Shanta Katipamula
ASSU Executive President
Last winter, Kristen Blomstrom '19 took a class on campus sexual violence and for her final project conducted a survey of harassment within Stanford sanctioned Facebook groups, such as the Official Stanford Class of 2019 group. Kristen developed a proposal for how best to prevent online harassment from occurring and how to make sure admitted students who hadn’t yet been through Title IX trainings understood that they had rights and reporting options.

One year later, as we welcomed the Class of 2023 admitted undergraduate students, for the first time ever they will be asked to watch the following video and agree to conduct guidelines. A huge thank you to Kristen and all of the other awesome students who partnered with the ASSU Executives to bring this project to fruition over the past year!

You can watch the video and read the full guidelines admits will be asked to read at https://admit.stanford.edu/facebook/
Best Practices for Student Engagement

Whenever we met with administrators over the past year, the most common question asked of us was how best to solicit student input. Given how frequently we’ve seen administrators try to engage with students with best intent but fail to be successful because they fail to think about the time of the quarter or the location of an event. To institutionalize our recommendations, we formulated a document on Best Practices for Student Engagement that includes broad student input and has been shared widely with administrators and committees, including the VPSA Executive Group, the Provost and the President’s Office. Read the memo here.

Some of our recommendations:

Meet students where they are.
Instead of holding office hours or town halls in admin buildings unfamiliar to students, consider instead holding them in student-centered spaces such as dorm lounges, dining halls, community centers, or central spaces such as Old Union, Tresidder, and the Graduate Community Center.

Advertise early and often.
Students are constantly juggling academic and extracurricular commitments, so the more notice you can give of an open committee meeting, town hall, or another committee related event where you are hoping for student attendance and participation, the better.

Share accessibility information.
All of your communication should note how accessible your event location is to ensure that all members of our community have equal opportunity to participate.

“We believe that the most holistic committee outcomes occur when there is broad student input to the committee beyond the student representatives on the committee and ASSU leadership.”

- Shanta Katipamula, ASSU Executive President
demystifying

STANFORD’S GRIEVANCE PROCESSES

At Stanford, there are a number of grievance procedures through which students can seek redress for what they believe to be unfair, improper, or discriminatory decisions, actions, or treatment. The grievance process should be used only after all informal attempts to resolve the concern have failed.

ADA/Section 504 grievances

CONTACT THE DIVERSITY & ACCESS OFFICE
FULL PROCESS: BIT.LY/504GRIEVANCE

Students who believe they have been subjected to unlawful discrimination on the basis of disability, or have been denied access to services or accommodations required by law, have the right to use this grievance procedure.

Student academic grievances

CONTACT THE OVERSEEING SCHOOL OR PROGRAM
FULL PROCESS: BIT.LY/ACADEMICGRIEVANCE

Any Stanford undergraduate or graduate student who believes that they have been subjected to an improper decision on an academic matter is entitled to file a grievance to obtain an independent review of the allegedly improper decision, followed by corrective action if appropriate.

Non-academic grievances

CONTACT THE DIVERSITY & ACCESS OFFICE
FULL PROCESS: BIT.LY/NONACADEMICGRIEVANCE

The purpose of the Student Non-Academic Grievance Procedure is to provide a process for students to seek resolution of disputes and grievances that may not fall within the scope of one of the other grievance processes, including those which may arise in a student’s capacity as a student-employee.

FOR MORE INFORMATION PLEASE VISIT THE STANFORD BULLETIN.

ASSU
ASSOCIATED STUDENTS OF STANFORD UNIVERSITY

Humanities & Sciences
Suzi Weersing, weersing@stanford.edu

Engineering
Kirsti Copeland, kbc@stanford.edu

Earth, Energy, & Environment
Alyssa Ferree, aferree@stanford.edu

Education
Shu-Ling Chen, shulingchen@stanford.edu

Medicine (Biosciences)
Ayodele Thomas, ayodele.thomas@stanford.edu

Medicine (MD)
Mijiza Sanchez, mijizams@stanford.edu

GSB (PhD)
Dianne Le, dmle@stanford.edu

GSB (MBA)
Courtney Payne, cgpayne@stanford.edu

Law
Jory Steele, jsteele@law.stanford.edu

VPUE
contact relevant unit (e.g. Thinking Matters, PWR)

Diversity & Access Office
Rosa Gonzalez, rgonzalez@stanford.edu

assu.stanford.edu
The ASSU Constitutional Reform Project Team wants to thank everyone for their support this election cycle. Because of you, we were able to bring about lasting improvements to key ASSU systems. We would like to take some time to explain what has changed and the next steps moving forward. You can read more about the measures here.

**F.E.E.S. Reform**
The graduate and undergraduate funding systems are unified again, reducing administrative burdens on student groups and the legislative bodies. Graduate student groups will experience more flexible opportunities to receive funding, while undergraduates will no longer have a minimum fee requirement.

**Streamline Nominations**
Constitutional language on nominations agreements with University administration is clearer; the ASSU should be able to more speedily nominate students to Committees.

**Membership Rights**
Student rights in judicial proceedings are now clearer and in conformity with relevant laws and regulations.
In The News

"Over 300 emergency contraceptives purchased through specialized vending machine, ASSU figures show"

Charlie Curnin and Tejas Athni/The Stanford Daily

"Student government leaders from 76 colleges express opposition to DeVos’s Title IX changes"

Kojo Worai Osei

"Faculty Senate hears from ASSU Execs, panel on ‘Stanford as a global university’"

Melissa Santos/The Stanford Daily

"Disabilities Awareness Week wraps up with rally for disability community center"

Evan Peng/The Stanford Daily
CABINET PROJECTS

assu.stanford.edu
Our mission over the past year was to advocate alongside community center staff and their respective communities in an effort to support achieving their goals. We sought to act as a communication line across stakeholders and conduct outreach to Stanford members, like graduate students, who may not integrate into the community through New Student Orientation or related experiences. We have held administrators accountable to their promise of increased support for community centers and we have strived to demonstrate the significance of the work each center on our campus performs every day.

This term we have spent a lot of time specifically on improving institutionalized diversity training at Stanford. Winter quarter we surveyed the student body on their experiences in the classroom and/or microaggressions in the classroom. Spring quarter we are analyzing and putting together a report to share the diverse experiences marginalized students face in the classroom. We hope this report will demonstrate areas of improvement, particularly with respect to faculty interactions, and administrator interactions. Ultimately, we will use this survey to advocate for student needs with other stakeholders in VPTL.
Our main initiative in this area during the term was our outreach to VSOs and other student stakeholders regarding event planning and campus dialogue. We received great feedback from students and formed important relationships with campus leaders and administrators to understand what's possible and what might be effective in terms of policy changes to promote open, respectful dialogue and debate.

We have introduced two bills in the legislative bodies and continue to work with the graduate and undergraduate legislative bodies on the potential implementation of ideas like an event preamble for invited speaker events, based on feedback from VSOs and ASSU Leadership.

Other work this term focused on ensuring student representation in university policymaking. We've worked hard to make sure students have a voice in ongoing processes related to Cardinal Conversations, the Acts of Intolerance protocol, and other important administration initiatives and processes.
One of our most significant efforts this year was organizing students around proposed federal Title IX regulations. We created a toolkit that was shared with students at over 50 other campuses and we made the toolkit open access so other students could submit tools they had found useful, discussed engagement strategies we were employing, and sought advice from others. Our efforts to amplify student voice and understanding during the Notice and Comment period received national coverage.

We met with the Provost and her team to address how the proposed Title IX regulations would affect the Stanford student body.

We also worked to bring rape-kit testing to Stanford Hospital next year and to increase funding within the 2020 contract renewal for emergency services to graduate students and their spouses experiencing IPV.

“...students at Stanford and across the country won't stand by while the Department of Education tries to further erode an already imperfect system.”

- Maia Brockbank
Title IX Notice & Comment

The Notice and Comment process is a way to submit feedback on proposed federal government regulations. In Nov. 2018, Secretary of Education Betsy DeVos released proposed Title IX regulations that represented a significant shift in the rights of students; therefore, we mobilized to ensure our community was educated and equipped with the tools to participate in the comment process. Some of the many actions we undertook during the Notice and Comment period are listed below:

- The Undergraduate Senate and Graduate Student Council unanimously passed our resolution to submit a comment on behalf of the ASSU, outlining changes that would be harmful for our campus community.
- The ASSU Sexual Violence Prevention Coalition wrote a comment that was co-signed by 1159 Stanford students in less than one week.
- We held workshops for students to drop-in and learn about the proposed changes and their consequences to educate students. We also answered questions from those who attended and presented on tips to write an effective comment.
- We created a toolkit for students at any institution to utilize as they wrote comments to submit during the 60 day notice and comment period. Our toolkit was covered nationally by the National Campus Leadership Council.

More info here.

"When Secretary DeVos released her proposed guidelines, we discovered immediately that they were a blatant attack on the rights and services for survivors of sexual violence and designed to silence and deny their pain."

- Maia Brockbank
  Co-Director, Sexual Violence Prevention

A full list of the actions undertaken by the Executives, Cabinet and the ASSU Sexual Violence Prevention Coalition can be found here.
One significant event from this year was sending a delegation to the 2nd Annual Intercollegiate Mental Health Conference, researching various campus resources and presenting a poster on practices at Stanford at the conference. Other successes from the term include various workshops and independently organized events around the theme of mental health.

Earlier in the term we held a workshop for students, along with support from the FLI community & established a team of individuals interested in changing campus mental health culture. We distributed & analyzed data from a mental health survey about current student experiences, outcomes, and pain points, and talked with various independent activists, administrators, and group leaders on campus about the programs in mental health care.

We created a preliminary list of questions/possible initiatives to find diverse narratives and experiences around campus mental health, and are working out collaborations with the Department of Psychiatry and Behavioral Sciences, student groups like SAAAC, and other independent student activists. We're also in discussions with CAPS about improving communication around campus mental health and resources.
We launched our work this year with an environmental justice mixer hosted at the Stanford Educational Farm. We invited various student groups with interests and advocacy work in sustainability and environmental justice to present about their work and stay in touch with other leaders on campus. It was inspiring to hear the desires of both staff and faculty to stay more connected, and it helped draw feedback for ideas for the Sustainability Design Team, commissioned as part of the Long Range Planning process. It also helped the Environmental Justice (EJ) Working Group, a collaboration of students and faculty, spread awareness and gain support for its proposal to hire more environmental justice-related faculty and establish a research center dedicated to these issues as well.

Other initiatives included conducting a survey for SHPRC to offer reusable menstrual products (period underwear now available), advocating for a sustainability training during Student Staff training, working with TAP to publicize their compostable items for student purchase and institute a "bring your own mug" discount, supporting the EJ Working group's petition to hire more faculty, and helping publicize and plan sustainability events, such as the GSC & Roble Reuse clothing swap and brunch.
The most significant barrier to inclusive academics identified for FLI students was the high fees required to enroll in specific classes and unexpected material costs, like art supplies or electronic materials without financial aid. We started this term by researching the classes that have course fees and material costs, finding the relevant stakeholders, and connecting the interested parties to increase communication on course fees and material costs. We have sent a survey on this topic to all students and have compiled the results of the 429 respondents in a proposal that shows need and possible solutions to said needs of all students. We have connected with the Vice Provost of Undergraduate Education and a committee looking into course fees in hopes that the relevant policy may change.

We have also co-sponsored a bill in the ASSU Undergraduate Senate and Graduate Student Council to ensure that our student government continues this work next year and supports administrative committees. Further information can be found here.
This winter we teamed up with the Equity and Inclusion office at the School of Engineering to explore how to extend the initiative of “What I Wish My Professors Knew” to the engineering graduate community. We held two meet-ups for students in March to provide a safe space so that underrepresented students could collectively discuss how to get their voices and stories heard by faculty. We formulated a list of actionable items by the end of the conversations. We will work with the SoE administration to implements these ideas, including: advocating for an annual use of an Individual Development Plan (IDP) between advisors and advisees; developing a Best Practice document on how to create an inclusive academic environment to be shared with faculty.

We invited panelists from a very diverse background, experiences and disciplines, including current graduate students & alumni to help undergraduate students who do not know about graduate education to learn about graduate schools from a realistic perspective. We got cosponsors from many offices across the campus including School of Humanities and Sciences, School of Engineering, FLI office & D-Gen office.
Frank Mondelli & Bryce Tuttle

This year, Disability Advocacy lead the campaign to establish a permanent disability community center on campus. In the process of doing so we established Disability Equity Now, an advocacy organization that serves as an accessible portal to campus activism for members of the community. Over the course of the year, we have demonstrated that there is strong student interest in a permanent community center both from the disability community and from allies. The disability community center issue has been pushed from the periphery to become a major campus issue of student concern. Through these combined efforts, we have been able to build a strong foundation for a community center proposal to be submitted once the new process opens in Fall 2019.

We also consulted with disability studies-related faculty members to create course plans, worked with departmental leads to find short-term placements for designed disability studies courses, and continued efforts to ensure that Introduction to Disability Studies is taught every year despite faculty transitions. Further, we raised funds and planned logistics for an international 60-person academic conference, establishing a VSO for sustainability in the process of doing so. We also held a variety of community events, including Disability Awareness Week, a disability festival film screening, and several community mixers.
Disability Community Center

We've been fighting hard for a disability community center. Our petition asking the community to support a permanent center with a full-time staff member collected over 700 signatures within 24 hours. By the end of the week, we gathered signatures from 1,200+ student leaders and allies of Stanford’s disability community.

- We brought 30+ students to the committee on “Centers of Community and Belonging for Students”. Members of the disability community and their allies communicated their heartfelt belief that a disability community center is crucial to the wellbeing of Stanford’s disability community.

- We launched our community action platform, Disability Equity Now, which has since become a full-scale social media and email campaign to facilitate action on disability issues.

- Disability Equity Now hosted its first event, the Rally for Disability Equity, in White Plaza as part of Disability Awareness Week. Activists, allies, and members of the community spoke out and demanded that Stanford treat students with disabilities equitably.

“We know that when Stanford becomes a better place for the disability community, it becomes a better place for all students.”

-Bryce Tuttle
Co-Director of Disability Advocacy
One initiative we are especially proud of from this term is the outreach we did to the incoming, current, and future coterminous student body on housing concerns. We are investigating housing inequities associated with searching, attaining, and sustaining graduate housing using a qualitative and quantitative approach.

We gathered over 100 responses from coterminous students on campus and hope to use this data in conversation with relevant campus stakeholders such as the new Escondido Village Graduate Residences to advocate for more proactive planning as it relates to graduate student affordability.

Over the past year we have also spent a lot of time collaborating with ResEd to modify the staff training curriculum for Fall 2019-2020 to improve training on topics such as inclusion of students with disabilities and pay-gap conversations.
SENATE, GSC, SSE PROJECTS
This past year, the Undergraduate Senate (UGS) has focused on supporting student groups and improving transparency in student government processes.

In the beginning of this year, the UGS partnered with campus administrators to put on a Mental Health Town Hall that gave students a chance to voice their concerns regarding mental health and mental health resources on campus. Senators have continued to work with these parties in order to improve CAPS’ relationship with first year students by expanding CAPS outreach programs for the next academic year.

Throughout the year, Senators have pursued personal projects regarding on-campus issues such as addressing the concern around police presence on campus, advocating for the FLI community regarding food insecurity and course fees, creating a Carta-like clubs directory, supporting the service workers on campus in preparation for contract negotiations this upcoming summer, and fighting PHE and ETA pay inequity.

Regarding transparency, Senators have supported projects to reform the ASSU constitution and implement mandatory annual reports from each Senator. To learn more about the work each Senator has done this year, look out for these reports on the ASSU website at the end of this term.
As part of our ongoing mission to advocate for graduate student life, the 2018-2019 GSC worked to improve graduate student mental healthcare access and financial stability while also carrying out our daily advocacy functions.

**Graduate Student Council**

The Graduate Student Council meets Wednesdays at 6pm at the Graduate Community Center, Nairobi Room

During the fall quarter, we hosted a town hall meeting on graduate student mental health/wellness and on affordability/financial stability. These meetings brought together community members and university leaders for a productive discussion about the most pressing issues for graduate students at Stanford. As a result of these meetings, the GSC formed two working groups to investigate solutions to the mental health and affordability issues facing graduate students. These working groups are currently completing their final reports and devising a list of requests to present to university leadership.

We also reaffirmed our commitment to promoting diversity and inclusion at Stanford, approved additional funding for graduate student families, and supported efforts to reform the ASSU constitution.

The GSC has hosted a number of events for all grad students, the most popular being our Thanksgiving Dinner in November (thank you to Provost Drell for sponsoring this event!) and our Valentine’s Day Party (co-organized with the EV CAs).
Stanford Student Enterprises

CLOSING OF ADS DIV.

After much consideration and in the service of making sure our enterprises serve students in the best way we can, we have decided to close the Ads Division. Over the years, we’ve offered print products from the Unofficial Guide and Stanford Directory to the Stanford Calendar and Campus Map.

CARDINAL LABS

We have two goals as a new enterprise: partner with on-campus departments and off-campus startups looking for intuitively designed websites and mobile apps, and combine technical training with an eye for clean design to offer students hands-on experience with creative project management while delivering fluid tech solutions.

STUDENT STORE SPRING LINE

Spearheaded by our Store Design and Marketing Manager, Jesse Morris ’21, the Student Store will be offering 5 new products inspired by the 70’s California aesthetic. These products, as well as our products from our second product launch mid-Spring quarter, will be featured in-store (first floor of Tresidder in between Jamba and Starbucks), online, and at our pop-up mobiles throughout the quarter.

STANFORD CONSULTING

Stanford Consulting has had an exciting year of cases! One case for Citi Ventures took one of the teams all the way to Japan! Since January, Consulting has worked with companies such as Google, Tajin, Mulesoft, and others. If you’re interested in becoming a consultant on one of the teams, look out for their recruiting schedule coming out in early Fall Quarter 2019.
### ASSU/SSE Rebranding

#### "Have you heard of any of the following ASSU initiatives?"

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Responses</th>
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<tbody>
<tr>
<td>Emergency Contraceptives Machine (Old Union)</td>
<td>186</td>
</tr>
<tr>
<td>Title IX Notice &amp; Comment</td>
<td>183</td>
</tr>
<tr>
<td>Mental Health Town Hall</td>
<td>170</td>
</tr>
<tr>
<td>Spring Break Meals</td>
<td>113</td>
</tr>
<tr>
<td>Disability Equity Now</td>
<td>97</td>
</tr>
<tr>
<td>I haven't heard of any of these</td>
<td>75</td>
</tr>
<tr>
<td>Callisto</td>
<td>69</td>
</tr>
</tbody>
</table>

ASSU and SSE are currently undergoing a two-year rebranding effort. The results of this survey will inform our rebranding plan, including new logos.

#### "Have you heard of Stanford Student Enterprises? If so, what do you know SSE as?"

<table>
<thead>
<tr>
<th>Knowledge of SSE</th>
<th>Responses</th>
</tr>
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<tbody>
<tr>
<td>I have never heard of SSE</td>
<td>175</td>
</tr>
<tr>
<td>The place I go to for checks for club finances</td>
<td>123</td>
</tr>
<tr>
<td>An organization located in Old Union</td>
<td>114</td>
</tr>
<tr>
<td>A student group</td>
<td>106</td>
</tr>
<tr>
<td>Where students can get real work experience</td>
<td>28</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
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44% undergraduate responses

56% of students responded to the survey.

44% graduate responses

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