

The logo for RESX, with 'RES' in dark grey and 'X' in red.

**TASK FORCE FINAL REPORT:  
OUR **VISION** FOR STANFORD'S  
UNDERGRADUATE RESIDENCES**

**DECEMBER 21, 2018**

SUBMITTED BY THE RESX TASK FORCE

(This page intentionally left blank.)

# ResX Task Force Final Report: Our Vision for Stanford’s Undergraduate Residences

## Table of Contents

- I. Executive Summary 2
- II. ResX Charge 3
- III. Our Vision for a New Residential System 9
- IV. Recommendations
  - A. Frosh Housing and the Neighborhood Concept 13
  - B. Components of the Neighborhood Concept 15
  - C. Housing Assignment Recommendations 21
  - D. Staffing Recommendations 27
- V. Costs, Benefits, Tradeoffs and Other Considerations
  - A. The Cost of Too Much Choice 33
  - B. Frosh Housing Considerations 35
  - C. Existing Upper-Class Communities 38
  - D. Housing Assignments 41
  - E. Housing Stock 43
- VI. Bibliography 46
- VII. Appendices 47

## Part I: Executive Summary

What the 1994 Stanford Commission on Undergraduate Education (CUE) did for the classroom, ResX will do for the undergraduate residential experience for the next quarter century. We are building on the principles of health and well-being, belonging and community, and intellectual and personal growth of our students to help achieve Stanford's overarching goals for an outstanding undergraduate education.

**1. Stanford can do more to realize the full potential of the residential experience for our students, and we can be more deliberate in creating residential communities that will nurture students' personal and intellectual growth. Although Stanford provides an exceptional education and enormous breadth of opportunities for its undergraduates, the University will endeavor to continually improve the quality and impact of its education for all its students.**

- The Provost commissioned the ResX Task Force in spring 2018 to determine the ideal housing configurations for first-year students, explore and define the "neighborhood concept," identify appropriate staffing structures, and improve the housing assignment processes.
- In order to achieve this goal, the task force undertook a deliberate, comprehensive, responsive and inclusive process that included research, community meetings, site visits, interviews and focus groups.

**2. The task force has determined that the guiding concept for the Stanford residential experience shall be the "neighborhood." Consisting of a well-defined and coherent cluster of housing units and related programmatic approaches, the neighborhood will become the central locus for a Stanford undergraduate residential experience.**

- Each neighborhood will foster continuity during students' four years at Stanford, allowing them to deepen friendships and enrich relationships, as well as offering the creative challenges and rich learning opportunities that come from citizenship in a diverse community.
- The neighborhood model represents a distinctly Stanford approach to the residential experience that will both take advantage of the University's existing housing stock and provide a blueprint for the future. This vision will guide future construction and growth, create and enhance housing, connect residences and provide shared facilities for learning, arts, recreation and dining.
- Campus housing would be divided into approximately 10 to 14 neighborhoods, largely based on existing communities. Each neighborhood would have about 700

undergraduate students. Students would be citizens of one neighborhood throughout their time at Stanford. First-year students would receive their neighborhood assignment before they arrive on campus. Most will reside in all-frosh dorms, with options to reside in a small number of thematic multi-class dorms.

- As Stanford renovates and builds campus neighborhoods, they will be different from one another. A valuable hallmark of our current housing is its quirky nature that makes Stanford, Stanford, and our idiosyncratic elements live on for decades. These combine for unique Stanford experiences, qualities and traditions that we want to encourage and expand, not control, as we develop neighborhoods and their character.
- 3. The housing assignment system should be optimized to increase continuity in neighborhoods, and current occupancy requirements should be relaxed. Simplicity and fairness should be hallmarks of a system that supports the goals of Stanford's residential experience and education for students. The housing draw and tiers system, as we now know it, will be retired and replaced.**
  - 4. In meeting with students and alumni, the task force found universal concurrence: the deep value of the roles of Resident Fellows and Resident Assistants and an appreciation of their relationships with students. Thus, the RF and RA roles must be maintained, amplified and supported. All student staff positions should receive equal compensation. Student staff positions will be "RA+" or "ETA+" positions. Each student staff position will have a specialty.**
  - 5. With the re-conceptualization of University Theme Houses and the ability to create Neighborhood Theme Houses, a large amount of choice will remain in the housing system, but it will take on a different character than what we currently have. No peer institutions offer this level of student agency while providing a foundation of community continuity. ResX does not address all issues of the residential education experience, and the task force recommends further study.**
    - Housed Greek organizations have provided rich and meaningful experiences for generations of Stanford students. In the context of a new residential model, they pose unique issues that require further study. These issues include: the timing of rush; 100 percent residential self-selection; the need for equitable access to housing for chapters, and three years guaranteed housing on the Row (for some). These issues will be reviewed by a separate group that should work within the framework of the proposed ResX recommendations for the residential experience.
    - The Provost determined that the question of overall residential governance required special consideration, separate and apart from the ResX process. While the task

force's work informs the governance decisions, the Provost commissioned a group of external consultants to review the current governance structure around undergraduate residences. The task force feels addressing governance will be essential to realizing the ResX vision.

## Part II: ResX Charge

Stanford provides an exceptional education and enormous breadth of opportunities for its undergraduates, and the institution endeavors continually to improve the quality and impact of its education for all students. Although we have progressed in many areas, the undergraduate residential experience is still not where we would like it to be to achieve our goals for undergraduate education.

There is much to celebrate in Stanford's residential experience and much that makes it unique. Significant resources and dedicated staff in multiple organizations are devoted to this area, and many students find transformative communities and productive educational experiences in their dorms. Nonetheless, as an institution, we have not articulated a clear and consistent vision for the residential experience, nor have we always been as intentional as we could be for the role of residences over the four years of a student's education.

Stanford can do more to realize the full potential of the residential experience, and we can be more deliberate in creating residential communities that will nurture students' personal and intellectual growth. Our specific residential programs often are excellent, but it is sometimes unclear how they contribute to the broader aims of the University's mission, the health and success of the overall residential ecosystem, or students' educational and personal journey during their time at Stanford.

As Stanford looks to build new housing and considers class expansion, the need for a comprehensive vision of the undergraduate residential experience has become increasingly urgent. This need led the Provost to empanel and commission the ResX Task Force in spring 2018 as part of the University's Long-Range Planning process. The Provost charged the task force with developing an overarching vision and articulating a four-year arc for the undergraduate residential experience. This vision should seek to build an environment that will successfully carry students from their first introduction to Stanford as frosh through their preparations to leave when they graduate.

### The Charge

The Provost named four specific areas for the task force to determine the optimal structures that would support the overall vision and a four-year trajectory for a quality residential education. The Provost charged the task force to determine the:

1. **Ideal housing configurations for first-year students**, whether this would be all-frosh dorms, four-class residences or frosh/sophomore arrangements.

2. **Ideal neighborhood concept** that prioritizes community and belonging and defines the right balance of students with accessible common spaces, dining and other resources.
3. **Ideal staffing structures**, including the roles of faculty, professional and student staff.
4. **Ideal housing assignment processes** for rising sophomores, juniors, and seniors that support the vision and goals of the residential experience.

Finally, the Provost asked the task force to formulate recommendations for governance structures and approaches that will support our near- and long-term goals.

## The Task Force

The team the Provost enlisted to serve on the ResX Task Force consisted of faculty, students, staff, alumni and a Stanford parent. The selected faculty included those who have served or are currently serving as Resident Fellows, as well as faculty who have been deeply involved in the undergraduate experience including the work of the Study of Undergraduate Education at Stanford and the research related to undergraduate residences. Similarly, the alumni and student members have been invested not only in the Stanford undergraduate experience but in determining how the residences best figure in that experience.

The ResX Task Force initially convened on June 4, 2018, with the following members:

- Susie Brubaker-Cole, vice provost for student affairs, ResX Task Force co-chair
- Harry Elam, senior vice provost for education, ResX Task Force co-chair
- Sarah Billington, professor of civil and environmental engineering
- Bryan Brown, associate professor of education, associate dean for student affairs in the Graduate School of Education, resident fellow in Meier and Naranja
- Angela Filo, alumna and member of the Stanford Board of Trustees
- Phillip Malone, professor of law and a former resident fellow in Otero
- Jesse Rogers, alumnus, Stanford parent, and co-founder and managing director of Altamont Capital Partners, a private equity firm
- Elaine Treharne, professor of English and a resident fellow in Ng House
- Ravi Vakil, professor of mathematics
- Jamil Zaki, assistant professor of psychology
- Neel Guha, undergraduate student and member of the Committee on Residential Learning
- Kamina Wilkerson, undergraduate student and resident assistant



- An additional Nominations Committee approved student was selected for the task force after Guha and Wilkerson graduated. This student eventually declined the appointment because of extensive time commitments.
- Jennifer Calvert, assistant vice provost for strategy and assessment, resident fellow in Freshman-Sophomore College (staff to ResX Task Force)
- Rohin Deb, chief of staff for the senior vice provost for education (staff to ResX Task Force)

## **An Inclusive Process**

The approach of the task force in carrying out its charge was deliberate, comprehensive, responsive and inclusive. Over the course of six months, the group met with more than 500 students, alumni, faculty, and staff (see Appendix A) and it received some 600 pieces of unique feedback through the ResX website ([resx.stanford.edu](http://resx.stanford.edu)) in addition to reviewing 493 long-range planning proposals.

The task force invited the entire undergraduate student population to request meetings if they desired, and it met with every group or individual who requested a meeting. Early in the process the group visited Harvard University, Yale College, and Dartmouth College and later in the process Rice University. The task force reviewed extensive data from Stanford units including Institutional Research and Decision Support, Residential & Dining Enterprises, Residential Education and Residential Programs. It also reviewed data collected from residential focus groups through the Vice Provost for Undergraduate Education.

## **Extensive Research**

In addition, the group reviewed prior Stanford studies and presentations on the residences including the Stanford Study of Undergraduate Education, 1955-1957; Study of Education at Stanford, 1968; Ad Hoc Committee on Residential Education (Mayhew Report), 1971; Study of Residential Life (Packer Report), 1971; Commission on Undergraduate Education, 1994; and Study of Undergraduate Education at Stanford, 2012. The group commissioned and studied an extensive literature review of research examining residential learning on college campuses, and met with the members of the Residential Cabinet and Stanford alumni.

Finally, the Provost determined that the question of overall governance required special consideration, separate and apart from the ResX process. While the task force's work informs the governance decisions, the Provost also commissioned a group of external consultants to review the current governance structure for the undergraduate residences. The results of that work were independently submitted to the Provost. The task force feels addressing governance will be essential to realizing the ResX vision (see Appendix A).

## Part III: Our Vision for a New Residential System

Above all, ResX aims to ensure the residential system makes a vital contribution to Stanford's overarching goals for undergraduate education. The 2012 Study of Undergraduate Education at Stanford (SUES) report, recently reconfirmed by undergraduate school deans and vice provosts, articulated these goals that continue to serve as the foundation for a Stanford education:

- **Owning Knowledge** through both specialized and general studies, which interact in a reciprocal process of understanding and engaging the world through diverse disciplinary methods and lenses.
- **Honing Skills and Capacities** such as communication and varied modes of analytical and creative thinking, developed across diverse contexts and applications throughout a student's education.
- **Cultivating Personal and Social Responsibility** through opportunities to learn and practice civic engagement, ethical decision making, interaction across difference and collaboration to understand the broad stakes of citizenship and community membership.
- **Adaptive Learning** through developing the capacity both to integrate old experiences with new and to adapt knowledge and skills to novel and changing circumstances.

The residential experience plays a critical educational role by supporting and enabling these four goals for undergraduate education. Through living and learning together in the residences, students can grow in their ability to understand and negotiate difference and can prepare for the complexities of global citizenship. As they interact substantively and regularly with other students of differing backgrounds, interests and beliefs, they can develop increased self-awareness, enrich empathy, deepen appreciation for community and broaden intellectual perspectives.

### Unique Spaces

Stanford residences constitute unique spaces and opportunities for engaging the whole student, for recognizing how health and well-being contribute directly to the academic mission and for enabling all students to reach their full potential. The residential experience, therefore, is one that encompasses and incorporates mind, body and spirit; individual and collective responsibility; and self-awareness and community-mindedness.

Under the recommendations of the task force, residential neighborhoods will provide the physical and program structures integrated to achieve the desired residential contributions to undergraduate education at Stanford. Neighborhoods will include a diverse array of programs — cultural, academic and social — that will enable students, faculty and staff to explore and apply ideas, interests and skills together. Neighborhoods will serve frosh, upper-class students, faculty, professional staff and distinguished affiliates, thus creating a new range of opportunities and intersections for all participants for learning, leadership, friendship and support.

Each neighborhood will foster continuity during students' four years at Stanford, allowing them to experience deepening friendships over time, as well as offering the creative challenges and rich learning opportunities that come from citizenship in a diverse community. Neighborhoods will also provide intensive support for well-being and belonging, which are essential for students to thrive and become powerful learners, both on campus and beyond.

## A Distinctly Stanford Approach

The neighborhood model represents a distinctly Stanford approach to the residential experience that will both take advantage of the University's existing housing stock and provide a blueprint for the future. This vision will guide future construction and growth, create and enhance housing, connect residences and provide shared facilities for learning, arts, recreation and dining. Neighborhoods will also consider outdoor spaces as essential to what it means to create community, well-being and fun at Stanford.

The overall ResX objective is to place the neighborhood at the center of students' experience outside of the classroom. Neighborhoods will enable the development of student-driven and student-centered communities, which are a long and strong Stanford tradition. The neighborhood model will foster continuity and stability that will be balanced by also enabling student choice.

## Key Principles for Decisions

As we move toward this future for the residential education experience, the task force has identified three key principles that should drive all decisions for building design, program structure and staffing configuration (Appendix B):

- **Health and Well-Being:** This principle encompasses health in the broadest sense, including students' emotional, social, physical, intellectual, behavioral and spiritual health. Health and well-being are more than the mere absence of illness; we want students to thrive and flourish under a broad range of health indicators (Keys, 2007).
- **Belonging and Community:** Belonging relates to students feeling that they are "seen" within their environment and that they feel connected, cared about, accepted, respected and valued (Strayhorn, 2012). Community expands that sense of belonging to collectively establishing a group's values and norms and respecting the importance of every individual and everyone's responsibility for contributing to a healthy and engaged group.
- **Intellectual and Personal Growth:** This incorporates the developmental processes and integrated learning that are essential for students to continuously develop as ethical citizens with critical minds to successfully meet the challenges of a complex and ever-changing world.

The task force believes these principles are at the core of our students' needs and are critical to the success of advancing the undergraduate experience at Stanford, especially through their residential experience. We are aware that these principles may be perceived

as an unnecessary “coddling” of students. We believe they are quite the opposite, that these principles form the foundational conditions for students to be powerful learners and contributing citizens at Stanford and beyond and that these principles are core to a Stanford education.

## Part IV: Recommendations

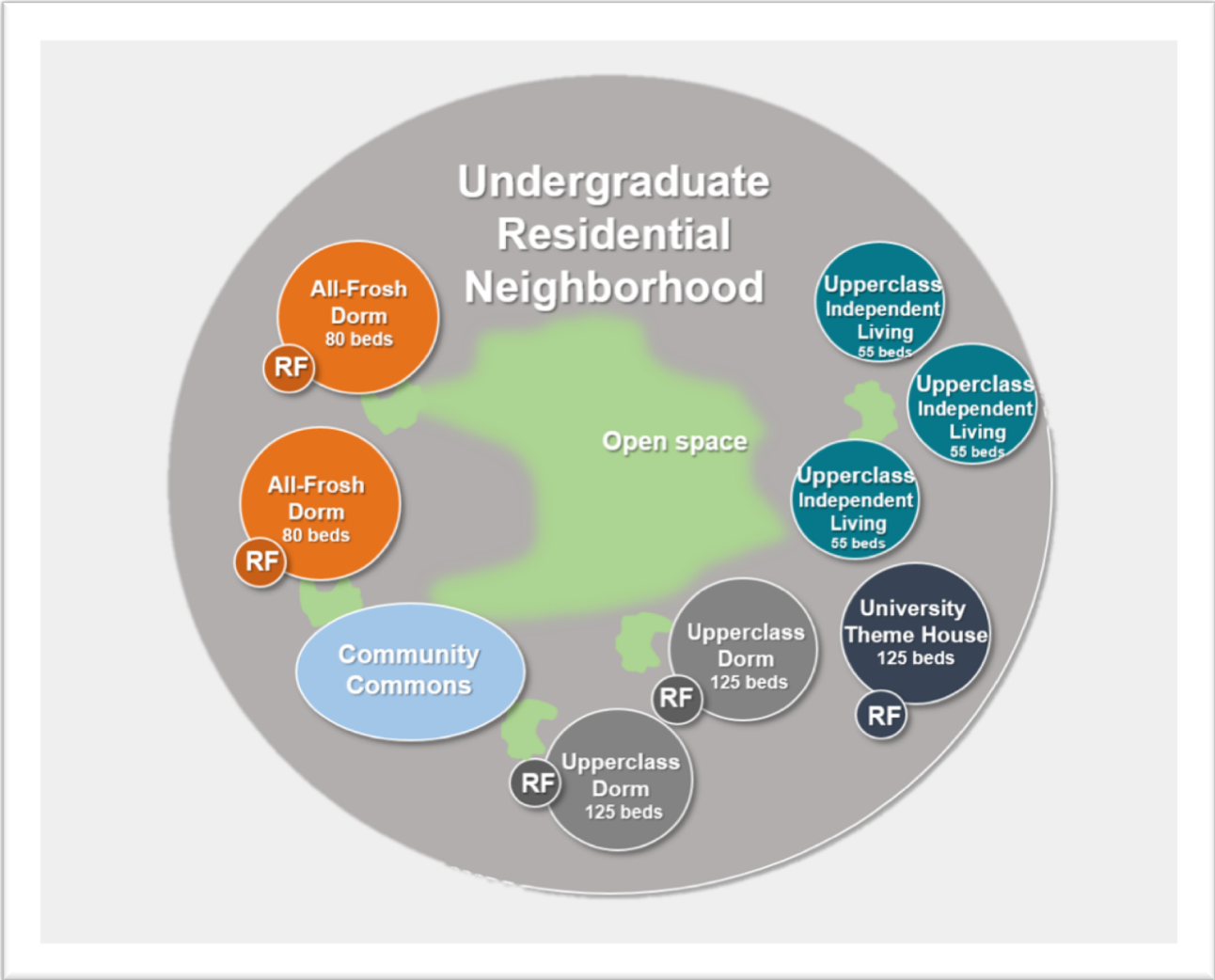
### A. Frosh Housing and the Neighborhood Concept Recommendations

At the core of the neighborhood are continuity, community and belonging. These work together to create the strongest conditions possible to nurture relationships for students, both with one another and with mentors, graduate students, faculty and professional staff living and working in the neighborhoods.

- a. The vast majority of frosh would be placed in all-frosh dorms in neighborhoods, with about 160 to 200 frosh per neighborhood, rather than being grouped together in a single all-frosh area of campus.
  - During the regular process for frosh housing assignments, incoming students would have the option to choose from a small number of intentional learning communities specifically involving frosh. University Theme Houses with frosh (UTH-F) will include ethnic theme dorms, Structured Liberal Education (SLE), the arts-based ITALIC (Immersion in the Arts: Living in Culture) and Freshman-Sophomore College (FroSoCo).
- b. Frosh housing must both provide a consistent and focused experience and the resources aimed at the specific needs and perspectives of first-year students.
  - The proposed frosh housing configuration will enable frosh to share their common experiences of transition and discovery and offer an increased network of support.
  - It will also leverage the experience, insights and exposure to upper-class students in each neighborhood, who can act as role models, mentors and beneficial influences.
  - The intense and positive experience of students in their first year will also contribute to a lifelong bonding with each other and to the University.
- c. Although this vision for frosh housing will improve the frosh experience, the task force also learned that our upper-class students face great challenges. Notably, we found that students' sense of belonging dropped drastically as they moved into upper-class housing (Residential Education, 2018, Appendix C).
  - We saw evidence and heard from our students that our current residence system creates a kind of homogeneity through self-selection over a student's

four years at Stanford. This detracts from the critical learning process that happens from living among others who are different from oneself.

- The neighborhood model should address the needs of upper-class students and promote community and belonging across class years.





## B. Components of the Neighborhood Concept

The guiding concept for the Stanford residential experience shall be the “neighborhood.” Consisting of a well-defined and coherent cluster of housing units and related programmatic approaches, the neighborhood will become the central locus for a Stanford undergraduate residential experience. Each neighborhood will foster continuity during students’ four years at Stanford, allowing them to deepen friendships and enrich relationships, as well as offering the creative challenges and rich learning opportunities that come from citizenship in a diverse community.

### 1. Broad components of the neighborhood concept

- a. Campus housing would be divided into approximately 10 to 14 neighborhoods, largely based on existing communities. Each neighborhood would have about 500 students from all four class years, plus University Theme Houses (UTH) discussed below. A full neighborhood will have a total of about 700 students.
- b. Students would be citizens of one neighborhood throughout their time at Stanford. Frosh would receive their neighborhood assignment before they arrive on campus.
- c. There will be primarily all-frosh housing for first-year students, with exceptions for UTH-Fs (e.g., ethnic theme dorms, SLE, ITALIC and FroSoCo). All-frosh houses would be no larger than 80 persons and would have a Resident Fellow (RF).
- d. Neighborhoods would also include upper-class houses with sophomores, juniors and seniors. These houses would be no larger than 125 persons and each would have an RF. Housing options and amenities for each student should improve year-over-year throughout students’ four years on campus.
- e. Neighborhoods would include UTHs that are campus-wide resources and thus available to any upper-class undergraduate student. UTHs would meet the following characteristics:
  - UTHs combined will comprise no more than 25 percent of the beds in one neighborhood.
  - UTHs will have an application process for all spaces in the house that is overseen by one or more RFs. This is an amplification of the current pre-assignment program and will allow UTHs to pre-assign 100 percent of the house.

- All UTHs will be overseen by a governing body to ensure high programming standards and continued relevance to the student population.
- f. The current UTH-Fs are the ethnic theme dorms, SLE, ITALIC and FroSoCo. These themed houses will follow these guidelines:
- They will go through a rigorous periodic review process to ensure there are sufficient resources and support for frosh.
  - They will contain at least 50 percent frosh as residents.
  - They will be a part of a frosh experience “community of practice” with all faculty, professional and student staff working with frosh, including collaborations with New Student Orientation, undergraduate advising and Frosh 101.
  - There will be no more than one UTH-F per neighborhood.
  - Frosh in UTH-Fs will be members of the neighborhood and will continue in that neighborhood throughout their college experience.
  - Frosh will not count in the 25 percent bed cap for UTHs in a neighborhood.
- g. In addition to UTHs, neighborhood students can design and develop Neighborhood Theme Houses (NTH).
- NTHs should be largely driven by student creativity and interests. Through NTHs, students and RFs have freedom to develop other kinds of themes or concentrations within their neighborhood that are approved by the student and faculty leadership of that neighborhood. RFs and the student leadership of a neighborhood will also have the authority to evaluate, modify and terminate NTHs over time.
  - It is critical that students are drivers and creators in these processes. Beds in NTHs would not count against the 25 percent limit for UTHs.
  - Residents of NTHs will be assigned through the regular housing assignment process of the neighborhood, not through an application process.
- h. Independent-living houses will be a component of each neighborhood. These houses, possibly with suites or kitchens, would have no more than 55 persons and would not have an RF.

- These houses would promote a more independent lifestyle and would be populated mostly by seniors in preparation for their leaving the University.
  - These houses could also function as Neighborhood Theme Houses.
- i. As Stanford renovates and builds campus neighborhoods, they should be different from one another. A valuable hallmark of our current housing is its quirky nature that makes Stanford, Stanford.
- Idiosyncratic elements live on for decades, such as the tradition that FloMo dining serves hand-dipped ice cream, that co-ops have their own gardens or that our students paint murals in their homes.
  - These are examples of unique Stanford experiences, qualities and traditions that we want to encourage and expand, not control, as we develop neighborhoods and their individual character.

## **2. Each neighborhood would have a community commons with shared amenities and shared gathering opportunities**

- a. Neighborhoods would each have a central kitchen and food service areas, with individual dining areas for each house. Special attention should be paid to the dining environment as a core place for developing community within the house.
- Dining in each neighborhood will be primarily for the residents of that neighborhood, but open to all undergraduates.
  - Each neighborhood would create a process to invite “dining affiliates,” who could be faculty, graduate students or staff, to be a part of the neighborhood and join in meals and in-house and neighborhood activities.
  - Persons who are not undergraduates or residents of the community or identified affiliates will generally not be able to dine in the neighborhood dining hall unless as guests of neighborhood residents.
- b. Distractions such as televisions should be kept to an absolute minimum, and shared spaces should be designed in a way that allows for easy conversation and encourages spending extra time in the space to study and connect with fellow housemates.

- c. Food should be available in the community commons outside of regular dining hours. This could be accomplished with neighborhood services such as a café, a student-run grill or a corner store.
- d. Community spaces should be flexible for multiple and varying uses, such as student organization meetings, social events, music practice rooms and other specialized spaces that can be repurposed. Examples could include a wellness space, performance stage, visiting artist's studio, multipurpose meeting room, art room, etc.
- e. Core neighborhood staff needs to have dedicated office spaces, such as those for Residence Deans and Academic Advising Directors. There also needs to be open offices available for CAPS (Counseling and Psychological Services), BEAM (Bridging Education, Ambition & Meaningful Work), the Office for Religious Life and other critical student support services.
- f. Resident Fellow apartments need to be attractive with sufficient space for a family. There needs to be distinct programmatic spaces and family spaces within the RF apartment. The most recent RF residences (Meier and Norcliffe) are good models for this vision.
- g. Each house needs to include a living space for a graduate student, and adequately sized to include a partner.
- h. A neighborhood should contain one or two extra suites for non-student adults who are visiting scholars, artists, or dignitaries.
- i. When possible, there should be accommodations for a Residence Dean to live in the neighborhood (not in specific houses and not as a replacement for an RF). These should be at least 2-bedroom/1-bath accommodations.
- j. Neighborhoods should include some regional amenities that could be shared by multiple neighborhoods within the same geographic area. These include places to purchase affordable fresh groceries, access to athletic facilities, and access to arts spaces.
- k. Neighborhoods should have a mailing address and secure location for students and staff to get mail and have lockers for package deliveries.
  - A common mail collection location for neighborhood residents provides more opportunities for unplanned path crossings and connections with students and staff.

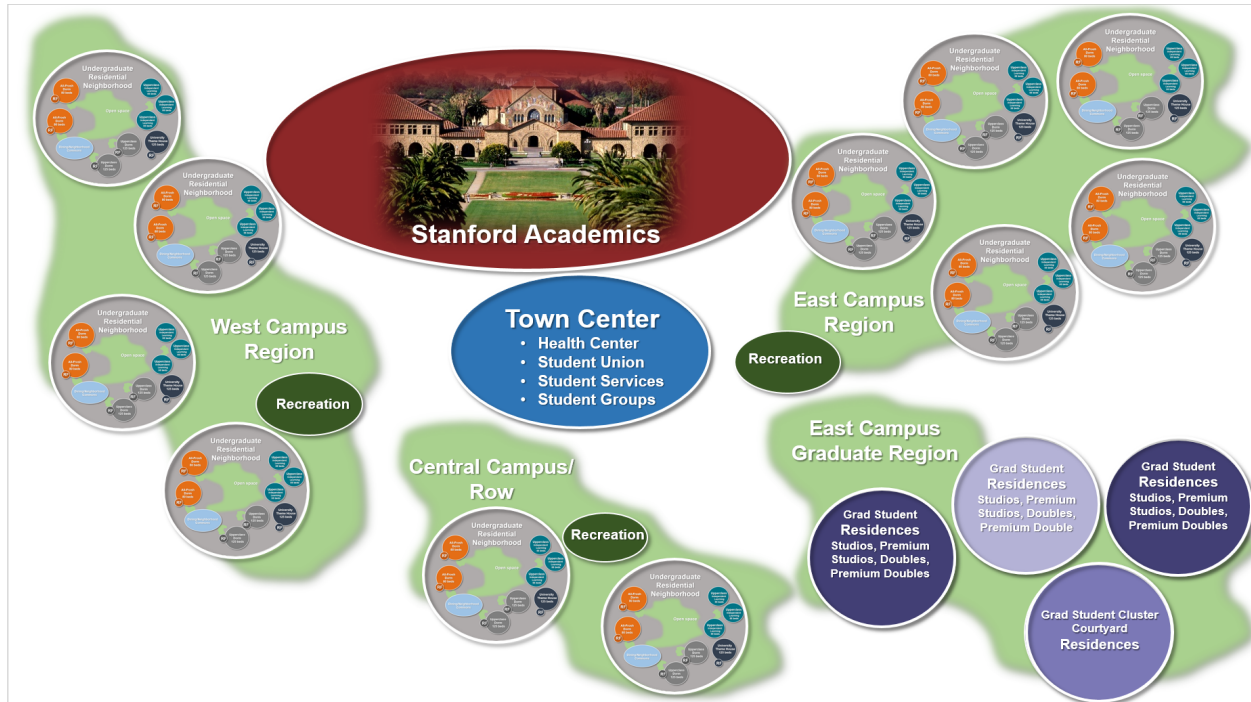
- We must rethink our campus infrastructure for mail and package delivery to reflect the dramatic changes in the online purchase and delivery of goods and services.

### **3. Programmatic components for neighborhood life**

- a. Each neighborhood should have a Community Council with an appointed RF chair that meets regularly with the staff members who support the neighborhood.
- b. Students in each neighborhood should have access to the community commons during most hours, especially the dining spaces.
- c. Each neighborhood should have the potential and space for different activities to happen regularly in the community center (e.g., performances, events, exhibitions, meetings, and lectures). Appropriate staffing will be required to provide coordinated programming both at the dorm and neighborhood levels.
- d. Each neighborhood should have significant opportunities for student participation and leadership beyond student RA roles. Additional roles could include a council of student staff, a student programming or neighborhood traditions board or other formats that can engage students and guide the activities and uses in the community center and shared spaces.
- e. The faculty and professional staff of a neighborhood should be as stable as possible to allow students to develop and maintain a continuous relationship with this team.
- f. Each house and neighborhood must have significant financial resources to execute the vision of ResX through programming. Our peer institutions serve as strong models for appropriate levels of funding.

### **4. Row Houses become part of the neighborhood**

- a. Every house currently known as a “Row House” would become part of a neighborhood. The ResX task force recommends a separate task force examine how Greek-letter organizations fit into the ResX framework.
  - a. Neighborhood residents could be assigned to those houses as a part of that neighborhood’s assignment process.



- b. New construction will present opportunities to place Row houses as close as possible to their neighborhoods in order to achieve the benefits from a neighborhood community.
- c. In the long term, neighborhoods would be built with Row-type houses and independent-living/apartment-style housing.
- d. Theme houses (Story, Casa Italiana, La Maison Française, Haus Mitteleuropa and Slavianskii Dom) would be considered part of a neighborhood and also function as a University Theme House, a resource available to the entire campus.
- e. Co-ops and self-operated (self-ops) houses would be considered non-theme neighborhood assets. There are currently seven co-op houses.
  - Each neighborhood should have a co-op house, and where necessary, two neighborhoods can share one house.
- f. The Resident Fellows of the neighborhood would oversee the staffing selection process for their affiliated independent and Row-type houses, and they would oversee the assignment process for UTHs in the neighborhood.

## C. Housing Assignment Recommendations

The housing assignment system supports continuity for students in their neighborhoods, and simplicity and fairness should be hallmarks of a system that supports the goals of Stanford's residential experience and education. The current complex housing draw and tiers system will be retired and replaced with a system that enhances students' experience with housing assignments rather than frustrates them and contributes to unintended consequences.

### 1. The housing assignment system should be optimized to increase continuity in neighborhoods, and current utilization requirements should be relaxed.

- a. Simplicity and fairness should be hallmarks of a system that supports the goals of Stanford's residential experience and education for students.
- b. The draw and tiers system as we now know it will be retired and replaced.
- c. Priority for housing assignment is based primarily upon academic class (as determined by entering cohort) and neighborhood continuity. The system should encourage, but not require, students to stay within their neighborhood.
- d. Students' housing arrangements should improve in their quality and increased independence over their four years on campus.
- e. Additional housing capacity should be created to add the necessary flexibility into the system to:
  - "Un-stuff" dorms and create more flexibility in the system. R&DE has provided rough estimates that would call for approximately 200 additional beds to return rooms to common area spaces in dorms.
  - The creation of neighborhoods as envisioned in these recommendations.
  - The full demand for all-frosh dorms.
  - Students returning from the Bing Overseas Studies Program and from the New York and Washington, D.C., programs who wish to return to their neighborhoods.
  - Guaranteed housing for each student for 12 quarters, thus allowing students who stop out to return to their neighborhood.

- The recapture of designated common areas in many dorms for common uses.
- f. The housing and service needs of transfer students should be studied to better determine how to successfully integrate them into the neighborhood concept.
  - Many transfer students experience difficulties with finding and accessing community on the Stanford campus. We expect the neighborhood concept to address this challenge. In addition, the diversity of transfer students' experiences could benefit others in a neighborhood.

## 2. Frosh housing assignments

- a. As discussed above in the neighborhood section, incoming frosh will be assigned to all-frosh dorms by default, with no ability to choose specific dorms. All-frosh dorms will be officially designated, assigned, and programmed by the Office of the Vice Provost for Student Affairs. They will be embedded in neighborhoods and generally will be housed in the less desirable dorms (e.g., those with one-room doubles).
- b. A first-year student may opt into a UTH-F that can be pursued by exception and requires a separate application and approval. Current UTH-Fs are SLE, ITALIC, FroSoCo, and the ethnic theme houses.
  - UTH-Fs will be held to a high standard and will be reviewed regularly by a body charged to ensure that UTH-Fs are providing adequate and directed programming and resources that support frosh transition.
  - UTH-Fs should be located close to a neighborhood's all-frosh dorms where possible. Frosh assigned to approved UTH-Fs will have the lowest priority for rooms in that dorm.
  - For future housing assignments, frosh living in a UTH-F shall be counted as belonging to the neighborhood where the UTH-F belongs. This should be studied further to avoid potential unintended consequences.
  - There will be no more than one UTH-F in each neighborhood.

## 3. Frosh roommate selection

Currently, students working over the summer select roommates for all incoming frosh. These students too often lack previous experience with the assignment process, and they are not sufficiently familiar with the goals of the residential system. As a result, the roommate-pairing process suffers from the lack of appropriate expertise and



professionalism. The ResX Committee believes strongly that this is a system in need of revision.

- Frosh roommate pairing will be done by permanent University staff in the Office of the Vice Provost for Student Affairs who have appropriate experience and time allocations for the task. These staff members will be charged with establishing a framework for making pairings that support the goals of undergraduate education at Stanford. In addition, these staff should find meaningful ways to include student insight and involvement in the process.

#### **4. Upper-class student housing assignments**

- a. University Theme Houses (UTH), including ethnic theme dorms and academic theme houses, serve as campus-wide resources.
  - The assignment process for students applying to live in theme houses will be separate from the neighborhood process.
  - UTHs will be embedded in neighborhoods and comprise no more than 25 percent of total bed capacity in each neighborhood. Upper-class students living in a UTH will count toward the 25 percent limit on total bed capacity.
  - Students from all neighborhoods should be on an equal footing in accessing the opportunity to live in a University Theme House. Priority will be determined by academic class (entering cohort year) and their applications to the theme houses.
  - After completing their stay in a University Theme House, students will return to their designated neighborhood.
  - Time living in a UTH counts as time in your neighborhood (e.g., there will be no penalty for moving from a neighborhood to live in Casa Zapata).
  - We recommend that students can stay in a UTH for only one year, pending further review of the impacts on the residential system.
- b. Housed Greek organizations pose unique issues that require further study. These issues include the timing of rush, 100 percent residential self-selection and three years guaranteed housing on the Row (for some).

- These issues will be reviewed by a separate group that should work within the framework of the proposed ResX recommendations for the residential experience.
- c. Neighborhood Theme Houses (NTH) are living spaces designed and developed by the community members of the neighborhood and are considered “neighborhood assets.”
  - The assignment process for students wishing to live in an NTH would follow a standard neighborhood selection process.

## 5. Housing assignment process and priorities

- a. Housing assignments will be allocated based on academic class (entering cohort year) and continuity in the neighborhood. Time spent at Bing Overseas Studies Program, the campuses in New York and Washington, D.C., or in a University Theme House are all counted as time in your neighborhood (i.e., no penalty for moving from the neighborhood to pursue these experiences).

Here are examples of how housing assignment priorities would work:

- Seniors pick before juniors, who pick before sophomores.
  - A senior who switched neighborhoods would be given the lowest priority of all the seniors in that neighborhood.
  - Draw groups with three seniors and one junior would pick after four seniors.
  - A group with four seniors, one of whom moved into the neighborhood as a sophomore, would have the same priority as four seniors who have been in the neighborhood since their frosh year.
  - A group with four seniors, one of whom spent a year outside the neighborhood in Okada and another spent two quarters overseas, would have the same priority as four seniors who spent all nine of their prior quarters in the neighborhood.
- b. By using the above assignment criteria, a priority order for dorm and room selection will be created for each neighborhood.
    - Priority for similar draw groups within the neighborhood will be set by lottery.

- Following the neighborhood selection order, draw groups or individuals can choose specific rooms in specific dorms through a technology platform that allows for such choices.
  - For students using the standard neighborhood assignment process, draw groups will be capped at six to eight students. This is discussed further below.
  - There will be an easily accessible, mobile-friendly video “walkthroughs” of each house that explains features such as a room types, locations, dining options, community character and the general feel of the dorm. These videos should be student-centric and from a student’s perspective.
  - More written and visual information should be made available online in advance of room selection, such as dorm and house layouts, RF and RA staff biographies and what it “really means” to live in each community.
- c. Students can declare a decision to transfer between neighborhoods, either individually or as a group. These groups can include students from other neighborhoods and classes.
- Students choosing to transfer out of a neighborhood do not get to designate preferences for their new neighborhoods.
  - Students can choose to transfer with a group of up to four individuals for placement together.
  - There would be a process for students with approved concerns (e.g., Title IX issues) to transfer without penalty.
  - Once assigned to a new neighborhood, they enter the regular housing assignment process based upon their class and time in the neighborhood. Thus, they will have less neighborhood tenure and be placed at the bottom of the priority list for their class.
  - After one year, they will no longer be penalized for changing neighborhoods and will be on an equal footing with other students from their class.
- d. Eliminating the tiers and implementing a different housing selection process with more certainty should reduce students’ desire to seek pre-assignments.

- Specifically and immediately targeting the least popular dorms for additional programmatic resources or renovations would further reduce the incentive for trying to work around the assignment system.
  - The process for pre-placing student staff can be neighborhood-centric (i.e., RFs might try to pick students for their staff from among neighborhood residents when applicable).
  - Each of the University Theme Houses should be reviewed on a regular basis by a body outside the neighborhood to ensure their mission remains relevant and aligned with the University's goals for undergraduate education and that the theme implementation is robust. This includes confirming that the UTH application process is appropriately rigorous.
  - A UTH will be filled fully by pre-assigned students. The pre-assignment process within a UTH might differ based upon the expected level of involvement (e.g., programmatic elements such as a theme presentation in order to select a single room vs. a simple application for just living in the community). This should be studied to avoid unintended consequences.
  - Each of the Neighborhood Theme Houses should be reviewed on a regular basis by the Neighborhood Community Council to ensure the NTH's mission remains relevant and in line with the neighborhood's goals.
  - Over time, the University should provide multiple accessible housing options in each of the neighborhoods to address medical accommodations.
- e. The cap on the size of a draw group in a neighborhood should eventually be increased from four to six or eight people. This would allow more friend groups to stay together, reduce stress and make it more attractive for students to remain in the neighborhood.
- In the interim, a task force on residential medical accommodations should be appointed to work within the framework of the ResX recommendations to ensure equal access and inclusion for all students in each neighborhood.

## D. Staffing Recommendations

All staff involved with undergraduate residences should support the well-being, sense of belonging, community integration, and learning and development of students. All staff roles should be arranged to serve neighborhoods and students effectively, which will require a high level of attention to ensure that staff at all levels maintains a robust peer network and common sets of practice.

### 1. Core principles

When considering how to staff this ambitious plan, the task force identified core principles that should drive all decisions in planning:

- a. The **undergraduate students should be at the center of every staffing decision**. All staff involved with undergraduate residences should be trained and dedicated to support the well-being, sense of belonging, community integration, and learning and development of students.
- b. **Neighborhoods are the organizing principle**, and all staff roles should be arranged to serve neighborhoods effectively. This will require a high level of attention to ensure that professional staff maintains a robust peer network and common sets of practice.
- c. With the many different staff roles needed to operate and support the residential experience for students, **there must be clarity in the definition and scope of each role, and clarity about how each role fits and works with the others**. Particular attention must be paid to ensure that all of the tasks of running a neighborhood are captured so that there are no gaps and unmet needs.
- d. **Best-practice staffing ratios are critical** for supporting students and residential teams. These ratios must be applied proportionately across all houses.

### 2. Overall changes

Residential staff must embrace their involvement in and ownership of their role and contribution. Ideally, they will have regular meetings as a full neighborhood team, which will build familiarity, perspective, community, preparation and effectiveness.

- a. For neighborhood governance, the task force recommends:
  - A Community Council led by Resident Fellows and staffed by an administrative professional as a portion of their job in the neighborhood, with an appointed

RF chair (on a rotational basis) that meets with all of the professional staff in the area to coordinate the work of the neighborhood.

- Community Council members could include such roles as Program Associates, Resident Assistants, Academic Advising Directors, Residence Deans, Dining Manager, Housing Manager and others who directly affect the neighborhood and its quality of life and educational experiences. The RF chair of the council will have the authority to coordinate all parts of the neighborhood to ensure a comprehensive integration of services and experiences including dining, facilities, design and staffing.
  - With regular, collaborative and cross-functional meetings, including dining together twice a quarter, the Community Council would seek to transcend operational boundaries.
- b. There are significant needs for a physical infrastructure that can support a new staffing structure.
- Professional staff members who work in the dorms need an office they can use together. Social hubs of those professional communities should be in the neighborhood.
  - Faculty and distinguished visitor and alumni affiliates can be appointed to be affiliated with specific neighborhoods, but not live in them. Affiliates can offer a diverse range of experience and academic backgrounds to provide mentorship and guidance for students of the neighborhood. Rice University has such a model of affiliates for residences.
  - A structure for regular shared meals in the neighborhood with a meal plan available for affiliates, students, faculty and staff will encourage informal interaction with students.
- c. A significant lack of training was identified as a major gap in student, professional and Resident Fellow roles.
- A major redesign of all levels of training will ensure alignment of expertise and expectations across roles, consistency for student support and the regular calibration of ongoing professional development.
  - The two- or three-day training for RFs should be enhanced by regular training events focused on institutional priorities, issues of policy and legislation (e.g., Title IX or ADA), mental health awareness, other student-

centered issues and community-building. Training should be for staff both within neighborhoods and across neighborhoods for campus wide consistency.

- For student staff, their current course and intensive pre-fall quarter training should continue to be monitored year-to-year for efficacy, success in cohort-building, consistency and relevance.

### 3. Resident Assistants and student staff

- a. Core positions in the residences must be sustained and amplified. First, the Resident Assistant (RA) position is critical to the Stanford undergraduate experience. In meeting with students and alumni, the task force found universal concurrence: the deep value of the RF and RA roles and their relationships with students.
  - The RF and RA roles must be maintained, amplified and supported.
  - The RA role should receive a higher level of institutional recognition and reward. For example, RAs should get public recognition of the importance of their role and achievements.
- b. Although the task force found unequivocal and unanimous support for RAs and great appreciation for the work by our student staff, it also found there is much confusion and frustration about the multiple student residential staff roles. Student staff roles currently include RAs, ethnic theme associates (ETA), academic theme associates (ATA), peer health educators (PHE), resident computer consultants (RCC), community managers (CMs), financial managers (FMs) and other staff designations. With the wide variation and even broader interpretations of those roles, student staff is currently left with unequal and unclear responsibilities with significant differences in pay without a corresponding rationale or comparative scoping of these positions. Roles, responsibilities and scope of student staff will be clarified.
  - Student staff positions will be “RA+” positions. Each position will have a specialty. A percentage of each specialty should be applied to each house to ensure equal distribution of work. A new specialty position that should be added is a coordinator of academic tutors for the house.
  - The only student staff position that will not be an RA+ is that of an ethnic theme associate (ETA). These positions will evolve into becoming an ETA+, and they

will contain all the roles and responsibilities of an RA with the exception of being on-call. The time saved from on-call responsibility should be devoted to the unique programmatic and educational elements of an ethnic theme dorm.

- All student staff positions should receive equal compensation.
  - Each of these student staff positions should be supervised and funded by one common department. This will involve the transfer of budget from various divisions to a single division.
  - The following staffing ratios should be applied to the student staff roles:
    - Houses with frosh: 1 RA+ to 15 residents.
    - Houses with upper-class students: 1 RA+ to 25 residents.
    - Houses with frosh and upper-class students: 1 RA+ to 15 residents.
    - Ethnic theme houses: Maintain the current ETA staffing ratio, which is three ETAs per house.
- c. Student staffing for Row houses presents challenges because of the current lack of supervision. The recruitment processes for student staff in these houses are a matter of deep concern.
- Row house student staff should be selected by the RFs from the relevant affiliated neighborhoods.
  - Clear and consistent standards for selection must be applied equitably across all residences with clear consequences if standards are not followed.

#### 4. Resident Fellows

The Resident Fellow role is another key to the Stanford undergraduate residential experience that allows students to live close to and regularly interact with faculty and senior-level staff. RFs are critical to achieve the vision of ResX, and the concept of neighborhoods will amplify the value of Resident Fellows to undergraduates.

- a. The University must recruit Resident Fellows who have the strongest skill sets appropriate to support, serve and live with undergraduate students. While balancing for other critical academic and professional responsibilities of faculty and senior-level staff, the characteristics of an effective Resident Fellow include a commitment to and skills in community engagement; the ability to lead a diverse community; dedication to students; empathy, leadership and communications skills; a commitment to continuous improvement; and an ability to focus on fulfilling the role successfully.



- b. A clear incentive structure for the Resident Fellow role should be created, including high-quality housing accommodations as described in the neighborhoods section; stipends that could be used for course relief or additional income; and University recognition or rewards for service, including from the faculty or staff member's home department.
- c. It is critical, over time, to continue to work to advance the number of academic council faculty in the RF role through incentivizing the position and providing appropriate housing accommodations. That said, the RF role should also contain a collection of senior-level staff as the diversity of expertise, skills and cross-university involvement is important to the on-going success of the ResX initiative.
- d. The Resident Fellow program faces significant challenges that are outlined in more detail in Appendix G. These "pain points" must be addressed to ensure the Resident Fellow role is attractive and manageable for faculty and senior staff.
- e. The following ratios should be applied to houses with Resident Fellows:
  - 1 RF appointment (could be 2 persons) for 80 frosh.
  - 1 RF appointment (could be 2 persons) for 125 upper-class students.
  - In houses with both frosh and upper-class students, the RF appointment should be approximately midway between 80 and 125 students and reflect the proportion of frosh.

## 5. Professional staff

Caseloads for Residence Deans have been increasing. An increase in staffing will be needed to address these concerns.

- a. The number of RDs should increase, and their responsibilities will continue to focus predominantly on mental health, personal welfare and disciplinary issues.
- b. RDs should have access to living accommodations on or near campus.
- c. The number of Academic Advising Directors should increase, and they should have sufficient office hours that are convenient to students and accessible in neighborhoods.
- d. The roles of Program Associate and Front Desk Supervisor should be clarified regarding their responsibilities and contributions to the residential staff team. These roles possibly could be combined as a "community coordinator" position as found at Rice University.

- The task force recommends appointing a study group to explore further the needs in the neighborhoods and reformulate these position descriptions accordingly.
- e. The following ratios should be applied to professional staff positions:
- 1 AAD for 225 students.
  - 1 RD for 400 students.

## 6. Graduate students

Stanford graduate students also can enrich the academic and community life of dorms and neighborhoods through the diversity of their experience and range of academic focus, and the neighborhoods could help graduate students find their place in the overall Stanford community.

- a. Each dorm should be able to create and appoint Graduate Fellows. The addition of Graduate Fellows will require the identification of appropriate accommodations for them.
- b. Graduate students should serve as “graduate affiliates” for neighborhoods. They would go through the same selection process as outlined for faculty affiliates and receive funding to be able to dine in the dining halls with neighborhood students on a regular basis.
- c. The concept of graduate student neighborhoods is beyond the scope of the ResX Task Force, but it could be the subject of further study.

## Part V: Costs, Benefits, Tradeoffs and Other Considerations

The task force weighed many important considerations in arriving at its neighborhood and frosh housing recommendations. We provide them here so that the reasoning and priorities of the task force are visible for a future when unforeseen complexities and the need for further tradeoffs are encountered during plan implementation.

### A. The “Cost” of Too Much Choice

One of the greatest challenges of moving to a neighborhood model may be the reduction of choice, or the perception of choice, for undergraduate students. Choice and the ability to craft one’s own education are considered by many to be hallmarks of a Stanford undergraduate experience. The impacts of this potential sense of reduction should be considered seriously.

A fundamental question for the University will be, “What is the value of choice?” Choice merely for the sake of choice has little value unless it is relevant for students to develop a sense of agency over their own educational experience and to have the ability to chart educational programs that best fit their evolving interests and aspirations. This sense of agency and self-authorship can be amplified in the model proposed by the task force.

The next important question, therefore, is, “What is the cost of choice?” Our current system allows our students to choose from 10 options of housing before they are on campus and more than 100 options of housing during their sophomore, junior and senior years. In our conversations with students, we heard that this level of choice had significant costs.

#### Missing out, lack of community

First, many students in their first year expressed a significant amount of doubt about whether they had made the right choice for their housing, and many who were not placed in all-frosh housing felt that they had missed out on the Stanford experience. Second, upper-class students found the randomness and complexity of the draw system and the sheer number of choices to be overwhelming and difficult to navigate. Their friend groups often were disrupted or dismantled as a result of the housing assignment process, and they faced challenges of loneliness and lack of community in their upper-class years (Residential Programs, 2016).

These challenges were not true for all students, but they were expressed by many we met during the task force’s outreach. These concerns were also indicated in survey responses and in focus groups.

These are the concerning consequences of offering too many choices. The task force gave deep consideration to the tradeoffs of providing or reducing choice, and to how we can create a neighborhood system that allows for enough freedom for students to choose

a personally meaningful path but within a stable community that offers an abiding sense of belonging.

With the re-conceptualization of University Theme Houses and the ability to create Neighborhood Theme Houses, a large amount of choice will remain in the housing system, but it will take on a different character than what we currently have. The task force found no peer institutions that offer this level of student agency while providing a foundation of continuity.

## B. Frosh Housing Considerations

The best way to house the newest members of the Stanford community has been a topic of University conversation and study for many years. Task force deliberations have built on those previous discussions and investigations, as well as using comprehensive new data, stakeholder input and a new integrated approach to our students' four-year trajectory.

Frosh are currently housed in three different configurations on campus: most live in all-frosh dorms; a small number live in FroSoCo, a two-class community; and the rest are in four-class dorms, including Stanford's four ethnic theme dorms. Two dorms consist of specialized learning communities: SLE (four-class) and ITALIC (all-frosh).

Demand among incoming students for all-frosh housing is high, in the range of 72 to 80 percent. Because of limited all-frosh housing capacity, however, at least 10 percent do not receive their first preference. At the same time, a number of incoming frosh each year choose, for various reasons, to live in mixed-class communities such as ethnic theme dorms or FroSoCo.

### Peer institutions

Among the peer institutions visited by the task force, we found the following:

- Harvard uses a pure all-frosh approach. Incoming students are housed together in or adjacent to Harvard Yard for their first year, allowing them to bond as a class. They then organize themselves into rooming groups that are randomly placed into an upper-class house for the next three years.
- Dartmouth, Yale, and Rice all pre-assign incoming frosh to a residential college or an upper-class house. At Rice and a handful of the Yale colleges, frosh assigned to a residential college are housed within that college and become part of its community from the start.
- For the other Yale colleges, frosh live together in Old Campus but spend time and participate in activities at their assigned colleges.
- Dartmouth frosh are all housed together in separate facilities but participate in activities at their assigned colleges before moving there for their sophomore year.

Despite differences in approach, all four of these systems are centered on a highly purposeful frosh experience that provides students with a safe place to make their transition and engage in university life. They offer a strong network of support and care

geared towards the challenges of the dramatic change from high school to college, and from dependence to independence.

### **One of the best parts of Stanford**

Over the course of the information gathering process, the task force heard from numerous students, professional staff and alumni about how special the frosh experience was at Stanford. There is near universal agreement that most Stanford frosh live in communities where they are guided by attentive RFs and caring and passionate RAs and other student staff, and where they can flourish by becoming part of the Stanford family. In particular, many students and alumni identify the frosh residential experience as one of the best parts of Stanford, essential to their sense of belonging and community, their friendships and their development of norms, habits and relationships that will last over the next three years and the rest of their lives.

For many students and alumni, the current all-frosh experience is viewed as an intense time of bonding and sharing; many students expect to, and do, find life-long friends in their all-frosh dorms. Many alumni echo this experience. Members of the task force also heard how alienating it can be when students do not find their place during that all-important first year on campus.

Although the task force heard many positive comments about the Stanford frosh experience, it also concluded that it can be improved for students.

### **All-frosh dorms**

The task force has come to understand that for some students, most notably those from underrepresented groups, the all-frosh dorm can be an alienating environment. Rather than perceiving the frosh residential space as welcoming and as embracing their cultural differences, some of these students view the all-frosh dorms as reinforcing dominant racial and gender norms. As a result, these students may have trouble with their all-frosh dorms and will turn to alternative residential sites — ethnic theme dorms, for example — to find what they feel is a more welcoming community. These differing conceptions around the culture of the all-frosh dorm became an important discussion point for the task force.

In addition, the task force grappled with the challenge of finding the right balance between the many valuable and unique elements that an all-frosh living experience offers to first-year students, and the quieter, calmer atmosphere and healthy influences of upper-class students that can be found in mixed-class dorms.

The task force did debate the proposed frosh model with one found at our Ivy peers, what the task force called a “Frosh Village.” The Frosh Village would place all first-year students

in just one geographic campus area. The Frosh Village offers many of the same benefits as the models described above, but the task force feared that unhealthy behaviors might be amplified by placing all frosh in one locale. It felt that proximity to other classes in neighborhoods would align better with the Stanford culture and would provide a better experience for both frosh and upper-class students.

### **Orientation opportunities**

Our proposed configuration for frosh housing and a reconfiguration of the involved units through the governance process might provide greater opportunity to change the frosh orientation process. Instead of being an intensive four- to six-day, one-time orientation, it could become an ongoing process that happens throughout the students' first year.

Upper-class students in the neighborhood could serve as mentors and facilitators for such an ongoing orientation as happens at Rice University. Frosh 101, a discussion-style course designed to support first-year students as they transition to Stanford's campus, has provided useful insights for this concept. ResX may provide an opportunity to make this a required part of the Stanford experience.

## C. Existing Upper-Class Communities

Our upper-class students described a relatively fragmented experience during their sophomore and junior years, and there are issues of community that require careful consideration for the neighborhood concept and upper-class students.

### **Ethnic theme houses**

Ethnic theme houses (ETH) are a unique feature of a Stanford education in comparison to our peer institutions. They signal to our incoming students that there are many different ways to belong at Stanford, and that students can find, explore, and shape their own communities. Our students strongly expressed the importance of these houses in their choice to come to Stanford and in supporting their education during their time on campus.

There is also a perspective and a concern that these houses separate students from one another, and that they can create a risk of causing further alienation from fellow students. The task force actually found, by contrast, that these communities create intentional learning environments. These spaces provide opportunities for a true integration of experiences and backgrounds, rather than asking students to bring their cultures to communities where their racial and/or cultural identities are not prominent.

In considering the history and value of ETHs, the task force came to understand the profound significance of this particular type of community, and it concluded and reaffirmed that ETHs are integral to the diversity of housing and the sense of belonging that are critical to Stanford's mission. The task force determined that ETHs are, indeed, a treasure of the current residential system and should be supported and encouraged to enrich the entire campus community.



## Theme housing

There is a large amount of variation in the quality and value of other theme housing on campus. Theme housing in the residences has evolved over time through an organic process that has allowed a “thousand flowers blooming.” Currently, Stanford has more than 40 houses that operate as theme houses or that leverage pre-assignment. Some of the theme houses have a weekly class and corresponding learning opportunities, while others appear to have little discernible programming to distinguish their theme.

This challenge of quality and consistency for theme houses was clearly identified before the formation of ResX, and it is being deeply considered by the Committee on Residential Learning (CORL). The recommendations for UTHs, UTH-Fs and NTHs should help to bring clarity and consistency to this landscape.

## The Row

The Row remains a source of both deep affection and ongoing contention in our conversations with students and administrators. Some students who have lived on the Row found it to be a place of strong community and belonging in their upper-class years. Other students identified the Row as a place of social exclusivity that supported and advanced a racial, gender and social hierarchy on campus.

Students expressed deep concern for what they believe to be “nepotistic” practices in the hiring of student staff on the Row and in the placement of pre-assigned students. They pointed to the inappropriate nature of students choosing student friends for these placements with negligible faculty or professional staff involvement to promote fairness and equitable access and expressed dismay at the lack of consequences for not following the University’s expected practices for house selection and operations.

There was also concern expressed regarding the lack of faculty or professional staff involvement on the Row with respect to exposing students to the potential risks of not having the necessary support structures provided elsewhere by professional staff and related resources. That said, students expressed the value and importance of being able to live independently and being able to take responsibility for their own experiences. This was particularly expressed by students in co-op houses.

As the task force considered the future of the Row, it kept in mind the value of the students’ learning process and their developing independence throughout their four years. However, the task force also recognized the problems that can come from the lack of systemic and consistent housing practices and resources for students, including the inadvertent exclusion or marginalization of students or communities on campus. Achieving a healthy balance between independence and consistency is among the goals of the task force recommendations for the Row.

## Greek Life

Fraternity and sorority life (FSL) provides a place of belonging for many of our students. In many circumstances, it also helps our students participate in advancing the social good of our communities, build lifelong friendships, and develop a core set of personal values. Over time, FSL on campus has grown, specifically in sorority involvement. From 2007 to 2016, there was a 123 percent increase in women joining an FSL organization. There has been a 16 percent increase in men joining IFC organizations since 2014 (Appendix D & E).

In our conversations with students, we found different reasons for this change, but three core reasons emerged:

- A search for community on campus, particularly in the transition from frosh to sophomore year.
- A deep desire to avoid the housing draw at all costs.
- The ability to live for multiple years with a group of friends of their choosing.

In beginning to examine the FSL community, there were some concerning demographic trends among housed organizations that require further investigation. In addition, students who belong to unhoused chapters say the current system does not provide fair and equitable opportunities for their chapters to access shared housing. These issues should be considered for further study.

It is important to acknowledge that being in an FSL house, particularly a house on the Row, is considered by many students to be at the top of the social hierarchy on campus. This type of privilege is seen as being inextricably linked with perceived social power and prestige. This cultural understanding linked with the demographic trends is a significant concern for ResX.

As the task force began to examine the FSL community, it quickly found that FSL residences are related to and closely connected with overall issues for the Stanford residential experience. However, the task force also realized that a fuller examination of the FSL community is required to better answer how and if the housed FSL organizations should fit into the larger changes being proposed for the undergraduate residential landscape.

## D. Housing Assignments

### Equity, continuity and pre-assignment

The perceived and actual attractiveness of Stanford residences varies significantly. This has been the case for many years and makes the allocation of housing a highly charged topic for students. The underlying premise of using “the Draw” to assign housing is that randomness is a proxy for fairness. Tiers were added along the way in an effort to ensure students had the ability to draw into better housing at least one of their three years as an upper-class student, but that has increased the complexity of the draw.

Despite heroic efforts to make the system work for students, the draw has serious shortcomings: relying on the luck of the draw loses any intentionality for community, and the inherent uncertainty and wide range of outcomes is stressful for students. A common refrain was the draw’s stress: the stakes are very high, and students have little or no control over the outcomes.

It is not surprising, therefore, that students have figured out ways to mitigate their risk and better control the draw’s outcome. It turns out that 46 percent of students avoid the draw altogether, either through staff selection, the standard pre-assignment process, FSL communities or medical accommodations. These students have figured out a way to avoid the draw and play a more active role in determining where they will live the following year.

With almost half of the undergraduate student population circumventing the draw, the premise that the randomness ensures fairness is grossly undermined as the other half of the student body that does go through the draw must choose from the housing that is left available. These students tend to be those with less institutional knowledge, those who are less inclined to challenge or game the system, or those who are from underrepresented communities. Randomness turns out to be inherently unfair.

Additionally, the current system virtually ensures that students will change houses every year. This works against the goals of building a stable community that strengthens the student residential experience and creates a sense of belonging, and it diminishes students' ability to form profound and long-lasting friendships. By breaking up friend groups, it also significantly increases the stress felt by students from the allocation process.

### Simplicity, not complexity

The current housing assignment system is challenging to understand and navigate. While it aims to be transparent and fair, the system must deal with the overlapping complications of varied housing stock, pre-assignments, medical accommodations and a

desire to give students maximum choice and agency (students can rank-order up to 135 different options for the draw!).

In the laudable quest to account for all these constraints, a dedicated website with FAQs and supporting detailed how-to videos have been created to assist students. Despite the best of intentions, the system has become increasingly complex and unwieldy, which contributes to student stress and creates incentives to bypass the system altogether. The future system described by ResX will address many of the challenges in the current system.

## E. Housing Stock

The diversity of types of residences in Stanford's housing stock (traditional dorms, apartment-style living, Row houses, etc.) is a unique strength that can be used to optimally address students' wide-ranging preferences. Each type of housing has its fans and appeals strongly to particular segments of students.

While the variety of housing is a positive, the great disparities in the perceived attractiveness of individual residences complicate the process of housing assignment, which in turn is deeply connected to the issues of equity and pre-assignment. The physical quality of dorm structures, their locations and their reputations are factors that cause students to actively seek to avoid a particular residence. Over time, eliminating or upgrading deficient housing stock would benefit the overall housing system, lower the stress of the allocation process and improve the quality of the residential experience of students.

### **Genuine communities**

Despite these factors affecting desirability, it turns out that the physical quality of the house is not necessarily important if there are strong mitigating factors. Students often willingly choose residences with a physical structure that is perceived as undesirable in return for joining an extraordinary community. Examples include the Row houses, ethnic theme dorms and FroSoCo.

Students deeply value genuine community and will make trade-offs to achieve it, which is a reinforcing message found by the ResX Task Force.

### The value in “excess” capacity

There is no excess capacity in Stanford’s overall undergraduate housing stock; every room is always filled. The economic benefit of this philosophy may be clear, but it comes with less obvious and very significant costs as well.

- Common areas have been repurposed to create more bedrooms or office space.
- Students returning from overseas lose their housing priority and are housed wherever there is space.
- Students who have stopped out are not guaranteed housing on their return.
- There is less slack in the system to let buildings come offline for deferred maintenance.

During summers, dorms also are heavily utilized for revenue-generating purposes. This helps offset operating costs incurred during the other three quarters, but also contributes to wear and tear rather than allowing active and preventive maintenance. When the dorms are not available for deferred maintenance, or when there is less capacity for summer academic or research programs, there are adverse impacts on undergraduate life.

Several of the peer schools we visited articulated a philosophy of explicitly building dorm room capacity to provide beneficial operational slack. Increasing the number of beds in the system to provide this slack does not mean adding capacity; it means adding essential flexibility to support adjustments to changing needs, avoid disruptions from maintenance, and in the long run, reduce operational costs. Thus, adding to campus housing stock is a necessary predicate to the more efficient management of campus housing resources, as well as enabling many of the task force recommendations.

## A Final Note

This report seeks to provide comprehensive and carefully considered responses to the charges for ResX. Throughout this report there are references to related issues that will require further study, but the ResX Task Force is confident that its recommendations provide a comprehensive framework to improve the quality of the residential experience for Stanford undergraduates.

## VI. Bibliography

Friedlander, L.J., Reid, G.J., Shupak, N., & Cribbie, R. (May/June 2007). Social support, self-esteem, and stress as predictors of adjustment to university among first-year undergraduates. *Journal of College Student Development*, 48(3), pp. 259-274.

Keyes, C.L.M., (2007). Promoting and protecting mental health as flourishing. *American Psychologist*, 62(2), pp. 95-108.

Lazarus, R.L. & Folkman, S. (1984) *Stress, Appraisal, and Coping*. New York, NY: Springer Publishing Company, Inc.

Morelli, S.A., Lee, I.A., Arnn, M.E., & Zaki, J. (2015). Emotional and instrumental support provision interact to predict well-being. *Emotion* 15(4), pp. 484-493.

Residential Education (2018). Staff Feedback Instrument. Internal report: unpublished.

Residential Programs (2016). Undergraduate residential experience: research insights. Internal report: unpublished.

Strayhorn, T.L. (2012). *College students' sense of belonging*. New York, NY: Routledge.

Swenson, L. M., Nordstrom, A., & Hiester, M. (2008). The role of peer relationships in adjustment to college. *Journal of College Student Development*, 49(6), 551-567.

Walton, G. M., & Brady, S. T. (2017). The many questions of belonging. In A. J. Elliot, C. S. Dweck, & D. S. Yeager (Eds.), *Handbook of competence and motivation: Theory and application* (pp. 272-293). New York, NY, US: Guilford Press.



## Part VII: Appendices

### Appendix A: Governance Findings and Direction

Success of the integrated system described in the ResX report requires a sound governance structure across the multiple organizations and components that comprise the current landscape. The ResX Task Force found that the current decentralization of the major governing bodies would not be conducive to realizing the integrated ResX vision. Moving ahead, the governance structure must ensure coherence and coordination across all units within the residential system and a shared alignment to the ResX vision articulated in this report.

The Provost determined that the question of overall residential system governance required special consideration, separate and apart from the ResX Task Force's process. While the task force's work informs governance decisions, the Provost commissioned a group of external consultants to interview the major players in the current system and propose governance scenarios for the future.

Based on recommendations from the task force and the consultants' findings, the Provost has determined that the governing body for the undergraduate residential system will be comprised of the Vice Provost for Budget and Auxiliaries Management, the Vice Provost for Student Affairs, and the Vice Provost for Undergraduate Education. The Vice Provost for Student Affairs will convene this group and retain final decision-making authority for the undergraduate residential system. The Provost will charge this governing triad with creating a charter to ensure shared understanding of roles, expectations, and scope of authority.

## Appendix B: Individuals and Groups Consulted

### Students

- Focus Groups for undergraduate students on the residential experience
- 2017-2018 student staff focus group
- 2018-2019 student staff focus groups
- Presentation to all 2018-2019 incoming student staff in RF houses at student staff training
- Presentation to all 2018-2019 incoming student staff in Row houses at student staff training
- Virtual and on-campus town hall meetings open to all undergraduate students
- Website open to all undergraduate students for comment
- Invitation to all students to participate through requested meetings. Some examples of groups are: ETAs, PHEs, AePi, students in humanities, individual students, FroSoCo students, Synergy, Outdoor House, sorority and fraternity members and leaders, FloMo Students
- Shared initial task force ideas with returning 2018-2019 student staff members
- Sent continued updates and ways to participate to the undergraduate student body

### Alumni & University Volunteers

- Undergraduate Cabinet
- Alumni Virtual Townhall
- Alumni Board Meeting
- LEAD
- Invitation to all alumni to participate via website
- Major Gifts Officers

### Faculty

- Invitation to all Resident Fellows to participate in opening conversation
- Meetings with Individual RFs
- Faculty Senate
- Focus Group with Resident Fellows
- Shared initial task force ideas with Resident Fellows

### Office of Accessible Education

### Residential & Dining Enterprises

- Met with departmental leadership and departmental staff

### Residential Education

- Met with departmental leadership and departmental staff

Residential Programs

Met with departmental leadership and departmental staff

VPUE

Met with departmental leadership and departmental staff

Arts Initiative

Met with departmental leadership

Vice Provost for Teaching and Learning

Met with departmental staff affiliated with the residences

Subject Matter Experts

Lourdes Andrade, Director of Diversity and Inclusion School of Engineering

Shannon Brady, Post-Doctoral Researcher

John Bravman, President of Bucknell

Brian Cook, Institutional Research and Decision Support

Persis Drell, Provost

John Etchemendy, former Provost

Daisy Grewal, Director of Evaluation

Laura Goldstein, Lands, Buildings and Real Estate

Chris Gonzalez-Clarke, Assistant Vice Provost for the Vice Provost for Graduate Education

Julia Hartung, Senior Development Officer

James Jacobs, Associate Vice Provost for Student Health and Well-being

Shanta Katipamula, ASSU President

David Lenox, Campus Architect

Randy Livingston, Vice President for Business Affairs

Rosie Nelson, ASSU Vice President

Bina Patel, Director of Counseling and Psychological Services

Howie Pearson, Senior Philanthropic Advisor and Development Legal Counsel

Martin Shell, Vice President and Chief External Relations Officer

Robyn Tepper, Director of Medical Services

Howard Wolf, Vice-President of the Alumni Association

Jamil Zaki, Assistant Professor in Psychology

## Appendix C: ResX Principles

A key early assignment for the ResX Taskforce was to determine and elaborate a set of core principles that would highlight what a residential experience at Stanford should fundamentally achieve. These principles have since served as primary drivers for all decisions about the residential system, including programming, the physical environment, operations and staffing. These principles are meant to reach across the entire diverse student body and to address the varied residential options available today.

These principles represent ResX's most fundamental and aspirational vision for the future of residential life at Stanford. The three principles on which the group unanimously agreed and focused are: health and well-being, belonging and community, and intellectual and personal growth. Below, we define the key concepts behind each principle and articulate how they can be made manifest in an undergraduate's residential experiences.

### Health and Well-Being

*Definition:* This principle encompasses health in the broadest sense - including students' emotional, social, physical, intellectual, behavioral and spiritual health. Health and well-being is not only the absence of illness, but the promotion, maintenance and flourishing of health indicators (Keys, 2007).

*Today's Challenge:* Students arrive at Stanford already having experienced high levels of stress and anxiety as highly competitive high school students. Thus, there is considerable reason for concern regarding our how we respond to our students' health issues, stress, sadness, depression, alcohol and substance abuse, sleep (or lack thereof) and relationships. Survey data on campus indicates that these areas of wellness deteriorate, rather than improve, over students' time on campus.

Some aspects of residential life, such as the processes through which housing is assigned, might unintentionally add to student stress or diminish the strength of their communities. Given the current circumstances and the rise in students' stress and anxiety, this marks a critical moment for the University to design a residential system that actively promotes and advances the well-being of our students.

The residences are the primary place where students' challenges with health and well-being play out. As such, they must be spaces that are well equipped to handle emergency issues and provide ongoing support and referrals on and off campus. The residences are also places where students enact some of their most important health habits around diet, sleep, alcohol use, sexuality and coping with or managing stress.

Stress is among the most pervasive issues facing our undergraduates. Psychologists describe stress as a state in which the burdens of one's situation exceed the resources a

person has to cope with them (Lazarus & Folkman, 1984). Tipping this balance in the direction of health and well-being should be viewed as a core mission by all of those involved in the residential enterprise. We believe the power and importance of this North Star within the residences cannot be overstated. To achieve this goal, we anticipate that significant reallocation of resources, as well as shifting of internal cultures within departments and improvement of alignment and communication will be required.

This task should be approached by all of those who live and work in the residences with a deep understanding of the consequences at stake, as well as a unified sense of purpose and mission and an intellectual curiosity and desire to innovate that is emblematic of the Stanford approach to challenges. The whole campus, including faculty and academic departments, should be encouraged to understand the issues students face within residential education as a whole, and they should strive to minimize the factors that mitigate against students' well-being and sense of community (for example, by holding classes and office hours within normal working hours, so students can return to their residence for dining).

#### *The Envisioned Experience:*

*“Hardware”:* *buildings and spaces.* The built environment should be constructed in ways that actively promote well-being. Neighborhoods can include “wellness centers,” while houses should be sized to promote community building and incorporate numerous common spaces designed for easy, comfortable social interaction. Rooms can be designed in ways that facilitate healthy and uninterrupted sleep, for instance through attention to lighting quality and sound insulation.

*“Software”:* *Programming.* The residential environment needs student, faculty and professional staff who are appropriately versed in effective practices to promote well-being. Residential programming should encourage students to openly discuss the challenges they face, as early normalization of these challenges is critical to de-stigmatizing stressful experiences. Research demonstrates that peer-to-peer social support is a powerful combatant of stress and sadness (Friedlander et al., 2007; Swenson et al., 2008), including within the Stanford community (Morelli et al., 2015). Residences should encourage residents' ability to disclose challenges to each other, and to support each other through those challenges. The housing assignment processes also must allow for continuity of relationships and resources so that students do not need to re-navigate their support persons and community connections each year.

#### Belonging and Community

*Belonging: Definition:* “Do I belong here?” is the core question that students ask again and again during their time on campus (Walton & Brady, 2017). The question concerns both personal “I” and contextual “here.” Belonging relates to a student's feeling that they are

“seen” within the environment and that they feel connected, cared about, accepted, respected and valued (Strayhorn, 2012).

*Today's Challenge:* The importance and challenge of finding a sense of belonging at Stanford has heightened concerns, especially given the power and prominence of social media, the rapidly changing global environment in which we live, and the increased pressures of high school that our students have faced. Developing a sense of belonging manifests differently across students' social identities. This may prove particularly true for students who come from historically stigmatized and/or marginalized groups. The residences are a key place to start the work of fostering a more inclusive model of belonging for our students than has historically been the case. It is critical that the undergraduate residential system is designed to consider “belonging” in the broadest sense across a diverse range of constituents as well as social and cultural contexts.

*The Envisioned Experience:* In order to encourage an atmosphere of belonging, undergraduate students should feel “seen” in their undergraduate residence. Their peers and other adults in their environment should strive to know them and to work actively and meaningfully to understand and respect their backgrounds and identities. Within the residences, students should experience a shared sense of responsibility and seek to both express themselves and truly “hear” others' expression of themselves as well. Each resident should feel that they have equal standing in a community that allows them to engage in collectively determining the norms and values of the residence as a whole.

To create the greatest opportunities for students to feel a sense of belonging, there must be an appropriate number of students, faculty and professional staff working within each residence to facilitate student interaction and shared understanding across the inevitable differences within the community. The residential facilities need to be built to drive interaction and discussion. The facilities also need visually to create, through representation and design, an ability to accommodate a broad cross-section of identities within in each house.

### Community

*Definition:* Whereas belonging considers the individuals' sense of connection to and personal identification with the whole, “community” articulates an individual's participation and belief in something larger than themselves. Creating a thriving community involves collectively establishing a group's values and norms, and respecting the importance and responsibility of every individual in contributing to a shared vision of the collective good.

*Today's Challenge:* Community is deeply beneficial for many of the outcomes that we seek in the residential process, but recent data suggests that we need to do more to foster thriving community as a cornerstone of the educational experience (Residential Education, 2018). As trust in institutions at all levels has eroded nationally, Stanford students,

likewise, struggle to believe that their faculty or administration care about them. In addition, given the flow and movement of students into different housing units each quarter, students struggle to sustain relationships. We need to create communities that facilitate respect and interaction across difference as well as across institutional hierarchies.

*The Envisioned Experience:* The undergraduate residential experience is an ideal place for students to develop personal and social responsibility, while building understanding across all kinds of differences. Such associations can lead to the growth of mutual respect and support, collective commitment through shared experiences, collaborative obligations in keeping public spaces tidy and usable, and communal objectives for shared norms that students undertake within the residence.

The undergraduate residential environment should provide on-going opportunities for setting community norms, enacting and celebrating these norms, renegotiating and engaging in collective accountability. Often, the simplest moments — such as an intramural victory, a dirty kitchen, or a hurtful comment — can be captured and used to advance students' understanding of and engagement in community citizenship.

Accordingly, the residential house size needs to be small enough to allow for students to know others and to be known. Innovative models that increase student governance and autonomy within the residences should be considered and piloted. Expanded student decision-making roles with greater control of resources and autonomy, have the potential to shift more students within the residences into active participation and co-creation. Developing a student's sense of ownership within their accommodation seems essential.

#### Intellectual and Personal Growth

*Definition:* Over the course of four years, students evolve considerably both intellectually and personally. The residences are uniquely positioned to encourage and enable this process as so much learning happens outside of the classroom.

*Today's Challenge:* Students' learning is daily and ongoing, but this learning is necessarily not an exclusively academic endeavor. In fact, given the dynamics of broader society, the learning about social interactions and a cultural understanding of difference become all the more critical to global citizenship today. A Stanford education needs to integrate not only what a student wants to do in the world, but who they want to be and how they can best become responsible and ethical global citizens and leaders.

*Envisioned Experience:* The residences offer the unique opportunity for learning about oneself and about others. One of the advantages of a residential education is the opportunity for students to encounter others who will challenge their beliefs, encourage their growth and extend their thinking in meaningful ways. Living in a residential community should provide many occasions for students to engage with diversity and

difference, encourage intellectual stimulation, and incorporate environments and events that enable students to become critical and careful thinkers. Having faculty, professional staff, and graduate students involved with the undergraduate residences is crucial to these learning processes.

A conscientiously designed residential education is one that is primed and supported to empower students in their intellectual and personal growth. It is also designed in the physical and social environment to evolve along with students' developmental processes. Each year should provide more opportunities for their agency and independence. Ultimately living in community together can help extend the concept of education from something that happens in the classroom to a more dynamic notion of how the classroom and a living environment work together to help develop the whole individual.

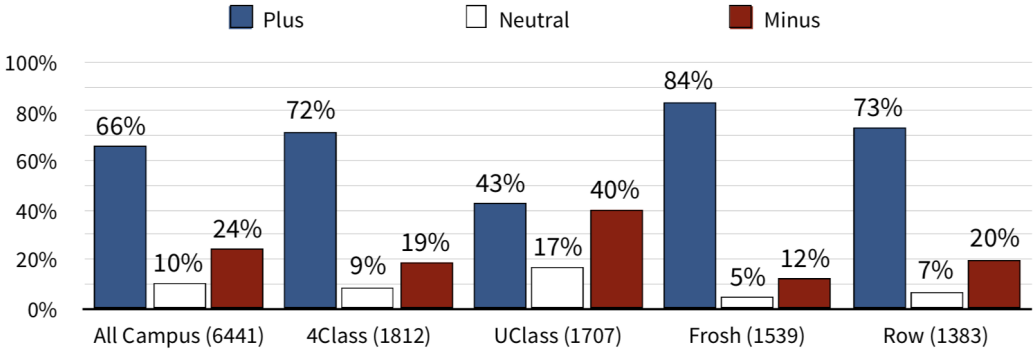
The undergraduate residential environment must provide opportunities for integrative learning. Its spaces and staffing must actively communicate the importance of and look for opportunities for personal and intellectual learning.



### Appendix D: Students' Sense of Belonging

#### House Type Comparisons

#### Belonging



Source: Staff Feedback Instrument, Residential Education

Appendix E: Inter-Sorority Council Membership (ISC)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018**
<b>Registered for Recruitment</b>	234	297	306	333	360	373	349	503/338*	395	391	391
<b>Began Recruitment Process</b>	230	281	293	311	345	357	311	338	372	366	378
<b>Members Joined</b>	138	223	225	211	231	239	234	278	347	308	260
<b>Median Chapter Size</b>	75	75	143	150	151	146	141	149	161	171	162
<b>Number of Organizations</b>	5	6	6	6	7	7	7	7	7	8	7

Provided by: Residential Education

\* This data discrepancy is due to an error in registration duplicates with the recruitment management system and it is likely that the number that showed up on the first day (338) is a more accurate number.

\*\* There was an experimental variable quota system piloted this year that was not the normal quota system, which strives to distribute new members equally among chapters. This will likely not be used again in following years and the number of women who join is expected to rebound.

## Appendix F: Interfraternity Council Membership (IFC)

	2014-2015	2015-2016	2016-2017	2017-2018
<b>Registered for recruitment</b>	480	N/A	413	364
<b>Members who joined</b>	200	235*	242	232
<b>Median chapter size</b>	N/A	N/A	74	83
<b>Number of organizations participating in recruitment</b>	11	11	11	10

*Provided by: Residential Education*

### Appendix G

#### 2017-2018 Housing Demand: First Choice of Frosh

Description	First Choice of Frosh	Percentage
All-Frosh, coed floor	1,088	64 percent
All-Frosh, single sex floor	138	8 percent
Integrated Learning Environment (SLE & ITALIC)	136	8 percent
Four-Class, coed floor	106	6 percent
Four-Class, single sex floor	22	1 percent
Freshman-Sophomore College	102	6 percent
African American Theme	45	3 percent
Chicanx/Latinx Theme	22	1 percent
Asian American Theme	17	1 percent
Native American Theme	14	1 percent
No choice picked	20	1 percent

*Provided by: Residential & Dining Enterprises*

Note: 1,226 frosh (72 percent) selected an all-frosh residence as their first choice. Demand for all-frosh residences (1,226) exceeds bed capacity by 126.

## Appendix H

### **Pain Points in the Resident Fellow Role**

#### ***Adapted from: Residential Education***

Outlined below are the challenges that must be addressed in the Resident Fellow program.

#### Ability to Buy a Home

- The regulations for owning certain homes on campus, land lease stipulations, and agreements within departments all make it incredibly difficult, if not impossible, for an RF to purchase a home while they are in their RF role. This prohibits applicants from coming into the process, causes RFs to leave the role before they desire, and causes a high degree of confusion and dissatisfaction. An RF should not lose the ability to purchase a home because of their service to the University in the RF role. As much as it is possible, ambiguity between these different units and varying policies need to be clarified.

#### Apartments

- Apartment size must be comparable and should be similar to the newest apartments built in Meier and Norcliffe.
- Each apartment must have the necessary storage space required for a family, something that would be similar to a garage or an attic.

#### Parking

- Parking spaces need to be in close proximity to the RF residence.
- Resident Fellows are increasingly arriving to their roles with electric cars and there are not outlets to plug in their cars near their homes. Each Resident Fellow should have one RF space that has a plug that can accommodate an electric car.
- Visitors and students frequently park in RF spaces. Parking is sporadically enforced and there is currently a policy to not tow violators in RF spots. Enforcement needs to be increased and towing needs to be utilized. RFs need to be able to arrive home with their families and groceries and be sure that they have a place to park near their home.

#### Finances

- Each RF needs to have ready access to a purchasing card (PCard) and the appropriate infrastructure/staffing to quickly process transactions on the PCard.
- The burden of the reimbursement and PCard system needs to be primarily managed by professional staff within the governing department, not by Resident Fellows.
- More programming dollars need to be easily accessible to Resident Fellows

#### Mail and Packages

- Mail and packages for Resident Fellows needs to be delivered to their home. If this is not possible, it needs to be delivered to a neighborhood mail hub.

#### Communication

- Resident Fellows receive varied, competing, and conflicting information from an extraordinary number of sources including Residential Education, Residence Deans, Office of Alcohol Policy and Education, Office of Community Standards, Diversity Education Office, Vaden Health Center, Community Centers, Residential & Dining Enterprises (Housing, Dining and Conferences), Academic Advising Directors, New Student Orientation, Frosh 101, Parking and Transportation, Department of Public Safety and the Vice Provost for Teaching and Learning. There needs to be a common source to curate and accurately coordinate these messages to the houses to reduce conflicts and the information burden.

#### Conferences

- Noise and parking issues are consistently pain points despite efforts to reduce the impact of conferences on residences.

#### Tech Setup and Support

- It is unclear which person or department is responsible for setting up internet, phone, and cable services for RFs. Maintenance is difficult and confusing. With the increased number of devices in modern life that require internet access, there needs to be a clear, direct and responsive service provider.

**Appendix I**

**Equitable Pay for ETAs  
Petition and Survey Results**

# Equitable Pay for ETAs

## Petition and Survey Results

---

Araceli Garcia, Casa Zapata ETA

Edwin Carlos Jr., Okada ETA

Huanvy Phan, Okada ETA

Jasmin Martinez, Casa Zapata ETA

Jessica Reynoso, Casa Zapata ETA

Khaled Aounallah, Ujamaa ETA

Pao Thao, Okada ETA

Treyjohn Butler, Ujamaa ETA

Vanessa Sims, Ujamaa ETA

November 30th, 2018



# Equitable Pay for ETAs Petition and Survey Results

From the first Ethnic Theme Associates (ETAs) in Okada in 1974, to the present, ETAs have taken on the role of making each ethnic theme dorm a community many people call home. ETAs play a crucial role in the political and ethnic identity of ethnic theme dorms, but we are severely underpaid.

On November 9th, the Ethnic Theme Associates of Casa Zapata, Ujamaa, and Okada sent out a petition and survey in support of equitable pay for Ethnic Theme Associates. The main question we asked was:

*“As of 2018, staff roles are compensated as: Residential Assistants (RAs): \$11,822.25; Peer Health Educators (PHEs): \$3,000; Residential Computing Consultants (RCCs): \$7,000-8,000. Do you think ETAs should be paid more than the current \$4,200?”*

In less than a month, we gathered **650 signatures** who responded with “Yes”.

This comprehensive overview contains:

<b>An Overview of Petition and Survey Results</b>	<b>2</b>
<b>Data Graphs of Responses</b>	<b>5</b>
<b>Testimonies</b>	<b>7</b>
<b>List of Signatures</b>	<b>29</b>

## An Overview of Petition and Survey Results

As of December 2nd, 2018, there were **650 signatures** on our petition.

- **37.8%** (246) of the respondents had previously lived or were currently living in an ethnic theme dorm and **62.2%** (405) had never lived in an ethnic theme dorm.
  - 90% were undergraduate students, 4.6% were alumni, 3.7% were graduate students, 1.1% were staff, 0.6% were other Stanford community members.
- The respondents who had lived in an ethnic theme dorm were asked to rank their answers for an additional set of questions, ranging from 1-10 with 1 being low and 10 being high:
  - How often do/did you interact with your ETAs?
    - **46.7%** responded with the highest rank of 10
    - **93.5%** responded with a rank of 6 or higher
  - How necessary are ETAs in building dorm community?
    - **80.9%** responded with the highest rank of 10
    - **98.8%** responded with a rank of 7 or higher
  - How necessary are ETAs in fostering a sense of belonging?
    - **77.6%** responded with the highest rank of 10
    - **98%** responded with a rank of 7 or higher
  - How necessary are ETAs in facilitating theme programming and community education?
    - **90.2%** responded with the highest rank of 10
    - **100%** responded with a rank of 7 or higher
- We also asked respondents who had lived in an ethnic theme dorm, “What does having an ETA in your dorm/house mean to you?” and we received 245 testimonies. Here is a selection of comments we received:

“An ETA is a person that takes on many of the responsibilities as an RA does, plus putting in additional work into producing house-specific programming. They help to facilitate and spark conversations on topics that are not discussed nearly as much as they should around the rest of campus, such as race/ethnicity, privilege, and class, among other topics exploring the

intersectionality of identities. The programming they put on broach sensitive topics and requires them to utilize high-level facilitation and mediation techniques. In my experience, **residents have always seen ETAs as a source of emotional and intellectual support, approaching them just as much, if not more, as they approach RAs when wanting to discuss sensitive topics involving identity.** ETAs also do so much work involving the pre-assignee experience in ethnic theme dorms. They guide pre-assignees in developing talks **exploring the nuances of identity and histories of race**, which are open to the entire Stanford community. These talks engage wide audiences in thinking about how our social identities form us and interact with others. Without ETAs, ethnic theme dorms would not have the presence and level of community they display today. Having staff that specifically create this type of programming, in addition to being another source of support for residents, help create a space where people feel comfortable discussing difficult subjects and where people can feel comfortable engaging in conversation with people of different ideologies. ETAs should be paid as much as RAs for all of the work they do to create strong dorm communities.”

“It means having staff who **understand the diverse backgrounds** represented at Stanford and who **put in the labor to make sure these backgrounds are respected, understood, and feel welcome in the dorm and broader Stanford community.** It means having staff who empower their communities to recognize centuries of oppression and inequality that we have experienced and to seek our role in creating change. It means having staff who understand what a community of color can represent, because these are our homes, and they work so hard to foster communities of love and power.”

“ETAs are very much the people who make an ethnic dorm what it is: **a safe place for marginalized communities.** Without ETAs, critical thought and dialogue would have very difficult times finding their way into dorms at Stanford. Since these discussions are necessary, ETAs are also necessary. So far, Stanford has been lackluster in appreciating the labor ETAs put forth. A great starting point is to adequately compensate ETAs for their contributions to the Stanford community.”

“As a frosh at Stanford, I was placed into Okada. I am not Asian American but by going to theme presentations every single week and interacting with the three ETAs I learned so much about culture, identity, and politics within the Asian American community, problems that are being faced in the Asian American community, and the importance of interracial and interethnic solidarity. Without living in Okada and having ethnic theme programming, **I wouldn't have been exposed to a community outside of my own or been able to think critically about the issues that folks of color and marginalized individuals are facing as a whole** rather than focusing only on what people with the same identities as me go through. I loved having ethnic theme programming so much that I chose to preassign into Okada my junior year and further my

involvement and solidarity with the API community on campus. On a more personal note, the staff member that was most supportive of me in my freshman year was one of my ETAs and **it's because of her that I'm still at Stanford as a senior instead of dropping out.**”

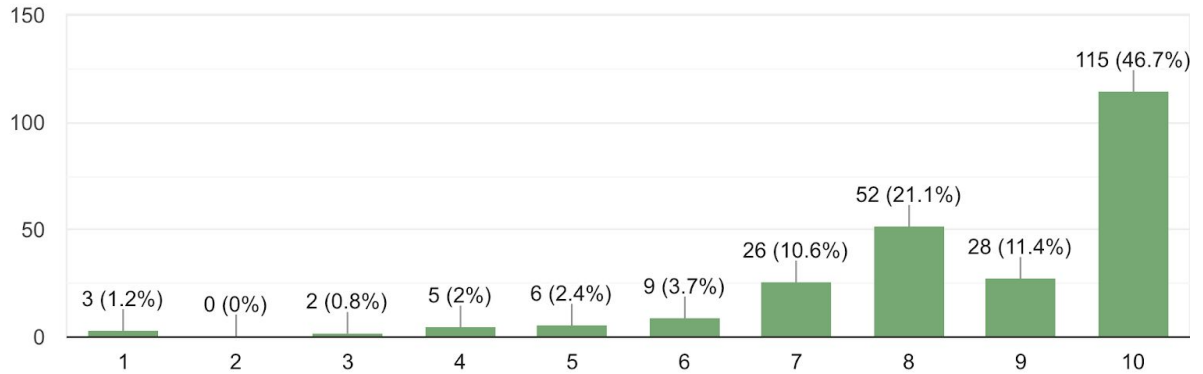
“ETAs symbolize a lot for my community - **it represents a commitment, passion, and intention to people of color.** ETAs uphold our culture, they uphold our traditions, they pave the way for new nuances in our Comunidad. RAs of course are important in upholding the community, but ETAs do RA responsibilities while also having to uphold the cultural/emotional well-being of people of color, and undergo training that others do not, and have to deal with trauma that others do not. ETAs put in time and mental energy constantly uplifting the community, all the while facing detriment from not just the University, but even their costaff. **My ethnic identity is important. My ethnic identity is central to every aspect of my life. ETAs are the staff members putting time directly into my cultural identity and understanding the incredibly deep, beautiful intricacies this identity has in relation to my academics, relationships, and wellbeing.** They are overworked, underpaid, under appreciated, and disrespected by Stanford. These are people of color doing work for people of color. They are also people of color often forced to do work for White people, who are demanding this labor from them. When I came home crying during NSO because a White professor had the audacity to say that women of color in STEM faced no issues, it was my ETAs that comforted me. It was ETAs that created events that uplifted our identities. It was the ETAs that held space for mourning for our immigrant families. It was the ETAs educating the community on cross-cultural solidarity. All this done for less pay than an RCC that was never even in the dorm. There is no Comunidad (or any community) without our ETAs. **To devalue them is to devalue the place of people of color at Stanford** - unfortunately this seems like Stanford feels all too comfortable doing.”

“ETAs are an essential part of Ethnic Theme Dorms, as they are key figures in the development and programming of these communities. **The responsibilities they take on are far greater both in number and value than they are being compensated for.** Not only do they serve their dorms, they also open their events up to the greater community, which only speaks to their dedication to their/our people. The ETA position is a unique position in our communities as they are called on to **provide emotional support, often at the cost of their own emotional wellbeing, to educate others in cultural competency and the intricacies of their own personal identities.** This is an indispensable position that should not only be compensated fairly, but also be implemented in all other dorms.”

## Data Graphs of Responses

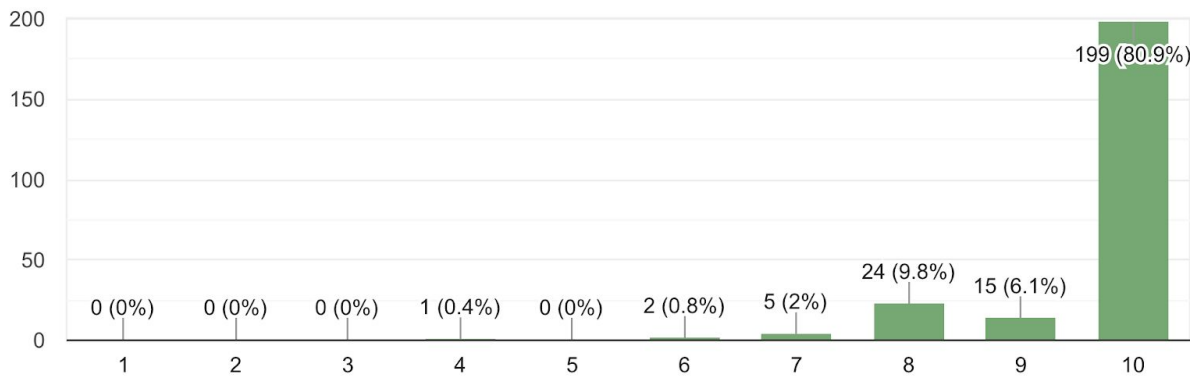
How often do/did you interact with the ETAs?

246 responses



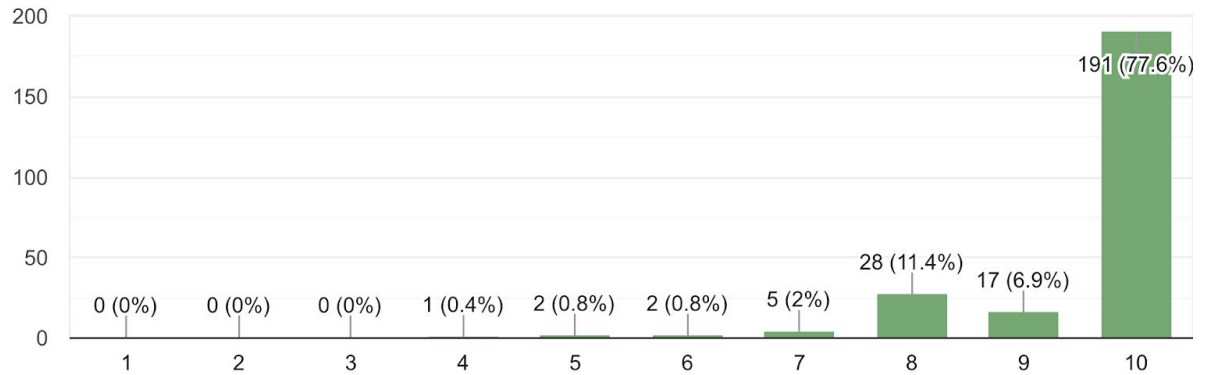
How necessary are ETAs in building dorm community?

246 responses



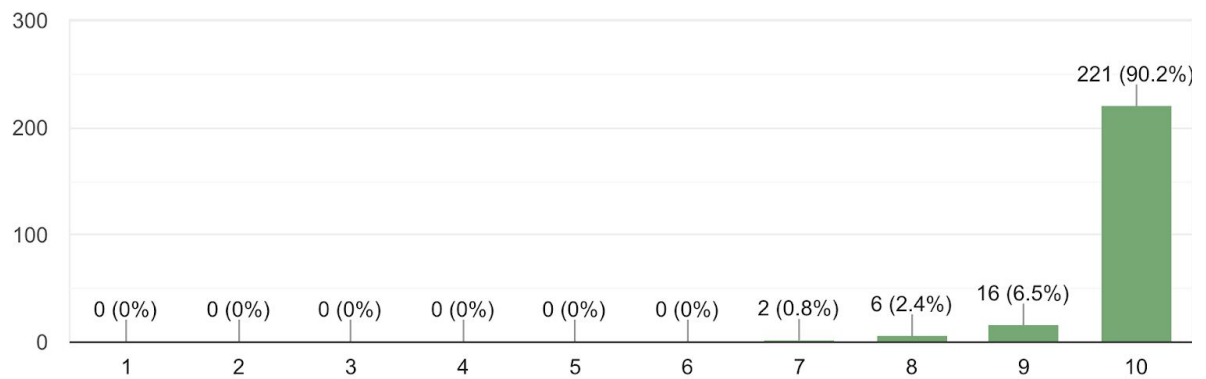
## How necessary are ETAs in fostering a sense of belonging?

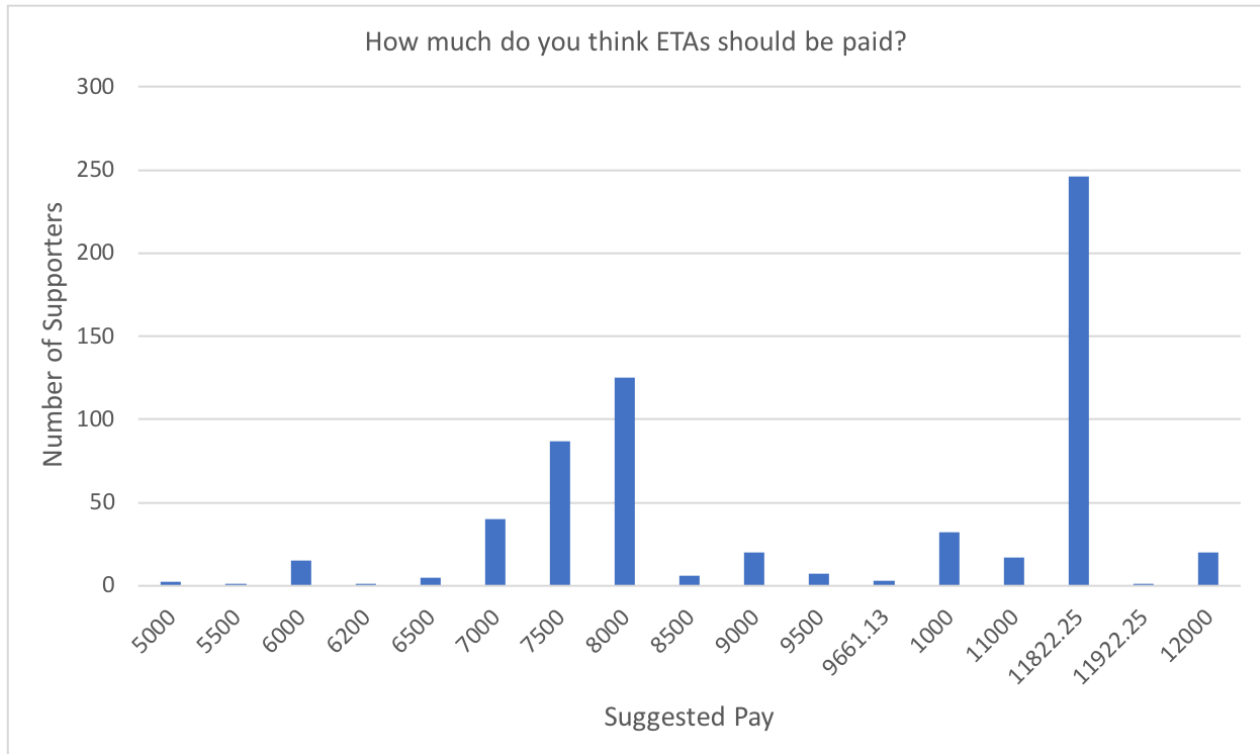
246 responses



## How necessary are ETAs in facilitating theme programming and community education?

245 responses





\*Note:

For submissions that stated the following we quantified it in the following way:

- “As much as RCCs” or “\$7,000-\$8,000” = \$7,500
- “Same as RCC or more” or “More than the RCC” = \$8,000
- “Between RCC and RA pay” = \$9,661.13
- “As much as RAs” or “More than RAs” = \$11,822.25

## Testimonies

For our question about “What does having an ETA in your dorm/ house mean to you?”, these were all 245 responses we received.

1. It means always knowing there is someone in the dorm who's job is to validate my identity even when the broader campus and country are constantly attacking it.
2. It means that I have someone to talk to about my culture and someone who makes it easy to connect with my culture in an institution like Stanford.
3. That the dorm is actually catered to fostering a community for students who identify with that ethnicity rather than just being a regular Stanford dorm.
4. They are an essential force in upholding the theme and community of ethnic theme dorms. My ETAs planned countless events and put in tireless labor for the benefit of Casa Zapata and the wider Chicanx/Latinx community at Stanford.
5. An ETA is a person that takes on many of the responsibilities as an RA does, plus putting in additional work into producing house-specific programming. They help to facilitate and spark conversations on topics that are not discussed nearly as much as they should around the rest of campus, such as race/ethnicity, privilege, and class, among other topics exploring the intersectionality of identities. The programming they put on broach sensitive topics and requires them to utilize high-level facilitation and mediation techniques. In my experience, residents have always seen ETAs as a source of emotional and intellectual support, approaching them just as much, if not more, as they approach RAs when wanting to discuss sensitive topics involving identity. ETAs also do so much work involving the pre-assignee experience in ethnic theme dorms. They guide pre-assignees in developing talks exploring the nuances of identity and histories of race, which are open to the entire Stanford community. These talks engage wide audiences in thinking about how our social identities form us and interact with others. Without ETAs, ethnic theme dorms would not have the presence and level of community they display today. Having staff that specifically create this type of programming, in addition to being another source of support for residents, help create a space where people feel comfortable discussing difficult subjects and where people can feel comfortable engaging in conversation with people of different ideologies. ETAs should be paid as much as RAs for all of the work they do to create strong dorm communities.
6. I love my ETA so much, she always comes in and checks on me. Having someone who sincerely cares about your holistic wellbeing has truly augmented my college experience. I love my ETAs!
7. They were important for me to connect with the community.



8. ETAs worked very hard to create an environment for cultural exchange, reflection, and understanding. They deserve to be compensated fairly.
9. ETAs are a driving force behind the purpose of an ethnic theme dorm/community. They help those who identify with the theme by providing a space for them to engage with their culture, as well as teaching those who may not identify with the theme about the beauty and importance of it.
10. Ability to interact with and take part in the culture of the dorm.
11. ETAs are very much the people who make an ethnic dorm what it is: a safe place for marginalized communities. Without ETAs, critical thought and dialogue would have very difficult times finding their way into dorms at Stanford. Since these discussions are necessary, ETAs are also necessary. So far, Stanford has been lackluster in appreciating the labor ETAs put forth. A great starting point is to adequately compensate ETAs for their contributions to the Stanford community.
12. ETAs are necessary facilitators to creating an inclusive community within a house.
13. An ETA is someone who is an important part of fostering each theme house's unique culture.
14. It means having staff who understand the diverse backgrounds represented at Stanford and who put in the labor to make sure these backgrounds are respected, understood, and feel welcome in the dorm and broader Stanford community. It means having staff who empower their communities to recognize centuries of oppression and inequality that we have experienced and to seek our role in creating change. It means having staff who understand what a community of color can represent, because these are our homes, and they work so hard to foster communities of love and power.
15. To me, having an ETA means another person who can talk with me and the rest of the dorm community, facilitating growth and exposure to different ideas and relationships. It means another way to feel a sense of belonging for many within the house, something that is extremely important, especially for minority populations on campus.
16. They truly are essential to what makes ethnic-themed dorms special.
17. It means we have someone who is responsible for making ethnic-themed dorms what they are. They plan events that are meant to replicate or remind students of cultural traditions may remind them what it feels like to be home.
18. Having an ETA means having a team of people who are willing to support the community in any way necessary. Their programming facilitates conversations that are necessary to creating a more conscious and united community. They are a source of comfort and understanding. Truly, they make up a part of the backbone of community creation in ethnic theme houses. Having ETAs (now as a staff member) means having people who have my back and who are there for our community. ETAs are essential. That's all I can say.

19. The ETAs mean so much to me. They are extremely caring and wonderful human beings who put so much effort into all that they do. They play an integral role in ethnic themed dorms in educating residents. In addition to this, they serve as friends and role models--doing many of the same things that any RA does... plus more.
20. It means building community through immersing residents with the history and culture of the specific ethnic theme dorm.
21. The ETAs are so passionate about making the space a warm and welcoming community. They do so much work, a lot of which goes under the radar or does not get recognized! They are so important and do such meaningful work.
22. It means having people who remind me that I am home. I would never get the same experience without the ETAs; every time I am with them I always get a piece of home.
23. Thanks to the programming put on by ethnic theme associates, themed dorms have the ability to function as a cohesive space for intellectual discussion and growth. They also work endlessly to ensure the dorm functions as a community.
24. It means that I know someone relates or comes from the same background I do. The help with my homesickness.
25. Having another person to talk to and expressing culture more.
26. It means that someone is there to educate, guide, cultivate community, and create a living-learning environment.
27. They were just as important to the form community as the RAs and provided space to talk about so many important things.
28. Community
29. Having an ETA in my dorm means that I can discuss my identity with a group of people and feel safe while doing so.
30. Having an ETA means someone who fosters community and someone I could talk to.
31. We were able to discuss and learn in the safety of our own home about issues that were not discussed inside of the Stanford bubble.
32. ETAs are responsible for creating an intentional, thoughtful community, and should be compensated adequately.
33. ETAs are essential for bringing education and awareness on the ethnic theme of each dorm. ETAs also assist with building community.
34. Without an ETA, who is paired fairly for their labor, systems of inequality are reproduced at Stanford. I have been able to learn a lot about our theme through the work of our staff.
35. Having staff dedicated to helping residents explore vital facets of ethnic identity.
36. I was an ETA in Okada last year and it is a critical position that is so necessary as race and ethnicity affects every single facet of life. Having a position dedicated to helping others navigate questions and issues of race and ethnicity, particularly, Asian American identity is critically important to the mission of the university and critical to creating a better world. My work as an ETA was some of the most impactful and meaningful work

I've ever done, and I believe, as do all other ETAs who have come before me, that we should receive pay equity with other staff members, in particular, the RAs.

37. ETAs ensure that I and the rest of the house have a dedicated resource for the reason why we chose to live in an ethnic theme dorm in the first place: to engage in culture, activism, service and community. I was much closer to my ETAs than RAs -- even though both played an important role in the community, the ETAs represented people I could go to for help when I didn't think my problems were relevant to dorm life, yet very relevant to life as a person of color. ETAs are a crucial resource, and I implore you to treat them with the respect that they deserve as staff members, advisors, educators, peers, and friends.
38. ETAs are important in making space for residents to engage with questions and issues of identity, history, and community.
39. My ETAs are just as important to me as my RAs. The ETA on my floor has been a powerful mentor, someone I feel comfortable speaking to for guidance or knowledge. The ETAs pour their heart into creating a community and educating students in a variety of ways.
40. Having an ETA means that I have someone who cares about the mission of the dorm and someone who cares about me. ETA's are a source of security and understanding for POC students, as well as knowledge about minority communities. They have a vested interest in building community across cultural lines, and they contribute to the dorm in ways that other dorm staff often don't have the time or capacity to. I love my ETA's, and I believe they should be fairly compensated for the work they do.
41. As a preassign in Okada, the ETAs have done so much to develop a community that actively engages with Asian-Americanness and encourage us to understand what the Asian-American identity means to us, how we fit into the larger picture, how we navigate through the world moving forward. I didn't really identify as Asian-American until coming to Stanford, and it has been this year living in Okada that has continued to challenge me to embrace / unpack that identity. I think the ETAs have been a huge part of that, whether it's organizing field trips or guiding us on the preassign presentations. Without the ETAs, Okada would not be what it is.
42. They create an environment where we can discuss all aspects of identity without feeling the need to hide parts of ourselves.
43. Remembering why I am living in this space and for what purpose this space was meant for, and, obviously, for learning about various identities and issues - especially those identities which are not mine, and issues not directly pertinent to me, as an act of solidarity, empathy, and understanding.
44. ETAs are, essentially, what make an ethnic theme dorm different from any other dorm. They are there to cultivate community and foster understanding of culture. They do just as much work as other staff positions, and they should be compensated as such.

45. Having an ETA in Okada is so crucial to the identity of Okada as an Asian-American ethnic theme dorm. They organize the pre-assign presentations that foster community involvement in learning about Asian American issues regardless of background. The quarterly off-campus field trips give residents the chance to see true community-building in action, and without ETAs, the dorm wouldn't be complete.
46. ETAs have brought me to a closer understanding of my racial identity and the complexity of being Asian-American. ETAs make Okada what Okada is. ETAs are valuable staff members and do as valuable work as RAs and should be compensated as such. They also overlap in practice in many of the same roles. I turn to my ETAs more frequently than I do to my RAs sometimes for things like emotional support and guidance.
47. As an Asian American at Stanford seeking to discover what it means to have this identity and what community and solidarity means to the API identity, the ETAs have put in crucial work with full effort and heart and passion to guide me. ETAs deserve fair and equitable compensation for the irreplaceable work they put in to helping students of color feel a sense of belonging and pride.
48. A friend that I can have solidarity in being a student of color and also someone that can help me understand more of the issues and values of that particular ethnic theme.
49. For me, having ETAs means that I am able to fully engage with Okada's ultimate mission in creating a space for Asian American students on Stanford's campus. ETAs across ALL the ethnic theme dorms do this for their respective communities, and having them be fairly compensated for their labor is the only just line of action (in my eyes) moving forward.
50. They are the backbone of the theme program and facilitate the immersive process of ethnic/racial identity development, politicization, and values-based community building in the dorm. they are an essential part of staff!
51. Having ETA's in the dorm ensures that residents can have thoughtful discussions surrounding the dorm's ethnic theme and provides a resource for students in finding their own identities.
52. ETAs take on an enormous amount of emotional and logistical labor on top of their ETA planning/duties. Also, they're VITAL in terms of facilitating broader connections to justice on and beyond campus.
53. Having an ETA in the dorm/house meant being able to learn more about the community that I was living in--each house is for a specific ethnic community, and the ETAs help teach about the communities that students, especially students who don't identify with that community, are living with.
54. ETAs do so much beyond the job description, particularly because identities are complex, sensitive, and deeply emotional and personal. ETAs pour so much of their energy, love, and care into dorm communities -- facilitating difficult discussions, mentoring residents, providing a space for home and community, and opening an accessible entryway into

issues of power, identity, and justice. For me, ETAs have been transformative, not only influencing all facets of my undergraduate experience, but also motivating my personal and professional goals even after I've graduated.

55. Important

56. Having an ETA meant having a friend and guide in my own education towards the issues that face communities of color at Stanford and beyond, meant having a facilitator that enabled different communities and identities to come in contact in discussion, and meant having someone to introduce me to so many amazing organizations, individuals, and opportunities that have defined my education and student life at Stanford.

57. It's great to have ETAs around and I feel very supported to discuss ethnic related issues.

58. Having an ETA in my dorm means that there is someone to start the conversation, on any host of issues that include race but are not limited to that subject. They are staff members that understand the frustration of being a minority on a campus like Stanford, and in America in general, and who create spaces where everyone can talk, decompress, and understand their own identities better, especially through theme presentations and community conversations.

59. Someone is specifically thinking about the community from an ethnic standpoint and putting in important time and effort to support students in that way.

60. Having an ETA shows that the students in the dorm are committed to the dorm theme and that there is an extra layer of support for students of color.

61. Having an ETA lets me interact and talk about topics that I might not be able to refer to an RA about because of the sensitive nature of the topics.

62. It means having a friend to talk about Asian-American issues with. It means having a person to help guide people should they choose to pursue social justice.

63. Having an ETA means having someone in the space to foster dialogue, raise awareness, and address critical tensions in our communities and society.

64. ETAs are essential for ethnic theme dorms. They make sure that there is space to discuss the topics that are central and important for the residents that live in the ethnic theme dorms. Furthermore, they help foster the welcoming and inclusive environment that is so pivotal in the dorms.

65. ETAs help make Uj's tradition of a culture of intellectual vitality possible.

66. They are essential for almost every aspect of ethnic theme dorms.

67. It means that I can rest assured because they will provide programming that will keep me intellectually stimulated and culturally aware.

68. It means having someone to help a dorm feel more like home.

69. It means there is someone there who is intentionally working to make the community as great as possible. They complete the role of a dorm community. RAs handle the general structure and norms, RCCs handle the technology adaptations, PHEs handle the wellbeing, and ETAs create the community.

70. More support
71. The existence of the ETA role should serve as evidence that Stanford values the experiences of students of color, but the fact that they are not compensated commensurately with RAs (despite often doing much of the same work that RAs do) serves as evidence to the contrary.
72. So much. The ETAs are the backbone of creating a community bound by intellectual and cultural growth and healing.
73. Everything!
74. It means having someone who represents my community.
75. They are essentially on the same level as RAs.
76. Someone who is making sure that people have access to the plethora of wisdom and information about the contributions, accomplishments, struggles, and successes of ethnic groups that make Stanford and the United States diverse and culturally rich.
77. ETAs give the dorm their sense of history, culture, and purpose.
78. ETAs are the bridge that allows the communities to understand its history and how that history affects their everyday life and they just put in so much more emotional labor than most of the RAs. They are the lifeblood of ethnic theme dorms and deserve to be paid for their labor!
79. It means having people dedicated to fostering a culturally-educated and connected community, creating a safe and loving home for Stanford students.
80. As a frosh in Uj, I was very close with my ETAs. They were a vital part of the dorm community and did so much to foster inclusion and a sense of belonging for everyone in the dorm. They also put lots of work into helping preassigns with theme presentations and other dorm programming. Plus, they did "RA stuff" like open their doors to everyone and talk about life. Without their positions on staff, I do not think I would have had the same opportunities to create such strong relationships with my ETAs. I loved and still love my frosh year Uj staff dearly and my first year would have not been the same without my ETAs. My positive experience with living in an ethnic theme dorm led me to pre-assigning to Okada this year. As a preassign, I now have a better perspective of just how much work the ETAs have to put in. The Okada ETAs not only work with all the preassigns, but organize dorm trips to local Asian-American community orgs, create programming to foster community among preassigns (like preassign retreat) as well as with the entire dorm community (like weekly Teahouse Tuesdays), and are just all-around great staff members. If Stanford cares about the labor of students of color then ETAs should receive equity in pay.
81. More people who are engaged in discussions about the issues with regards to those of color.
82. ETAs are essential pillars of the dorm community; they provide constant inspiration, conversation, and education as well as emotional support and energy. As a former PHE in

a themed dorm, I had the honor of working with ETAs. I will always be grateful to my co-staff ETAs for leading our dorm community through hard times and guiding some of the toughest group discussions about class, race, politics, identity, and ethics; they play a pivotal role in creating a dorm environment that allows for authentic and productive exchanges of ideas and various perspectives.

83. ETAs were basically RAs ++. They were as integral as the RAs in creating the relationships that were necessary for real community.
84. As a frosh at Stanford, I was placed into Okada. I am not Asian American but by going to theme presentations every single week and interacting with the three ETAs I learned so much about culture, identity, and politics within the Asian American community, problems that are being faced in the Asian American community, and the importance of interracial and interethnic solidarity. Without living in Okada and having ethnic theme programming, I wouldn't have been exposed to a community outside of my own or been able to think critically about the issues that folks of color and marginalized individuals are facing as a whole rather than focusing only on what people with the same identities as me go through. I loved having ethnic theme programming so much that I chose to preassign into Okada my junior year and further my involvement and solidarity with the API community on campus. On a more personal note, the staff member that was most supportive of me in my freshman year was one of my ETAs and it's because of her that I'm still at Stanford as a senior instead of dropping out.
85. "It means making my intersectional identities in black and brown spaces canon in our communities! Communities of color are queer, multiracial, immigrant, etc. "
86. It means having a group of folks that are willing to put in the labor to make a dorm a community, and bring a sense of belonging to those in each ethnic theme dorm. my uj ones freshman year were absolutely incredible. they were basically RAs that got paid a lot less.
87. ETAs symbolize a lot for my community - it represents a commitment, passion, and intention to people of color. ETAs uphold our culture, they uphold our traditions, they pave the way for new nuances in our comunidad. RAs of course are important in upholding the community, but ETAs do RA responsibilities while also having to uphold the cultural/emotional well being of people of color, an dunder go training that others do not, and have to deal with trauma that others do not. ETAs put in time and mental energy constantly uplifting the community, all the while facing detriment from not just the university, but even their costaff. My ethnic identity is important. My ethnic identity is central to every aspect of my life. ETAs are the staff members putting time directly into my cultural identity and understanding the incredibly deep, beautiful intricacies this identity has in relation to my academics, relationships, and wellbeing. They are overworked, underpaid, under appreciated, and disrespected by Stanford. These are people of color doing work for people of color. They are also people of color often forced

to do work for white people, who are demanding this labor from them. When i came home crying during nso because a white professor had the audacity to say that women of color in stem faced no issues, it was my ETAs that comforted me. It was ETAs that created events that uplifted our identities. It was the ETAs that held space for mourning for our immigrant families. It was the ETAs educating the community on cross cultural solidarity. All this done for less pay than an rcc that was never even in the dorm. There is no comunidad (or any community) without our etas. To devalue them is to devalue the place of people of color at Stanford - unfortunately this seems like Stanford feels all to comfortable doing.

88. ETAs do so much for this community! They connect with us residents, support us and help address our community and emotional needs, and they make this a space that I feel comfortable calling home.
89. Having ETAs means having family. ETAs put in a lot of work into the dorm, making sure that people have spaces in which they feel comfortable communicating about sensitive issues. I can personally attest to the importance of ETAs, having lived in an ethnic theme dorm (Okada) for two years in a row; ETAs are an integral part of the community.
90. Someone is safeguarding the value of blackness in this dorm.
91. The ETAs in Zapata are such a critical part of the soul of the community. The programming that they coordinate - from presentations to speakers to informal discussions on important topics in our community - are critical to creating an emotionally and intellectually engaging atmosphere in the dorm, and are a big part of what makes living in Zapata special as compared to living in a non-ethnic theme dorm. But beyond that, it's clear the ETAs do a great deal of labor that overlaps with what the RAs do. They're at all house meetings, almost all dorm events, they facilitate dorm discussions, they build community in the dorm, they build community at dinner discussions, etc. - the ETAs do it all, and without them the community would lose so much of what makes living in Zapata meaningful.
92. To me they are the life of themed dorms. Without their guidance and continuous hardworking themed dorms would just be another dorm on campus. They provide spaces for students to learn about what it means to be apart of culture of the dorm.
93. My ETAs have allowed me to engage with my ethnicity and identity in ways that would have otherwise been impossible at Stanford.
94. ETAs ensure that Casa Zapata serves as the safe and encouraging space that it was meant to be.
95. It means cultural richness, and it makes the dorm more than a physical place to live in.
96. They are my valuable co-staff and make our dorm as welcoming for all peoples as it currently is. Without them, we would not be half the dorm we are.
97. ETAs are a consistent and tangible connection to the larger community.
98. Having people I can depend on and that give me a piece of my home at Stanford



99. It means that my dorm values discussions on ethnicity and its interconnectedness with a variety of subjects. ETAs show that Stanford cares about diversity and inclusion in residential life.
100. Guidance
101. They make the ethnic theme dorms possible by facilitating engagement with the theme.
102. Having (and being) an ETA meant bringing the dorm's theme to life in a way that was responsive to our residents, and often doing the heavy lifting of building the inclusive sense of community ethnic theme dorms are known for.
103. "ETAs are full staff members who create and facilitate programming unique to ethnic theme dorms, often essentially independently of other house staff. At the same time, they assist at least equally in other all-staff responsibilities, from checking in on students in crisis to having their doors open and welcoming residents. In my first year in Casa Zapata, ETAs made me feel at home and helped me through a difficult time in my life, and I felt more comfortable opening up to them than to RAs BECAUSE of, not in spite of, their position differences. My second year in Casa Zapata, I applied to be an ETA. I applied only to the ETA position because it was the position that did the specific work that I valued most. Some of my close friends and former ETAs specifically said they would love to do the work of ETA, but they applied to RA instead because they could not afford the MORE intensive time commitment for less pay. I was a resident who turned to ETAs because I felt that they made themselves available in ways that RAs didn't and couldn't, and I have also been overworked and underpaid as an ETA, and I wholeheartedly believe that ETAs deserve equal pay to their RA counterparts.
104. I was the first year of the ETA pay increase from \$3000, which was baked as a victory without mentioning that RAs received a larger dollar-for-dollar pay increase, which I found to be extremely disingenuous. We are at least as valuable to RAs, and we deserve to be treated as such by the University."
105. ETAs play a critical role in promoting a rich and culturally relevant and loving residence learning community.
106. I think ETAs are wonderful -- they basically do all the same things as staff, + being incredibly educated & well-informed on community issues. I've seen ETAs care for the residents in Okada so selflessly, and they give so much to the dorm communities they live in.
107. It means being able to engage with issues with Stanford that Stanford is not willing to engage in.
108. It means having someone that can relate very closely to me and someone that will foster an environment of comfort for me.
109. Exploring and associating myself with my culture

110. It means that someone will be setting up themed presentations to inform the house on things going on related to our culture. It helps to keep everyone informed. The ETA is also someone who feels very passionate about the community and culture, that being said they are very approachable and dependable. Although it is not really their job, they are always there if needed for any reason that comes up. They do great work.
111. It is a trained person who is knowledgeable on cultural history and acts as a resource to further my educational journey.
112. Goes one step further than RAs and are what separate ethnic theme dorms from other dorms
113. They're a really important part of making sure that different types of voices within the community are seen and heard and that everyone in the dorm feels welcome.
114. I know that someone is there to discuss the topics of both others presentations and my own. I spent a lot of time working in my presentation over the summer (i.e. alone) and was surprised by how much we will need to work with ETA's. It's a requirement, but also a resource
115. While the importance of an ethnic theme, and the accompanying staff positions, can be spoken for concretely, I want to mention how my ETAs have been as much of a presence in the dorm as the RAs. Their rooms and hearts are always open, and I always feel comfortable talking with them. If there is any question about their being less involved in the dorm community and in the safety / well-being of students, I can vouch for mine in saying that they are equally if not more so.
116. They really help to bring the community together.
117. It means having an intellectual and empowering community that revolves around subjects crucial to Blackness and its intersectionalities.
118. It was a wonderful opportunity to educate the community at Stanford. My co-ETAs were brilliant and educated and the ones that I met before and after us were also a huge value for the community.
119. From my experience living in Casa Zapata the past three quarters, I have found ETAs to play a vital role in my learning experience and personal development at Stanford. Not only have ETAs helped me understand and comprehend the social forces working around us , but they have also helped me tackle personal obstacles.
120. It meant there was one other person looking out for my best interest in my first year and offering me perspectives I haven't considered before. They are priceless.
121. They do an amazing job of facilitating a sense of community in the dorms, which in itself is one of the most important aspects of having a healthy Stanford experience.
122. I means having someone to bring awareness and knowledge surrounding the ethnicity that the dorm is centered around.
123. They're awesome and have taught me a lot!

124. My theme presentation would not have happened if not for my ETAs. They're a central part of creating dorm community and helping preassignees engage intentionally with the community as Ujamaa scholars.
125. Someone who understand the culture and is constantly in community with the residents.
126. It means having someone who is actively interested in making your culture known and fighting for your representation.
127. They bring the theme to life and make the dorm a space where our cultural identity is appreciated and interacted with and foster learning
128. It means that I feel like I can be an active part of my dorm culture, and that the culture allows us to grow to be more socially involved individuals.
129. ETAs cultivate a space for learning and growth that helps foster community within Stanford and also outside of Stanford.
130. It means I have someone to go to if I want to talk about an issue in the community, or if there are certain topics I want to discuss in the dorm, or if I want to collaborate with the dorm for other events from student organizations that might be related to Okada's ethnic theme
131. Representation, community builders
132. Community
133. It is having extra staff who care deeply about me and the experience I have in Zapata. Without them, I would not have learned so much while living there.
134. Having ETAs in Okada means having a group of people dedicated to fostering nuanced conversation about something-- identity-- that doesn't get talked about enough. The ETAs help not only preassigns, but also regular residents, explore their own identities and create safe spaces for people to share their experiences. ETAs are so SO necessary for making Okada the incredible space that it is.
135. They create events that are tailored towards issues that we may not hear about. They also ensure that the dorm feel like a community.
136. It's very nice to have more staff members who specialize in ethnic matters, though admittedly I generally look at all the staff of my dorm as just "staff members." Still, that's a good argument for them being paid equally—I know I can talk to any of them at any time if I ever have to.
137. They foster belonging and self love which is crucial for students of color at a PWI.
138. It means having basically another RA but one that brings more spirit for our ethnicity and our theme every day.
139. They are essential and critical to the whole "ethnic theme" part of the house, which is everything!!! They are so important. Having an ETA in my dorm means that I have an extra person I can go to for help/advice/anything I can go to an RA for I know I can go to

them for. Having them in my dorm means that I am guaranteed to have a home within Zapata.

140. It means having people in the dorm who make me feel truly at home and are knowledgeable about the importance of cultures and heritage.
141. ETAs are an essential part of community building
142. There is space and organizing for, with and on our community.
143. The ETAs helped define our community in such a vital way. Our community was 10000% stronger and closer as a result of having the multitude of theme events each week which our ETAs spend upwards of 15 hours a week planning and executing. This is arguably the most difficult and important job in the house.
144. ETAs build community and add value to the Stanford experience by organizing programs that are open to all Stanford students. This broadens Stanford's liberal education and introduces students to issues they would otherwise be unaware of. ETAs foster community and are the backbone to a productive ethnic theme house.
145. "I wouldn't be the same person that I am today if it weren't for the space I was given and the conversations I had with my ETAs. My freshman year, living in Okada was the best thing that could have ever happened to me at Stanford and was such a formative experience for my identity development. Beyond putting on the theme related programming, the informal conversations that we had about race, class, gender, etc. made me reflect a lot on my own identity and helped me develop my sense of self. Before I came to Stanford, I never had the space or the words to have these kinds of conversations, but the ETAs were understanding and helped students to get there. I honestly think that every dorm needs an ETA because I have heard of too many times, especially in frosh dorms, where students are never pushed to think and talk about perspectives and challenges beyond their own, which leads to misunderstandings and the perpetuation of toxic mainstream culture.
146. Additionally, I find that ETAs often take on just as much emotional labor given the nature of their job, just as much as an RA or PHE per say even though it's technically not in their job description. I think that's just the nature of the role, which needs to be recognized and compensated properly. This is speaking from the perspectives of both, a resident and RA, since I lived in Okada freshman year and staffed there junior year.
147. Our communities wouldn't be nearly as strong without our ETAs! ETAs deserve better pay!
148. being able to have safe and meaningful dialogue about identity, history, and issues and how that plays into experiences within communities on and off campus
149. having an ETA = recognition of the unique work that ethnic theme dorms do for students on campus.
150. They're basically treated like RAs by residents, just without on calls, so they should be paid accordingly

151. Having served as an ETA for two years, I believe they are an integral part to the ethnic theme dorm community as they serve to foster the goals of educating folks about the community as well as foster an inclusive environment.
152. So important for identity development and community building. For me, ETAs were able to break down the other layers of being at Stanford - class identity, mental health, belonging, the list goes on and on, in addition to ethnic and racial identity. I'm not describing this well, so I'll just leave it at: a lot of FLI POC students, myself included, couldn't have made it out of Stanford without our incredible ETAs.
153. Setting the tone of conversations in the community
154. Promoting greater sense of community in dorm, organizing programming and facilitating conversations around issues of identity
155. They are central to the educational component of our dorm and served as support systems.
156. It means having 3 more responsible people in the dorm that I can talk to, ask questions about Stanford. Their interest in social justice induced me to not merely have conversations on Asian-American identity, but also in equality and justice in general as well as topics regarding queer and socioeconomic identity. Thanks to them, I didn't feel alone in my questions and I felt that I belonged to Stanford. Therefore, I am grateful for them.
157. ethnic themed dorms deserve to be fully staffed and have resources!
158. It means having a safe but comfortable living space because without it we wouldn't feel at home
159. Having an ETA in my dorm means to me that community is sure to be fostered and that my identity matters. Some of the most influential staff members to me last year were my ETAs!
160. Without ETAs, our dorms would literally be nothing. They manage everything so flawlessly and build an exemplary community.
161. ETAs play a very special role in fostering community and social awareness at the same time. In Zapata, and with the presence of ETAs, I am able to comfortably and unapologetically be myself and have my identity, and the history behind it, validated and loved.
162. ETAs shape an ethnic dorm's culture and executes its central purpose. We couldn't have ethnic dorms without the work of ETAs.
163. The ETAs are so, so crucial to the wellbeing of the house, and deserve equal pay.
164. ETAs are essential in facilitating a sense of community within a themed dorm, as having a team of individuals dedicated towards educating the dorm about the theme sends a signal to incoming freshman about the importance that the university places on upholding cultural competence and diversity

165. A person who supports and fosters the cultural environment and education that the dorm is centered around and formed for.
166. ETA's are the soul of what makes ethnic themed dorms what they are. They address difficult subjects in meaningful ways and make these conversations a part of the living experience. Something that should be the standard for diversity to be expressed and accessible to students in all parts of their Stanford experience.
167. Having an ETA means knowing that my dorm is committed to developing an understanding of what it means to be Asian-America, especially on Stanford's campus. My ETA's help to facilitate growth and significant conversations around identity, history, and topics related to these things. Their presence is what lets me know that who I am is valid, and that there are people who care about me. The conversations they facilitate also help me to learn about things I had never considered before.
168. "Having an ETA in my dorm means that I know my dorm will have an intentional community and an inclusive, supportive, growing space. The ETAs help facilitate conversations around the theme and plan programming, so I have already learned so much from having an ETA in my dorm. But they are also so much more than educational. The ETAs are also essential for creating the community of the dorm. Because they are well trained in matters of diversity and equity, I know that my identity will always be validated in the dorm, and I always feel comfortable and accepted at Okada. In addition, whenever I have challenges—educational, mental, or emotional—I always go to my ETAs first. So much emotional burden is placed upon them, and ETAs are the strongest and most well-equipped people I know to handle these kinds of situations. Because of the ETAs, I know that Okada will be a space where I can be my full authentic self, and I have grown so much as a person from living there. I am also always inspired and learn how to facilitate conversation and belonging in all the spaces I am in in the rest of campus.
169. I also want to add that I did not live in Okada last year, but the Okada ETAs were so, so important to my 1st-year experience. I connected to one of the ETAs because she was an Asian American Studies major, and she became a mentor for me and has helped me through my academic and extracurricular paths. Another ETA shared their passions in housing and environmental justice, and I connected to them because I was interested in the same topics. Because of that, I joined an organization centered around housing justice, and I also did some related work during the summer. I continued seeing that ETA throughout the summer, and talking to him has helped me think about my future career and academic paths. The ETAs of Okada were incredibly important for helping me grow in my first year at Stanford, and this year's ETAs will definitely help me continue to grow. "
170. Having more people to turn to, especially as a frosh, when experiencing major culture gaps and shock of transitioning into the college space.

171. It's lovely to know that there's always a staff member dedicated to help us (residents) stand up for what we believe in.
172. I can't imagine a home without the people who remind us of its value and its need, which is our ETAs. I am incredibly thankful for the amount of labor they put into the community. If it had not been for my ETA's, I would not have been able to engage with my South Asian identity as intimately as I have been able to. Our ETAs put in the love and labor that is almost always missing from our courses and lives at Stanford. I appreciate you all <3 special shoutout to dwin, huanvy, and pao <3
173. Having an ETA in my dorm has meant the absolute world to me. I am super close with one ETA in particular, and have great relationships with the other two ETA's. The one ETA I am very close with has helped my transition to Stanford so much. She is always checking up on me, gives me advice, lends an ear when I need it, and is just overall a great friend. I admire her as a person, as a staff member, and as a friend. She motivates me to be a better person, to do more for my community, and to take advantage of the opportunities that Stanford is giving me. Without ETA's, I know that my transition to Stanford would have been a lot more difficult. While the RA's are amazing individuals who I can always count on, the ETA's are younger, more relatable, and have fostered amazing relationships with all the students in several different ways. I love the ETA's here and they deserve so much more for what they do. They are basically RA's without the pay.
174. ETAs were and are an essential source of incorporating the "education" into Residential Education for the Ethnic Theme Dorms. So much learning happened through the programming they formally put on for the dorm, but also through the informal conversations they held space for.
175. Coming to Stanford can be intimidating, especially as a first gen, low income student of color. Much of the time it can be difficult to have important conversations regarding he dynamics in the university between students. ETA's have made a worlds difference, facilitating programming that takes on these difficult conversations in an engaging way. Additionally, ETA's are essential to the dorm community, and often times serve as pillars within the dorm community.
176. They facilitate the theme programs and are there to talk about important things relating to race/ethnicity.
177. It meant a ton in Zapata - my co-staff ETA's really helped create the community there when I was an RA. I can't speak as much for Uj because I was only there for one quarter.
178. ETAs are so central to ethnic theme dorms. Year after year I've seen the ETAs at Casa Zapata (the ethnic theme dorm I interact with the most) put in their lives into the wellbeing of the dorm, into the events, charlitas and theme, and into building the community. Not only do ETA's help with dorm programming, but they are always down

- to have one-on-ones with residents and to help residents who are struggling to get through. The experience at ethnic theme dorms would not be the same without ETAs.
179. The ETAs at Okada have made the dorm a very welcome and inviting place for people of ALL backgrounds. It's one of the most beautiful communities that I have been in and one of the friendliest.
180. I learned so much thanks to their programming.
181. They help create community
182. "Knowing that there are staff who are institutionally supported to help foster community for and to uplift that specific identity is really affirming "
183. community
184. ETA help shape the community into a safe and brave space by organizing theme activities and educating peers about the larger Asian American community.
185. My ETAs brought me into the communities in the dorms, and I was inspired to become one my junior year for Casa Zapata because of it. I find our work extremely valuable, and necessary, for the functioning and primary purpose of ethnic theme dorms.
186. Although I'm not considered Asian in Okada, I find living in an Asian community to be very rewarding, since people share a mutual identity that's so beautiful and rich that needs more attention and publicity At Stanford. I believe ETA's are a very big part advocating for the diverse and enormous culture of Asia at the university, and it should be regarded as an actual job. I know that with my busy time I can't rely on myself to learn about Asian identity, but I do know that ETA's are in the dorm to making the knowledge of Asian life more accessible to everyone in the dorm. It's even more interesting that other people who're living outside Okada still come to our dorm to learn from ETA's when they have presentation. Therefore I find it very crucial for Stanford to support ETA, so they enhance their already best support for the students.
187. Programming in the dorm is more organized and has a central theme due to the work of ETAs. They are an integral part of building the community in the dorm.
188. It is imperative for the success of an ethnic dorm community to have ETA's that are supported in all aspects, including compensation. It is without a doubt that ETA's are crucial to the community as they contribute their time not only at ETA events but throughout all aspects of creating community i.g. helping RA's, having their personal spaces (dorm room) as public spaces for residents to visit, communicating with RF's - RD's about the state of the community. Equal pay for equal work. It's plain and simple.
189. It means that I have more channels to learn and appreciate the specific culture represented by my dorm no matter whether I identify with it or not. It also means promoting inclusiveness to all kinds of cultures and ethnicity in the dorm community.
190. Having ETAs in my dorm means that Okada is a place to learn about and engage with Asian and Asian-American culture and identity, not just a place where Asian students



live. The ETAs have been crucial in developing community, and I feel lucky to be friends with them.

191. Having ETAs in Okada not only means that we are able to function more effectively as an outward facing Ethnic Theme House, but also that we have additional staff putting in both the physical and emotional labor to build community within the house and throughout the University.
192. As a freshman and sophomore living in Okada, ETAs in Okada and in other ethnic theme dorms were incredibly committed to making our dorm a community and helped me grow so much in my understanding of the world. ETAs have such a crucial and specific role to play in building dorm community, making ethnic theme dorms spaces where students of color can be centered and feel at home and able to embrace and grow in their identities, and allowing dorms to be spaces of learning for everyone!
193. It means having a team of hard working and caring people who are willing to put in as much time and effort required to create great themed programming that fosters community and safe spaces for discussion in the dorm.
194. It meant having people there to build community, support, and offer knowledge and care that I really needed and appreciated.
195. Having an ETA means having someone that is constantly focused on bringing community to spaces like ethnic theme dorms. One thing is having RA's, PHEs and RCCs but ETAs are special in that they create the actual community atmosphere. They help bring to light many of these big questions that we have about our own identities. If it wasn't for them, there would be no ethnic theme dorm.
196. Important!
197. I live in an ethnic dorm because ethnic theme dorms are the best chances at feeling like part of a community outside of Greek orgs. I live in Okada (but am not Asian) and have come back a second year in a row because I feel so comfortable in the community that the staff (esp. ETAs) cultivate and because I enjoy the atmosphere of learning and stepping out of your comfort zone. The theme activities push me to examine my place in society and to consider what I can do for others. My Stanford experience wouldn't be the same without all of the support and love of living in an ethnic theme house
198. ETAs put on so many truly meaningful events and programming that I think make Ethnic Theme Dorms as special and important as they are.
199. Muwekma doesn't have ETAs but we have RAs who fulfill ETA responsibilities and are crucial to building a supportive community and fostering residential learning in our house.
200. ETAs mean that *\*everyone\** feels home, not just people of the ethnicity of the dorm theme. ETAs enable one of the most vibrant, loving, accepting communities for EVERYONE. Of all the staff, I was closest with one of the ETAs. They put in just as much time (or more!) than other staff members.

201. They play the role of helping folks navigate pressing personal issues, and they usually end up carrying the same (if not heavier) load as Resident Assistants. As a former (two-time) RA, I deeply understand how crucial ETAs are to ensuring student well-being, and they deserve equitable compensation for their physical, material, and emotional labor.
202. ETAs develop programming that is crucial for residents and community members to explore identity and the social/political issues related to communities of color. Without ETAs, my experience in Ujamaa and Okada would not be the same, and theme programming was crucial to my college experience.
203. conversation, understanding, comfortability
204. Close upperclass friends who I can always rely on and talk to
205. They mean someone who understand where I come from and someone I can go to when I need help expressing that.
206. I honestly sometimes see ETA being an extension to an RA. They are always asking how we are doing, and offering some of their food and time to make us feel welcomed into the environment of an ethnic themed dorm. Overall, they have made my transition into Stanford far more easy, as they open to talking to us about anything.
207. It means having people to promote my culture and helping Stanford feel like home.
208. EVERYTHING!!! Muwekma has changed their staffing positions from 2 ETAs & 2 RAs to only 3 RAs, but they have taken the roles that ETAs normally would and this is vital to our community.
209. Having an ETA in Okada was integral to my experience. I had the opportunity to have at times difficult, but crucial conversations on identity, on linking current events to historical context, and on being in solidarity with other communities. My year would have been immensely different and lacking in value and support if I had no ETAs to turn to. ETAs filled a missing role on staff, and I felt the void keenly during my years living in a dorm and house without ETAs. They facilitated and organized a myriad of events that were educational and formative in my exploration of my racial/ethnic identity during college.
210. They do so much work to support the community!
211. ETAs are critical to the mission of ethnic theme dorms.
212. ETA's are what make ethnic theme dorms different from non-ethnic theme dorms.  
The ethnic theme would not exist without them.
213. They promote group discussion about topics pertinent to the them dorm.
214. It means always having the opportunity to be a part of a more whole community!  
They provide endless opportunities for sharing cultures and it's made living in Okada so much better.
215. Brings purpose and meaning to Ethnic Theme Dorms
216. Cultural awareness and inclusion

217. made the experience of zapata what it was--community and love oriented
218. Having ETAs in Casa Zapata has been an integral part of my experience living here. They foster a sense of community and belonging with their welcoming presence and the programming that they bring to the dorm. They are absolutely necessary because they bring attention to issues specific to ethnic groups, allowing their residents to engage with critical topics that affect their communities.
219. The ETAs help me stay connected to issues in the Asian community that I wouldn't know about otherwise, and I'm grateful for that.
220. ETA's build community from the ground up. They invest an unbelievable amount of hours into coordinating important theme-related programs such as guest speakers and cultural events that support diversity education which is what this university claims that they strive for. By not giving them higher pay, Stanford is devaluing their contributions to this campus community and culture.
221. I speak from experience when I say that I find home not in a place but by the people I am surrounded with. The ETA's of Zapata are some of the most inspiring, selfless, and courageous individuals I have met thus far on campus. They work tirelessly to make Stanford--in all its intimidating stature--a home for all those that enter it. Whenever I have a problem, whenever I need someone to talk, whenever I need a reminder that it is OKAY to talk to someone, the ETA's of Zapata have fostered a unique and invaluable environment to foster personal, to explore self-realization, and to encourage intersectionality. I can not express the gratitude I feel for having these individuals in my community. I am forever grateful.
222. It means having people that remind me that I belong at this institution as a person of color. That embracing whiteness does not have to be the route to success here.
223. It means having someone to foster community, growth, and ensure our cultures are celebrated and acknowledged while simultaneously educating and enriching our community.
224. It means that the dorm cares about the success and continuation of the ethnic theme houses, preassignees, and theme programs.
225. Having an ETA meant more in depth discussion about race, politics, identity, culture, love, self care, mental health, and activism that maybe difficult to have in other settings, especially in the classroom. There was less pressure and more thoughtful engagement in my opinion with ETAs and ETA programming.
226. It means furthering the sense of community and culture at the dorm.
227. It means cultivating community around ethnicity
228. These people care about cultivating a culture of care and true diversity in thought. Everything else Stanford is fake, but ETA's get the chance to be real.
229. It means having a person to guide me through a culture without judgment
230. An access to culture and traditions

231. They make the dorm not simply feel like housing, but a place one feels connected to and can call home
232. Having been an ETA previously (Casa Zapata 2017-2018), I understand first-hand the hardships, struggles, and incredible amounts of labor that come with the position. Though the position is a difficult one to hold, being able to foster a community for marginalized folx on a campus that was not meant for us is rewarding and reassuring. I have seen and experienced the moments of joy, as well as the unexpected trials and tribulations that come with being an ETA, and can honestly say that the love, care, thoughtfulness, and energy that is put into making the position an effective one for a community IS NOT and HAS NEVER BEEN fully appreciated, recognized, and recompensed by ResEd. Having lived in an Ethnic Theme Dorm the entirety of my Stanford career, I have learned more from my past and fellow ETAs than any other source on campus. ETAs are part of the backbone of our communities, and without this position and the labor that goes into it, Stanford would not be as bearable for marginalized folx as it is now.
233. ETAs are an essential part of Ethnic Theme Dorms, as they are key figures in the development and programming of these communities. The responsibilities they take on are far greater both in number and value than they are being compensated for. Not only do they serve their dorms, they also open their events up to the greater community, which only speaks to their dedication to their/our people. The ETA position is a unique position in our communities as they are called on to provide emotional support, often at the cost of their own emotional wellbeing, to educate others in cultural competency and the intricacies of their own personal identities. This is an indispensable position that should not only be compensated fairly, but also be implemented in all other dorms.
234. Support, community, mentors
235. Living up to the house ethnic theme. Actually connecting the dorm with the ethnic group and community center on campus.
236. This ensures a consistent focus on the purpose of the dorm. This allows for frequent programming that brings students back to Earth, allows us to think critically about the world, and gives the opportunity to talk about issues that are otherwise neglected.
237. Not only an individual to assist planning the events in the dorm, but someone who truly understands the diverse and cultural intricate needs of students in the dorm.
238. As a freshman living in Casa Zapata, ETAs were invaluable in fostering community and ensuring that my ethnic identity was not only tolerated, but celebrated and affirmed on this campus. I reached out to ETAs not only for guidance navigating my ethnic identity on campus, but also when I was having stressful family situations, needed assistance figuring out income-related issues, and also when I needed someone to vent about how it feels to be first-generation, low-income, Latina on this campus. The ETAs were there to hold me while I cried in the Casa Zapata lounge after Donald Trump was elected, and also there to celebrate with me when I declared my Chicanx/Latinx Studies

major. They inspired me through their hard work and constant love and support to become an ETA myself in the hopes that I could be that for other students.

239. Having individuals in the dorm that are committed to promoting diversity at Stanford
240. Community, support, culture. And functionally, they end up acting as RAs.
241. So important to me learning
242. Muwekma doesn't have an ETA anymore but from what I've heard from people who live and staff in other ethnic theme dorms, their job is really important in fostering a sense of belonging and lasting connection
243. Having an ETA feels a lot like having a grandmother than crochets you warm blankets for the winter months and makes you tea on the stove when you're feeling ill. They make Stanford feel a little more like home.
244. ETAs in Casa Zapata seem to have to do a lot more than RAs - their job is to foster a sense of belonging and cultural learning, and much of their role is interacting with residents and serving as a support system. They also program important events and participate in time-consuming plays, which is a role far greater than the one RAs have to take.
245. Comfort

## List of Signatures

Herber Banda  
Kelly Clavel  
Cynthia Samano  
Adam O'Regan  
Javier Aguayo  
Maya salameh  
Yearim De Leon  
Sneha Ayyagari  
Tiffany Cartagena  
Anastasios Nikolas Angelopoulos  
Noel Martinez-Amador  
Adrian Gonzalez  
Betsy Kim  
Rodolfo Salazar  
Jessica Dominick  
Emily Martha Mendoza  
Freddy Garcia-Arequipa  
Emily Parra  
Kimberly Batdorf  
Guillermo Camarillo  
Rawley Clark  
Jesus Omar Gomez  
Carlos Escobar  
Jessica Arellano Cruz  
Jessica Martinez  
Michaela Hinks  
Abigail Taylor  
Jassary Rico-Herrera  
Nadia Segura  
Adrian Avalos  
Ana Tarano  
Surabhi Balachander  
Jaysha Alonzo-Estrada  
Dylan David Cooper  
Kaila Kim

Ian Macato  
Jay Liu  
Ethan Jeffery Li  
Haniyah Burney  
Zoe Ong  
Taoam Liu  
Emily Wan  
Hank Tian  
Serena Nguyen  
My Nguyen  
Joshua Pe  
Saw Kyaw  
Erick Fidel Siavichay-Velasco  
Christopher Shen Yuan  
Janet Chen  
Jerold Yu  
Bella Levaggi  
Melissa Chen  
Alan Arroyo-Chavez  
Jason Li  
Andrew Bueno  
Justin Cajanding  
Dongming Zhang  
Ryan Chen  
Julian Samuels  
Tessa Lisanti  
James Li  
Jose Recinto  
Sammie Ablaza Wills  
Destiny Mahone  
Ra Bacchus  
Sophia Beauvoir  
Jabari Hastings  
Daniel Garcia Lopez  
Isaiah Drummond

Micheal Brown  
Colin Kincaid  
Anna Greene  
Saron Dea  
Mia Leonard  
Greg Clark  
Natassia Walley  
Baylee Basila  
Munira Alimire  
Sarah Tran  
Ayush Pandit  
Lauren Gill  
Joel Swann  
KK Barrows  
Aracely Valencia  
Elizabeth Diaz-Jacobo  
Brickelle Bro  
Marika Buchholz  
Claudia Bobadilla  
Anna Krakowsky  
Victor Yanez  
Charmayne Floyd  
Megha Parwani  
Nikhil Shankar  
Sofia Scekic  
Jasmine Rodriguez  
Josie Brody  
Vickie Wang  
Vianna Vo  
Julie Fukunaga  
Lyndie Ho  
Rachel Koo  
Isabella Khuu  
Jimmy Le  
Dionne Thomas  
Sarah Ohta  
Colette Brannan  
Angela Lee  
Alex-Nhien Pham

Miriam Haart  
Fan Liu  
Ashley Song  
Madeleine Morales  
Sabrina Mengrani  
Evelyn Correa  
Lauren Bywater  
Becky Yang  
Monique Ouk  
Shanta Katipamula  
Preeti Srinivasan  
Kathryn Churchill  
Sela Berenblum  
Emily Swinth  
Celine Gandingco  
Erica Knox  
Lauren Marquez  
Brooke Aniseta Beyer  
Angela Casarez  
Josephine Meyer  
Frank Paul Fan  
Alexa Russo  
Riley Seow  
Eliza Steffen  
Stephanie Brito  
Marissa MacAvoy  
Courtney Cooperman  
Naomi Ray  
Becky Liang  
Talia Flores  
Mohit Mookim  
Andrew Vasquez  
Britney Ky  
Ronald Tep  
Ethan Chua  
Meghan Wilson  
Karla Villanueva  
Maxine Gomez  
Harrison Bronfeld

Andrew Skelton  
Pedro Gonzalez  
Kaitlyn Tang  
Alexander Li  
Max Moss  
Angela Gomez  
Charlie O'Donohue  
Eric Mason  
Komal Kumar  
Christie Westly  
Amanda Koong  
Claire Robinson  
Spencer Robinson  
Emily Li  
Simon Acker  
Dana Zhao  
Habboba Musa  
Natalie Adams-Menendez  
Jira Smith  
Emily Uresti  
Nylah DePass  
Diana Khong  
Tselha Moenbook  
Ivan Juarez-Reyes  
Alaiah Faris  
Emily Nhu Nguyen  
Yeji Jung  
Reagan Walker  
Marc Cunanan Chappelle  
Steven Trinh  
Michelle Bao  
Ismael Garcia  
Jacob Sujin Kuppermann  
Mayahuel Ramirez  
Leobardo Lopez Galvez  
Mark Rojas  
Sydney Westley  
Leila Doty  
Chiamaka Ogwuegbu  
Abigail Varney  
Frank Mondelli  
Eva Reyes  
David Yosuico  
Gabriela Smith  
Stephen Guerrero  
Marisa Mission  
Cynthia Liang  
Chinenye Ogbonnah  
Christopher Koenig  
Catherine Sanchez  
Brian Cabral  
Ghawayne J. Calvin  
Naomi Shak  
Faith Esperanza Harron  
Caitlin Jaeggli  
Maya Mahony  
Jeffrey Rodriguez  
Nathaniel Arthur Ramos  
Sofia Halpin  
Stefanie Ky  
Andres Sebastian Lee  
Shiriel king abramson  
Niki Nguyen  
Danna Gallegos  
Kevin Calderon  
Gabrielle Vukasin  
Zixian Ma  
Trisha Litong  
Siddharth Gehlaut  
Scarlett Guo  
Joon Kee Park  
Anthony John Agbay  
Olivia Arballo-Saenz  
Ava Snow  
Omar Enrique Ramos Escoto  
Loza Kebret  
Adam Quinn Jaffe  
Michael Anthony Spencer



Alicia Hu  
Jad Abdel Jawad  
Sierra Garcia  
Lilith A frakes  
Bernardo Velez Rico  
Alicia Pérez  
Benjamin Demonbreun  
Madeleine Rowell  
Eva Borgwardt  
Anna-Marie Sprenger  
Artenisa Kulla  
Hayden Payne  
Kathy Liu  
Elvira Prieto  
Catherine Gao  
Judith Santano  
Darian Martos  
Maricela Sistos  
Kate Ham  
Ramiro Hampson-Medina  
Brian Ly  
Kevin A Hernandez  
Chase Gutierrez  
Jon Johnson  
Adrian Vega  
Nohemi Davila  
Marek Harris  
Jessica Gold  
Rachel Joy Wallstrom  
Hamza Ali Zahurullah  
Daniela Chang Foxon  
Justin Wilck  
Natalie Gable  
Kristina Correa  
Corazon Johnston  
Michelle julia  
Camilla Wickman  
Therese Santiago  
Nicholas Bowman  
Paloma Moreno Jimenez  
Sabrina Jiang  
Karime Lisandra Rangel  
Christian Dion Brandt-Sims  
Crystal Grace Chen  
Jean Yi  
Ashwin Ram Reddy  
Ashli Fitts  
Isis Anderson  
Andrew Savage  
Rocio Hernandez  
Clarissa Barquist  
Jasmine Steele  
Leah Balter  
Jennifer Pulido  
Sarah Crable  
Minh Nguyen  
Katherine Irajpanah  
Sarah Panzer  
Devia Terry  
Karim Aloul  
Bryant Huang  
Aneeqa Abid  
Noah Lightfoot  
Rozy Eastaugh  
Shikha Srinivas  
Lorena Diosdado  
Marvin Collins  
Nathaniel Braun  
Arpi Park  
Janet Martinez  
Sharon Wen Tran  
Alonzo Rodriguez  
Gaoza Jennifer Xiong  
Sophia Zamoyski  
Kevin Riera  
Paisley Richards  
Ashley Huang  
Laura Pelaez

Vivian Auduong  
Kory Gaines  
Jenny Han  
Evan Kanji  
Mariela Pizarro-Silva  
Lauren Seabrooks  
Darian Rice  
Jack Golub  
Jensina Froland  
Grace Greenwald  
Benjamin Gaiarin  
Katherine Uhlman  
Leila Sidow  
Celia Tandon  
Adamari Alamillo  
Pranavi Kethanaboyina  
Tyler Miller  
Michael Solorio  
Anchit Narain  
Danny Nguyen  
Dilcia Mercedes  
Melissa Rivera  
Phung Le  
Jasmine Heu  
Carolyn Wilson  
Natalie Ezeugwu  
Jade Nguyen  
Amulya Yerrapotu  
Jessica Seng  
Alison Chen  
Alyssa Bautista Romanos  
Jordy Portillo  
Cooper Veit  
JR Ereyi  
Jocelyn Keipp  
Michael Wood  
Grace Barket  
Lia Knight-Williams  
Pranav Sriram  
Thomas Knowles  
Callan Showers  
Tia Schwab  
Lorena Orozco  
Daniel Chen  
Nashira Black  
Shania Santana  
Mikel Daniel-Robinson  
Mia Kegley  
Sabrina Lu  
Mercedes Thompson  
Brandon Bergsneider  
Gillyn Maung  
Samantha Starkey  
Joshua Cobler  
Valeria Rincon  
Celine Lopez  
Sarah Radzihovsky  
Tenzin Wangdak  
Sean Michael Volavong  
Nadia Tahsini  
Arman Kassam  
Jacob Meisel  
Whitney Francis  
Lucy Arnold  
Naomi Gail Co Gregorio  
Thea Rossman  
Hannah Smith  
Janique Lee  
Savannah Pham  
Tom Gold  
Co Tran  
Caleb Martin  
Jaymi McNabb  
Kiki Velez  
Hannah Nguyen  
Grace Cheng  
Julia Busby  
Claire Dauge-Roth

Jessica Chow	Zachary Clayton
Leya Elias	Alexandra Crew
Eyup Eren Yurek	Manisha Rattu
Catherine Xie	Manami Suenaga
Sihguat Torres	Zoe Brownwood
Mea Anderson	Crystal Garcia Llanos
Jakob Barrus	Kelsey Rich
Tristin Rice	Katie Mansfield
Anthony Perez	Savannah Ardrey
Shawn Zhang	Meley Gebresellassie
Kendra Becenti	Logan Pearce
Eli Navarro	Ana Cabrera
Gabriel Toja	Ben Hodder
Justin A. Torres	Alexis Michelle Adjei
Chester Thai	Niles Wilson
Kimberly Ortez Bonilla	Salvador Antonio Tello
Katie Lan	Isaiah Dawid
Sol Martinez	Brian Amu Fleischer
Kimiko Estella Hirota	Benny deMayo
Tara Jones	Susi Arguello
Emily Wilson	Brook Getachew
Jou Xiong	Caroline Flores
Tavian Njumbi	Natalia Rojas
Steven Doan	Grace Wallis
Emily Elliott	Iris Haik
Jessica Chen	Eva Hangartner
Cynthia Garcia	Regan Lavin
Marisol Zarate	Martin Altenburg
Katerina Fong	Mfon Ibekwe
Corazon Johnston	Tala Parker
Daniella Caluza	Julia Kwak
Melody Yang	Ella Bunnell
Joanna Liu	Chloe Peterson-Nafziger
Eli Strauss-Reis	Lily Taylor
Santiago Gutierrez	Kuhan Jeyapragasan
Heidi Chen	Tristan Abarca
Lina Karamali	Renata Miller
Erik Strand	Thomas Hsieh
Bryanna Ogochukwu Godfrey	Yulou Zhou

Sarah Anne Sterling  
Alex Maruniak  
Marjorie Coe  
Kana Cummings  
Fátima Ptacek  
Kelsey Garcia  
Nichelle Alston Hall  
Elisa Nayeli Altamirano  
Caroline Zha  
Daniel Forrest Jacobson  
Erfan Rostami  
Jennifer DiSanto  
Gilbert Bernstein  
Maya Ziv  
Seneca Ashley Friend  
Bri Gomez  
Jiayi Li  
Isabella Tilley  
Samantha Kyra Alixis Thompson  
Cheng-Hau Kee  
Emma Hartung  
Jennifer Hanson  
Abby Feder  
Benjamin Witt Dvorak  
Janzoille Sotero  
Eric Sosa-Lesso  
Vanessa Veak  
Paulina Nava  
Seth Nosanchuk  
Meiko Flynn-Do  
Stephanie Chao  
Andrea Flores  
Khuyen Le  
Dante John Dullas  
Manar Barsi  
Jen Marrero Hope  
David Ryan  
Emilia Diaz-Magaloni  
John R. Oberholzer

Hal Munger  
Julia Daniel  
Nicole Salazar  
Isabella Ruiz  
Rose Adams  
Luci Bresette  
Mustafa Khan  
Eleni Aneziris  
Renée Cai  
Arielle DeVito  
Diego Dew  
Sam Lee  
Emily Guthrie  
Jade Verdeflor  
John Zhao  
Mariah Ward  
Christian Escalante  
Maia Brockbank  
Brooke Teferra  
Zecheng Wang  
Valory Margaret Rubio Banashek  
Lawrence Jacobs  
Christian Martinez  
Ankush Swarnakar  
Eduardo Alanis Esteban  
Karina Gutierrez  
Jasmine Kerber  
Fabian Badillo  
Estefania Ramirez  
Olivia Fu  
Alyssa Kristen Farrow  
Katherine Phan  
Caroline Hintzman  
Vanuyen Pham  
Winnie Huang  
Pio Thompson  
Seiji Keith Eicher  
Cooper Shea  
Sharon Perez

Solina Kwan  
Hannah Blum  
Jacob Wang  
Laura Anderson  
Samantha Davis  
Christopher Tan  
Allison Tielking  
Joseph Chao  
Christian Osagiede  
Ashley Amado  
Cairo Mo  
Heather Herman  
Maya Burke  
Mansi Jain  
Gita krishna  
Sarah Verschoor  
Kevin Longoria  
Tee Hoatson  
Jesse Calderon  
Hanna Payne  
Katherine Liu  
Ashlyn Gary  
Gabriela Victoria Escobar  
Hannah Roehrich  
Julia M. Briones-Avila  
Emily Cang  
John Chang  
Montserrat Cordero  
Maddie Sutton  
Yessica Martinez Mulet  
Cainan Cole  
Sydney Johnson  
Ashley Toribio Hernandez  
Rachelle Chastine Pabalan  
Maribel Cardiel  
Sofía Dudas  
Rogelio Salinas  
Wren Neil Cooperrider  
Jon Johnson

Valeria Sawers Murillo  
Anakaren Cervantes  
James Bicamumpaka  
Zaeda Blotner  
Mary Anne Manumpil  
Allen Wehner  
Lindsay Chong  
Julia Axelrod  
Kaitlyn Gina Choe  
Chria Vang  
Alpha Hernandez  
Marushka Hirshon  
Eda Benites  
Todd Davies  
James Huynh  
Amanda Han  
Kiara Dunbar  
Celine Margaret Foster  
Juliana Berglund-Brown  
Victoria Franco  
Chloe Stoddard  
David Tattoni  
Jacob Wolf  
Emily Wilder  
Nikki Wang  
Jonathan Hernandez  
Amanda Rizkalla  
Pedro G Martins  
Onyinyechukwuka Ozoma  
Nnamdi Odita-Honnah  
Peter Caroline  
Chante Cottman  
Felisha Moore  
Colin Howe  
Eliane Mitchell  
Miriam Wallstrom  
Mark Matienzo  
Patrick Perez  
Kamilah Arteaga

Maxine Alex  
Juyon Lee  
Juliann Hallum  
Olivia Szabo  
Susan Benitez  
Araceli Garcia  
May-Ann Wong  
Anthony Duarte  
Julianna Yonis  
David Mendoza  
Isabel Bogart  
Peter Morgan  
Miles Menafee  
Yong-hun Kim  
Victoria Ivey  
Andrew Quirk  
Aiyanna Herrera  
Iris Osorio-Villatoro

Tiffany Zhu  
Israel Sanchez  
Kevin Calderon  
Kylee Beck  
Karen Camacho  
Joseph Anderson  
Luladay Price  
Abigail Varney  
Regan Lavin  
Lisa Manzanete  
Lilly Sun  
Bethe Bayrau  
Eyob Tsegaye  
Amy Dunphy  
Christian Badillo  
Nicolas Caminero

RE: Role of Ethnic Theme Associates and the Importance of Pre-Assignees

TO: ResX Taskforce

### **Role of Ethnic Theme Associates**

As Ethnic Theme Associates in our respective dorms, we plan and execute the educational programming that addresses the political identity of the dorm. Without ETAs, there would be no pre-assignees, no theme programming, and no intentionality for building community. Well before ETAs are in their position officially (in the spring before their role starts the following fall), they are responsible for reading through anywhere from 40-90 pre-assignee applications and select who will be a pre-assignee in the dorm. Because there are a select number of spots designated to be a pre-assignee, and a significant number of people apply, ETAs are very intentional about who we select to have the position in the dorm. During the school year, ETAs meet 3x per week with pre-assignees to help them brainstorm, create, rehearse, and present their theme presentation. A theme presentation is a weekly hour-long presentation delivered by a pre-assignee on a topic that engages education and conversation around an import issue in their respective community. They are often emotionally and intellectually heavy topics, requiring a lot of mental engagement from both pre-assignees and ETAs.

Additionally, ETAs have weekly programming. In Casa Zapata, there are “*Charlitas*” which are informal discussions facilitated by the ETAs about issues that affect the Latinx community. Previous *Charlita* topics have featured why there is a need to use “Latinx” instead of “Latino/a” and the imposter syndrome. Additionally, every Thursday, at a table in the dining hall, we host “Mesa de Español”, where we speak Spanish over dinner. In Okada, ETAs host Teahouse Tuesdays, which vary from being study nights to educational workshops with student and off-campus facilitators. Some past workshops have explored gender and toxic masculinity in Asian American communities and queerness through poetry by Asian American writers. In Ujamaa, ETAs hold the space after theme programs to continue in conversations surrounding blackness and the black identity across the African Diaspora. Previous conversation topics have included discussing the intergenerational trauma present in the black family and how experiences collide (grandparents born before the time of MLK mixing with youth raised in a false sense of security by living most of their lives under Obama.), what it means to be black at Stanford/the shortcomings of the University in regards to our community, and discussing possible approaches to continue the black liberation movement in America.

The explicit “job description” of an ETA totals to about 10 hours of labor every week, but in reality it is so much more than this. Not only do we attend staff meetings, house meetings, and preassign presentations while working with pre-assignees and creating dorm-specific programming, we also engage deeply in the personal lives of our residents and ourselves. It is impossible to calculate the additional hours spent on emotional labor, such as reliving traumatic experiences during difficult conversations about diaspora or providing emotional support for

residents. These “official” hours do not account for the time spent taking on RA specific roles such as dealing with situations of crisis, or sitting with and supporting a resident going through a difficult time. When we show up as a staff in our dorms, we appear to the residents as a united front, no matter what our individual speciality. Thus, residents approach whichever staff member they feel most comfortable with (which is often a ETA because they have already engaged in intellectual and emotional conversation with us before).

The duties of any residential staff member cannot be explicitly calculated in a set number of hours a week, because we are “always on stage, whether we like it or not” as said during our staff training. There are no boundaries between our jobs and our personal lives— we are constantly thinking about the wellbeing of our residents and our community. However, we love doing this work. It is so crucial and meaningful in our spaces and it is impossible to build walls around strictly intellectual engagement, spillover happens when you live where you work and strong and caring leaders understand this fact and embrace it. However, we would like to see equal compensation for the true depth and value of our labor.

### **Importance of Pre-Assignees**

As stated in the previous section, pre-assignees are fundamental to building community. Pre-assignees are members of our communities that committed to not only living in our dorm, but also being intentional about fostering a sense of community, growth, and intellectual engagement. Pre-assignees are required to have a theme presentation. The theme presentations serve as a way to provide education to the dorm and broader Stanford community about a topic that affects the community. Additionally, pre-assignees hold a special position in the dorm as mentors and role models for other residents and members of the community. They are expected to be present in the dorm, model exemplary character, create intellectually critical spaces, and show commitment to intentionally building community. Every year, each ethnic theme dorm receives a very large quantity of preassign applicants— many of whom demonstrate potential to be strong preassigns— and the Ethnic Theme Associates must go through a lengthy preassign selection process in spring quarter before the academic year. It is critical that we craft our space to be one that thrives and the preassign process is a great way to do this. Students who do not receive pre-assignment status are still able to draw into the dorm during the housing draw. The existence of preassign programs in ethnic theme dorms provide opportunities for selected pre-assignees to grow as community leaders and facilitators, and for other students to learn and challenge their intellectual vitality from fellow residents and peers. It is truly an invaluable experience.