

# ASSU Priorities for ResX Task Force

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**Disabilities**

**Academic  
Diversity &  
Freedom**

**Mental Health &  
Wellness**

**Community  
Centers  
& Diversity**

# **ASSU Executive Cabinet Focus Areas**

**Environmental  
Justice &  
Sustainability**

**Sexual Violence**

**Housing Equity**



# Community and Belonging

A sense of belonging while in college is associated with **academic success, increased motivation,** and **physical and emotional wellbeing.**

From engineering to the humanities, **many students worry that they are struggling more than others** around them and will not fit in at Stanford if they acknowledge those concerns--the Stanford Duck Syndrome.

**Residential communities provide opportunities for engaging positively with other students outside of traditional classroom settings.** We propose that the ResX Task Force focus on supporting the development of healthy dorm-level interpersonal relationships.

# Community and Belonging

- Enable choice and flexibility to support student-driven communities
- Intentional about themes and who gets a house
- Overcome stereotypes around freshman housing options
- Support a diversity of communities and spaces
- Emphasize environmental justice and sustainability impacts on the community

# Inclusivity

Recent energy on campus around the creation of new community spaces and resource centers centered on different identities highlights the importance of inclusivity to students. **Growing communities of students associated with identities historically marginalized in academia seek recognition and acceptance.**

The Stanford residential experience should uplift the diversity of voices in our campus community, with dorms or houses **promoting interactions** between students of different backgrounds, developing **intentional community settings** that are welcoming to students from historically marginalized backgrounds, and **providing leadership and engagement opportunities** for all students regardless of financial status or disability.

# Inclusivity

- Equity in amenities across campus will enable more diverse communities
- Avoid over-reliance on neighborhoods to provide everything
- The Row perpetuates toxic masculinity and centers white, male voices
- Cotermis cannot continue to be the forgotten population
- Equity in pay for all student staff positions
- Most residences are physically exclusive to students with disabilities

# Wellness

In considering health and wellbeing at Stanford, we looked to the World Health Organization's definition of wellness. This definition emphasized two key focal points, which we expanded upon specific to our campus community:

1. **Realization of one's greatest potential:** economically, environmentally, intellectually, spiritually, socially, psychologically, and physically
2. **Fulfillment of one's expected or desired individual roles:** within families, communities, spiritual settings, learning environments, workplaces, and elsewhere

**Undergraduate residential community plays a substantial part in guiding conceptions of wellness,** and must support student exploration and health in these areas to help students reach their individual goals.

# Wellness

- Don't limit to just “academic” learning in the residences
- Build mentorship and social support into the residential experience
- The residence should be idealized as a safe home for every single student
- Minimize number of students who are unassigned in the draw

# Foundations for Success

To accomplish these goals, Stanford will need a strong and well-trained team committed to engaging with and responding to diverse student needs.

**Presently, the training received by student staff and RFs does not meet the needs of students living in undergraduate residences.** Future training should include self-awareness components as well as opportunities to practice using learned skills, such as implicit bias training, disability awareness, and practical training in facilitating discussions.

Similarly, the future structure of Residential Education should **prioritize accountability** and **encourage partnerships** with other offices and student-driven initiatives.

# Foundations for Success

- Restructuring ResEd's relationships
- Accountability and communication
- Remedying lack of funding
- RFs set the tone for a residence - with oversight and guidance

# Highest Priority: Overhaul of Staff Training

- Respect and collaborate with subject matter experts in developing training
- Interweave content into the RA training class, similar to the PHE class, to better prepare students for situations that may arise
- Equal pay for equal work
- Better equip staff to navigate free speech, accessibility and disability conversations
- Staff must model our community norms - basic understanding of why diversity is important and how to foster it is a must

# Q & A

Follow-up questions?  
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