

## 1. Compensation

- a. Raise the compensation for Resident Advisers, to accurately reflect the total number of hours we work and the rigor of our duties.
- b. Compensate Resident Advisers for the time it takes to complete required training.
- c. Allow Resident Advisers to collect their earnings for working over term breaks before school is resumed.
- d. Allow for flexibility within the Resident Adviser meal plan.

## 2. Training

- a. Remove Spring class from the Resident Advisor requirements
- b. Revise current training content to include education on social justice issues taught by professionals who specialize in having conversations surrounding identity.
- c. Provide adequate and timely training to Resident Advisers who are hired in the middle of the academic year.

## 3. Security

- a. Install an external gate around Highland Hall to minimize the access people have to it and reduce the risk of trespassers
- b. Address ongoing building concerns which threaten the health and safety of both residents and Resident advisers.

## 4. Duties

- a. Standardize the required duties of Resident Advisers despite the variation in community size.
- b. Allow Resident Advisers to hold off campus jobs and positions in extracurricular activities without having to ask permission.
- c. Reevaluate the end-of- and start-of-quarter responsibilities implemented by University Residences.

## 5. Social Equity and Inclusion

- a. The immediate implementation of religious tolerance and accommodations within University Residences
- b. Trainings on, and enforcement and implementation of, gender-inclusive policies and languages, as well as adding additional gender inclusive housing options
- c. Recognize and take steps to fix accessibility issues within residence halls
- d. Immediately cease problematic and tokenizing tendencies in University Residences in trainings, programming, recruitment, and advertisements
- e. Offer an alternative to the Identity Wheel program from REM 3
- f. Stop prioritizing male-identifying Resident Advisers for hiring when it is not necessary to do so
- g. Develop a departmental policy that reflects and acknowledges that oppressive behavior exists and works actively against these behaviors in residents by providing departmental avenues for access to conversations combating oppression

## 6. Communication

- a. Implement a feedback system where Resident Advisers can submit comments and concerns without having to go through their Resident Director
- b. Create an evaluation system wherein residents can comment on issues in the residence halls that they do not feel comfortable bringing to their Resident Advisers
- c. Develop and implement policies that prioritize communicating with Resident Advisers about the on goings in their communities and any concerns they may have
- d. Establish a timeline for midyear RA hires and increase transparency about the midyear RA hiring process

## 7. Personnel and Management

- a. Allow Resident Advisers and students-at-large to serve on all hiring committees for positions within University Residences
- b. Establish a formal committee, that is accountable to students and positions outside of University Residences, designed to deal with issues concerning University Residences and allow Resident Advisers and students-at-large to serve on it
- c. Standardize treatment of residents when it comes to Incident Reports and subsequent disciplinary action
- d. Immediately dismiss professional and classified staff that emotionally, mentally, and/or physically abuse or intimidate students and Resident Advisers

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highlighted in yellow- "accomplished"

highlighted in red- started to be addressed