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

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

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

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

5. **Social Equity and Inclusion**
   - a. The immediate implementation of religious tolerance and accommodations within University Residences
   - b. Trainings on, and enforcement and implementation of, gender-inclusive policies and languages, as well as adding additional gender inclusive housing options
   - c. Recognize and take steps to fix accessibility issues within residence halls
   - d. Immediately cease problematic and tokenizing tendencies in University Residences in trainings, programming, recruitment, and advertisements
   - e. Offer an alternative to the Identity Wheel program from REM 3
   - f. Stop prioritizing male-identifying Resident Advisers for hiring when it is not necessary to do so
   - g. Develop a departmental policy that reflects and acknowledges that oppressive behavior exists and works actively against these behaviors in residents by providing departmental avenues for access to conversations combating oppression
6. Communication
   a. Implement a feedback system where Resident Advisers can submit comments and
corncerns without having to go through their Resident Director
   b. Create an evaluation system wherein residents can comment on issues in the residence
halls that they do not feel comfortable bringing to their Resident Advisers
   c. Develop and implement policies that prioritize communicating with Resident Advisers
about the on goings in their communities and any concerns they may have
   d. Establish a timeline for midyear RA hires and increase transparency about the midyear
RA hiring process

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

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highlighted in yellow- “accomplished”
highlighted in red- started to be addressed