

Tab 1

Protect Washington's Campus Communities Toolkit

Updated May 22, 2025

**This is a 'live' toolkit and will be updated as new information and resources are released.
Email: SCNNWH@gmail.com with questions/suggestions**



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1. Welcome and Context

We, the Sanctuary Campus Network (SCN) WA state, launched the [Protect WA petition](#) on Jan 27, 2025 and sent it to the Attorney General (AG) and Governor's office on Jan 29. It currently has 470+ signatures and 16 endorsers. We've learned that the AG's office is asking institutional administrations to come up with their own policies and guidelines regarding immigration enforcement incursions on our campuses. Many administrations have issued policies in the first weeks of 2025, and those policies are widely divergent. [Governor Ferguson gave a press conference Feb 13](#) and stated that he would not aid in mass deportations or bow to the Trump administration's attacks on transgender people. He did not unveil new policy or concrete actions. In the absence of WA AG-issued guidelines specific to higher education, we are directing our efforts to focus on our campus administrations. This toolkit brings together recommendations and resources for this work.

Response to petition from AG's office, Feb 11, 2025:

The Attorney General's Office takes the concerns you raise seriously, and our attorneys are working to provide their respective state agency clients with timely options-based advice where appropriate. In order to preserve privilege and confidentiality, we cannot share our advice publicly. Ultimately, though, each of our clients are their own decision-makers in whether and how to respond to recent events.

Additional response from AG's office, Feb 14, 2025:

In addition to the AGO's engagement in litigation against the Trump administration, it is developing updated resources that will be posted on its public [website](#). The AGO recently issued this resource: [Know Your Rights: Civil Immigration Enforcement in Washington / Washington State](#).

Many resources for organizing are also available in the Sanctuary Campus Network (SCN) Proton drive. To become part of the network, fill out the JotForm [here](#) & (share flyer below)



For articulation of SCN values and purpose see [Why Sanctuary Campus Now](#) April 17, 2025 presentation by Jenna Loyd and Naomi Paik.

April 8, 2025 note: This toolkit was constructed before the wave of student abductions, visa revocations, faculty subpoenas, and DOJ/DOE letters to campuses with regarding Title VI investigations and alleged violations of anti-DEI executive actions. Resources are being shared in real time on the SCN listserv so we encourage you to join by filling out the [SCN JotForm](#) (we are migrating off Google platforms to be more secure).

2. Overview of Policy & Protocol Recommendations

a. Re: Immigration Enforcement on Campus

- Determine who has authority to develop policy & protocol and what the process is; make sure there is full representation around those tables.
- In order to enter areas not considered public, immigration enforcement officers must present a judicial warrant. Campuses should provide the widest possible designation for limited access spaces requiring a judicial warrant. Post clear signage accordingly across campus.
- Provide clear protocols for faculty, staff, and students about what to do in the event of immigration enforcement actions on campus, in different scenarios.
- Establish campus communication system for anticipated or verified immigration enforcement actions on campus.
- Establish campus protocols to protect undocumented student data.
- Secure institutional commitment to articulate and disseminate policy, provide resources, and inform the campus community about our rights.

b. Re: Gender Identity on Campus

- Statement from admin re: valuing transgender & non-binary community members; commitment to supporting their well-being and rights.
- Institutional commitment to providing increased human resources and material resources for transgender and non-binary community members.
- Institutional commitment to supporting Transgender/Queer/LGBTQ studies programs, curriculum, courses, trainings, and all programming
- Agreement by admin to add pronouns to their digital signatures.

c. Re: DEI Programming, Units, & Policy

- Public commitment by admin to support DEI related units and programming in student & academic affairs (this will look differently on different campuses).

- Assurance from admin that they will not comply in advance or rush into compliance with apparent anti-DEI orders that lack definition, scope, and specificity.

Also see:

- AAUP list of recommended [Demands of University Administration](#), March 12, 2025
- [We Are Higher Ed](#) (collection of petitions, letters, statements; started late March)

3. Detailed Policy & Protocol Recommendations/Resources

(a) Recommendations/Resources Re: Immigration Enforcement

Possible goals of sanctuary campus interventions:

1. Sends message of support to campus community members impacted by enforcement
2. Empowers campus community members to protect themselves against enforcement
3. Discourages or stops federal officers from carrying out immigration enforcement actions
 - a well-trained, organized campus where non-cooperation with law enforcement is the norm is one less vulnerable to immigration enforcement actions.

Action	Sends message of support	Empowers community members	Discourages/stop ICE
<i>Designating broadest possible area of campus as restricted/not public (through key card access only and/or through signage asserting university's control over the property)</i>	Yes - would send message about campus valuing immigrant safety	Yes - if accompanied with Know Your Rights	Does NOT stop ICE categorically Could discourage ICE from entering buildings If/when ICE enters anyway, could serve as basis for legal challenge to an individual's arrest by ICE
<i>Creating protocols for what to do if ICE shows up</i>	Yes, particularly if communicated with broader campus community	Yes, if broadly disseminated/rehearsed	Yes, if implemented when ICE shows up, could slow them down and /or provide documentation for legal challenges

<i>KYR Trainings for campus community</i>	Yes	Yes	If implemented when ICE shows up, could slow them down, encourage them to leave/give up on that particular enforcement action
<i>Distribution of red cards</i>	Yes	Yes, alongside Know Your Rights trainings	Yes, if used at time of immigration enforcement could make it harder for ICE to carry out action
<i>Creating Sanctuary Teams on each campus/campus unit (see Chicago Teacher's Union):</i>	Yes	Yes	Yes

This chart helps us envision and consider what preparedness and “success” looks like in this moment. When a person was recently detained by ICE at Spokane Community College, campus administration called it a “success” on the grounds that no one else got involved and the person was taken away quickly. *We refuse to consider this a success.*

We need a multipronged approach to be effective – that involves policy, protocols, training, and communication. We want to change the culture on our campuses to one in which people feel empowered, know what to do, and value and support all vulnerable community members. Simply having strong policies won’t work if people let immigration enforcement into non-public spaces. Preparation is key when confronted with aggressive immigration enforcement. Coalitions across faculty, staff, and students are key. Student groups organizing for stronger protections and more inclusive campus culture are positioned to create considerable impact.

[Western Washington University’s policy](#) most closely follows the Keep Washington Working Act (KWW) and is at this moment the best model to emulate along with Eastern Washington University’s [policy](#) & [FAQs](#). The more we can norm and parallel our demands across WA state institutions, the more we can support each other and apply pressure. What follows are resources to help with organizing, some suggested guidelines, and asks of administration.

Resources:

(see links in [the petition](#) as well as these)

- [Keep WA Working Act \(KWW\) Guidance... for Public Schools](#) (2019) – KWW is WA state’s sanctuary policy. It provides the basis for non-citizen protections that go beyond

constitutional rights. The document on guidance for public schools linked above has a section for institutions of higher education (p10-14). We have asked for updated guidance from the AG's office, but so far, that is not forthcoming. The AG's office has asked each campus to issue its own policies, so that's what has been happening, very unevenly, since January 2025.

- WA state colleges/university policies that have been posted:
 - Policies that do not designate public v. nonpublic space (i.e. spaces where a judicial warrant is not required for ICE to enter vs. spaces where a judicial warrant can be required):
 - [Tacoma CC](#) (Jan 23, 2025)
 - [Columbia Basin College](#) (Feb 2025)
 - [CWU](#) (Feb 4, 2025; Interim policy, expires Aug 4, 2025)
 - Policies that do designate public v. nonpublic space:
 - [Evergreen State College](#) (Mar 27, 2025)
 - [UW](#) (FAQs on protocol, Feb 19, 2025)
 - [UW](#) (statement, Jan 27, 2025)
 - [WSU](#) (Date?)
 - WWU - Policy: [POL-U1000.13](#) (Jan 17, 2025); FAQs & Video: [WWU, WA State & Immigration Enforcement](#) (Jan 24, 2025)
 - EWU (Feb 5, 2025; space designation is in FAQ) - Policy: <https://inside.ewu.edu/policies/knowledge-base/ewug-201-07/>; FAQ: <https://inside.ewu.edu/civilrights/immigration-enforcement/>
- General/National Resources re: ICE on Campus
 - [AAUP Fact Sheet on Dealing with ICE on Campus](#) (May)
 - [ACLU letter to University General Counsels on harboring and administrative subpoenas](#) April 18
 - Defend & Recruit: [Protecting International Students, Staff & Faculty At Universities](#)
 - [Safety through Solidarity: Immigrant Defense on Campus](#) (April 28 webinar slides)
 - Presidents' Alliance Mar 31 [Press Release re visa revocations & student apprehensions](#)
 - Presidents' Alliance Mar 5 [Checklist for Supporting Non-Citizen Campus Members](#)
 - Presidents' Alliance Feb 25 updated guidance [Immigration Enforcement on Campus](#)
 - [Preparing for ICE arrests on campus](#)
 - JVP [Don't Comply with Project 2025 Rapid Response Toolkit](#)
 - AAUP [one-page fact sheet regarding ICE on campus](#)

- [AAUP Sanctuary Campus PPT](#)
- [NILC 2pg Higher Ed Protocols](#) (March 2025)
- CA bill introduced to [send alerts when ICE is on campus](#)
- Detention Watch Network [Communities not Cages Toolkit](#) (comprehensive beyond campuses)
- California Resources: *(these are very strong and can provide models for WA)*
 - California Attorney General's Office guidance: Guidance on Educational Rights of Students and their Families ([Jan 6, 2025](#)); and Promoting a Safe and Secure Campus for All ([Dec 2024](#))
 - The University of California Reaffirms Statement of Principles in Support of Undocumented Members of the UC Community ([Jan 22, 2025](#))
 - University of California Immigration Sweeps Toolkit ([Feb 6, 2025](#))
 - [Resources for Undocumented Students](#), Cal State University
 - FAQs for California State University Employees ([Dec 2024](#))
 - [What to Do If ICE Comes to Campus: Rights, Recommendations, and Resources](#) (UC Berkeley American Cultures Center)
 - How to Respond to Immigration Enforcement on Campus - Los Rios Community College ([link](#))

Recommendations:

1. Clarify who has authority to develop policy & protocol for dealing with immigration enforcement on campus, and through what processes.

This will be the person/people your group will work with on establishing policy and protocol.

- Is it the university general counsel or institutional Assistant Attorney General?
- Has that person set up a working group or task force to address immigration enforcement issues? If so, who are the members? Do they include those with expertise, those in impacted communities, representatives from student/faculty/staff roles, representatives from unions?

2. Provide the widest possible designation for non-public spaces, and post clear signage.

- Use language from [KWW](#) re “[higher ed institution] does not grant permission for any person engaged, or intending to engage, in immigration enforcement, including surveillance, access to university grounds or their immediate vicinity.” This language appears in #7 of [WWU policy](#).

- Include language from a and b of WWU policy #7, but our recommendation is reporting should be made to university general counsel/ assistant AG, not campus police.
- Because immigration enforcement may still show up on campuses, it's important to get the widest designation of non-public/restricted/limited access space.
 - Use [EWU FAQs](#) regarding public space:
 - "EWU does not have the authority to prohibit immigration enforcement authorities from accessing those public spaces on campus. Public spaces on campus include areas such as:
 - All exterior spaces, including campus sidewalks, parking lots, the [campus] Mall, etc.
 - All lobby areas of EWU buildings
 - Lobbies and dining spaces in the [Student Union]"
 - Use EWU FAQs regarding non-public space (make sure to indicate the list is not exhaustive):
 - Without proper documentation such as a warrant, restricted areas on campus include:
 - Offices
 - Classrooms
 - Laboratories
 - Residence halls
 - Recreational facilities
 - There may be additional spaces not included in this list where federal immigration officials cannot enter these areas without proper legal documentation.
 - If your campus already has a likely problematic policy regarding trespassing (unhoused community members, "outside agitators," others with no "business at the school" that admin wants to keep out) you could piggy-back on that by arguing that restricting access is already something your institution does.
- Because part of our efforts are about creating a culture of inclusivity and support for all students, messaging via signage is important. Admin should be asked to create official university signage for restricted/limited access areas across campus. This will indicate they have operational control. "Institutions should ensure the campus has appropriate signage indicating which spaces are not open to the public" ([Presidents' Alliance Feb 24 Guidance](#), p3).
- If admin drags its feet on producing signage, it can be produced by other entities and this may create pressure necessary for admin to take it up. SCN Proton Drive has models for classrooms and other spaces.
 - Classrooms/labs in session are restricted to enrolled students, instructors, and invited guests. Doors should be closed with signage posted on doors (UIC has model door sign, although it points to campus police instead of general counsel)

- Per Presidents' Alliance (Feb 12 webinar) DREAM Centers [and by extension, other cultural centers] can be labeled as limited access spaces. Signage suggestion: "Welcome Students! This space is for our campus community only."

3. Provide clear protocols for faculty, staff, and students about what to do in the event of immigration enforcement actions on campus.

- Prohibition of university employees and/or resources being used to assist in immigration surveillance or enforcement.
 - [EWU FAQs](#): "Under Washington state law, public universities are prohibited from using their resources for immigration surveillance or enforcement. This means universities cannot use their funds, facilities, equipment, or staff to:
 - Investigate or enforce federal registration or surveillance programs.
 - Cooperate with or assist in the enforcement of laws or policies that target individuals based on race, religion, immigration or citizenship status, or national or ethnic origin."
 - [UW's FAQs](#) are broader:
 - "Washington state law prohibits UW from using its resources to assist federal immigration enforcement or to target individuals based on race, religion, immigration or citizenship status, or national or ethnic origin, except to comply with state or federal law."
- If approached: [WWU policy](#) #7 "Employees shall notify [general counsel] of immigration enforcement activity on university property." Use [EWU FAQs](#) protocol "What to do if an employee is approached..."
 - Offer language: "I do not have authority to answer questions. You need to talk to general counsel."
 - Some current policies call for notification of campus police, we strongly recommend that general counsel/campus attorney general be the person to notify.
- Not consenting to entry into non-public spaces:
 - Create norm of keeping doors closed
 - Offer language: "I do not have authority to give you consent to enter"
 - "Institutions may produce a script to frontline staff on responding to immigration enforcement officers. This script should not place the responsibility on a frontline staff or faculty member to determine if ICE is legally authorized to enter or has a judicial warrant." ([Presidents' Alliance Feb 24 Guidance](#), p3)
 - "If a campus staff member provides consent, federal immigration officers may be permitted to take enforcement action in nonpublic spaces, even if that staff member is not an authorized campus official. Therefore, it is crucial that all campus staff understand their responsibilities and know who to contact if a federal immigration officer requests access to such areas." ([Presidents' Alliance Feb 24 Guidance](#), p2 footnote 3)

- If immigration enforcement is already in non-public space, say the space is not public and immigration enforcement needs to go to the general counsel's office
- Avoid being charged with "harboring:" "Actively hiding an undocumented person from ICE enforcement could be considered harboring. For example, physically concealing someone or providing false information to law enforcement could trigger liability." ([Presidents' Alliance Feb 24 Guidance](#), p7)

4. Establish campus communication system.

How will admin notify campus community about anticipated or verified presence of immigration enforcement on campus? There is no policy currently on this issue, but we are seeing the [problems with reliance on social media](#). A California legislator introduced [a bill that would require schools to send text alerts](#).

- "Institutions should develop guidelines and best practices for communicating with the campus community about anticipated or current ICE activity. This may include directives on handling unverified information, sharing 'Know Your Rights' resources, and emphasizing the importance of remaining calm. Communication channels should be used wisely and in a timely manner to ensure accurate information reaches students, faculty, and staff." ([Presidents' Alliance Feb 24 Guidance](#), p4)
- Consider developing a policy allowing students remote access to classes when there is anticipated or verified presence of immigration enforcement and some students do not feel safe being physically on campus. "Campus officials should consider issuing guidance for staff on how to respond to anticipated or rumored ICE presence on campus, especially when the purpose of the visit is unclear. This protocol might include guidelines about in-person attendance for class." ([Presidents' Alliance Feb 24 Guidance](#), p4)

5. Establish campus protocols to protect undocumented student data.

See:

- [President's Alliance 10 best practices](#)
- [Immigration Preparedness in CA Higher Education Institutions](#)
- [WWU policy](#) #3, 4, and 6

6. Trainings & Resources:

- Training employees (fac/staff/admin) on above university policy, student rights, and privacy protocols
 - WWU #5 "The university will provide training on the rights of immigrant students" (add "and employees").
- KYR immigration trainings for all students/faculty/staff

- Organized & paid for by admin but offered by immigration advocacy org. *Caution:* if admin is going to try to censor the message or not organize effectively, you might not want them in charge.
- KYR resources provided widely across campus
 - [Red cards; KYR posters](#)
 - QR code on stickers/flyers to list of institutional and community orgs.
 - All these resources are for everyone in the campus community, not just immigrant students. Distribution is protected under the first amendment because it is general legal information (not particularized legal advice).
 - “Campuses should provide trusted “Know Your Rights” resources to all members of the campus community, including students and staff, and consider distributing printed “red cards” to make this information easily accessible.” ([Presidents’ Alliance Feb 25 Guidance](#), p5)
 - Similar to signage, if admin won’t distribute, other entities can distribute.
- Emergency Planning Resources provided widely across campus:
 - [ILRC Family Preparedness Plan](#)
 - [Immigrant Safety Plan](#) (Legal Counsel for Youth and Children)
 - [“How to find a loved one in ICE Custody...”](#) (RANGE Media, March 4)

(b) Recommendations/Resources Re: Gender Identity on Campus

Recommendations:

- Statement from admin regarding valuing transgender & non-binary community members; commitment to supporting their well-being and rights:
 - “Students must be permitted to dress according to the gender in which they consistently identify and should be addressed and treated using the name and pronouns of their choice.” ([Prohibiting Discrimination in Washington Public Schools, 2012](#), p28)
- Commitment to providing increased human (counseling, PRIDE centers, Gender Equity centers, etc.), material resources (trainings, spaces, access to community resources, digital resources on university websites, etc), and augmented digital resources (web sites with links to toolkits/guides, local and national resources) to support these community members.

- Commitment to supporting Transgender/Queer/LGBTQ studies programs, curriculum, courses, programming (including but not limited to cultural and graduation celebrations such as PRIDE, Drag shows, and Lavender graduation).
- Commitment to continuing with gender inclusive bathrooms and locker rooms.
- Agreement by admin to add pronouns to their digital signatures.

Gov't and Admin Official Statements in Response to gender identity attacks:

- WA Superintendent responds to attacks on trans athletes ([Seattle Times, Mar 31](#))

Resources:

- Lambda Legal sues National Institute of Health over Terminating critical research grants on LGBTQ+ health (May 20):
https://lambdalegal.org/newsroom/glma_us_20250520_il-sues-nih-over-terminating-research-grants-relating-to-lgbtqi-health/
- [Safety through Solidarity: Caring and Fighting for Trans & Non-binary People on Campus](#) (April 28 webinar slides)
 - [We Still Need Pronoun Go-Rounds](#) (Dean Spade)
- Transformative Justice Law Project of Illinois: <https://www.tjlp.org/>
- AAUP Briefing on "Gender Ideology" EO:
https://www.aaup.org/sites/default/files/EPW_Gender_Ideology.pdf
- Lambda Legal statement on anti-LGBTQ EO for DOE (Jan 29):
https://lambdalegal.org/newsroom/us_20250129_trump-executive-order-for-department-of-education-actively-puts-lgbtq-students-in-harms-way/
- Advocates for Trans Equality video: How to Testify for Trans Rights
https://youtu.be/T0c-ZTs87L4?si=QP1kyu-Kh9D_u_0u
- African American Policy Forum (AAPF) Briefing on "Gender Ideology" EO:
<https://drive.google.com/file/d/1P5xj9JhigbtvX5MpYfCRpyjDXtWzZnOU/view>
- NWLC-led letter condemning the "gender ideology" EO:
<https://nwlc.org/resource/over-170-organizations-condemn-president-trumps-executive-order-targeting-transgender-nonbinary-and-intersex-individuals/>
- University of Cincinnati student protest against "biological" bathroom signage:
https://www.erininthemorning.com/p/university-of-cincinnati-protests?utm_source=post-email-title&publication_id=994764&post_id=158110686&utm_campaign=email-post-title&isFreemail=true&r=lv2h&triedRedirect=true&utm_medium=email
- [UW-Madison student government designates their campus 'trans sanctuary'](#) (2023)

(c) Recommendations/Resources Re: DEI Programs, Units, & Policy

Recommendations:

- Admin should make public commitment to supporting DEI related units and programming in student & academic affairs (this will look differently on different campuses)
- Get assurance from admin that they will not comply in advance or rush into compliance with apparent anti-DEI orders that lack definition, scope, and specificity.

Gov't and Admin Official Statements in Response to DEI attacks:

- Massachusetts Gov & AG issue joint guidance affirming commitment to equal access to education ([Feb 27, 2025](#))
- WA Superintendent tells schools to stand firm on 'race-based' programs (Feb 20, [Seattle Times article](#))
- OSU's inclusive excellence statement ([Feb 17, 2025](#))

Faculty/Staff petitions, statements, open letters:

- [We Are Higher Ed](#) (website collecting petitions, statements, letters)
- University of Hawai'i Change.org petition ([March 10, 2025 update](#))
- Letter from the Student Workers of Columbia to President Armstrong: We must defend our education ([March 4, 2025](#))

Resources:

- Oregon AG and 15 other AGs release [DEIA Guidance](#) (Mar 10, 2025)
- DEI Programs Are Lawful Under Federal Civil Rights Laws and Supreme Court Precedent ([Feb 20, 2025 memo from prominent law professors](#))
- American Council on Education (ACE) response to DCL ([Feb 25, 2025](#))
- *Chronicle of Higher Ed* Daily Briefing: Dear Colleague, diminished ([Mar 4, 2025](#))
- *The Nation*, "Universities are Under Attack, Silence is Not an Option" ([Mar 3, 2025](#))
- Recommendations for admin in face of Feb 14 "Dear Colleague" letter (Feb 21 [Inside HigherEd op-ed](#))
- African American Policy Forum (AAPF) resources: "Mapping the War on Equal Opportunity" ([Feb 2025](#))
- AAUP: Q&A with a legal expert on that "Dear Colleague" letter ([Feb 20, 2025](#))
- United Faculty of Eastern (EWU Faculty Union) ([Statement Feb 12, 2025](#))
- ACLU Letter on [Weaponization of Education Accreditation](#):
- ACLU-PA Statement on [impact of anti-DEI EOs](#) on institutions of higher education:

4. Organizing Beyond Admin:

Recommendations & Resources:

- Map resources, units, spaces, people at your institution across students/staff/admin (those with power, those most vulnerable, those doing the work). Don't forget the sciences, libraries, financial aid... Assume faculty don't know best– assume those most impacted and those on the frontlines doing the work, do. Listen. Build reciprocal relationships. Recognize differential risks and vulnerabilities to people and broader communities. Consider the need for multiple tactics and roles. Know that some of this work may need to be off the radar.
- Work with faculty senates, unions, AAUP chapters/representatives, student associations/orgs...
 - AAUP resources: [Political Attacks on Higher Education](#)
 - [Unofficial Safety Planning for UCSD Community Members](#)
- Post signage for non-public/limited access areas (if not done by, or done in conjunction with, admin)
 - Use signage to push into the gray area of policy: cultural center lobbies/lounges; academic program/departments lobbies & lounges; campus shuttles/buses...
- Inclusive messaging via posters/flyers (immigrant, refugee, non-citizen, trans, non-binary)
 - Include QR codes to G-doc with lists of resources (if not done by admin)
 - [“Migration is Beautiful”](#) sticker templates
 - This could be done by an entity on campus or by an unidentified group
 - [K-12 teachers are doing this nationwide](#)
 - Groups could also share models/templates (some resources for this are in SCN Proton Drive).
 - Ex: Aquí Estamos y No Nos Vamos; We're here, We're Queer, We will not disappear; Tu lucha es mi lucha; We Love Our Trans/Immigrant/UnDocu Students; They/Them are We/Us; We value our immigrant/noncitizen/trans/nonbinary/pregnant/... students
- Write co-authored op-eds for local/state-wide media (change the narrative)
- Work with vulnerable communities on rapid response structures, mutual aid, or whatever is needed. Collaborate with local organizations.
 - See, for example, Chicago Teachers Union model:
 - <https://truthout.org/articles/heres-how-chicago-educators-are-defending-their-students-from-trumps-attacks/>
 - https://drive.google.com/drive/folders/1VbogV5Hg44jpbdbgOwHNYajxTnLBMu_2s?ref=organizingmythoughts.org
 - [Beyond Know your Rights](#) (Risk Assessment & Safety Planning checklist)

- [Safety Planning Checklist and Worksheet for Non-Citizens](#) (created by Michigan grad students)
- [What you need to know about the Federal Harboring Statute](#) (Legal Aid Society)
- [Understanding the Smuggling/Harboring Federal Crime](#) (National Immigration Project)
- [Meet the Organizers Offering Self-Defense Tools and Training to the Trans Community](#) (Jan 2021)
- [“Protecting the Most Vulnerable”](#) (The Anti-authoritarianism Playbook, Scot Nakagawa, May 12)
- Establish relationships with, and bring community orgs to, campus to provide info and training (and paying them)
- See next section on cultivating and working for wider visions for thriving on sanctuary campuses

5. Thriving

[Note: We feel this section is critical to building long-term sustainable communities. What we have below is preliminary, skeletal, and aspirational. We hope you will share suggestions and resources we can add.]

Setting up policy and protocol to protect against the worst conditions and simply lift up our basic humanity is critically important, but it is not the horizon we are striving toward. We can't only be about surviving, resisting, or mitigating harm. We need to nourish ourselves, build community, and live in the light. How can our campuses actively cultivate wide visions of sanctuary, of thriving, of undocuJoy, of transJoy, of decolonial feminism, of vibrant and dynamic communities?

In part, this means campus level work towards meeting students' basic needs for food, housing, and accessible, dignified health care. It means work on free/low cost tuition, financial aid, scholarships, high quality education and curriculum, and family/partner/paternity/maternity/child care. It means getting our institutions to materially fund and support human resources (staff, faculty support, peer-to-peer support, community spaces) that are where the heart of sanctuary lives. It means emergency financial resources, when students have to scramble to put out fires, which is also how violence is directed. Really, it means attention to the wholeness of all people in our campus communities.

Suggestions:

- Listening sessions with students - what does thriving look like?
- Art Builds

- Street theater
- “Home is Here” events
- Dance parties
- Trans Joy marches/gatherings
- Drag shows

Resources:

Immigrant/Refugee/Non-citizen campus communities:

- [Immigrants Rising: Communication Principles](#)
- [Immigrants Rising: Support Groups](#)
- [UndocuBasic Needs Project](#)
- [Care Practices Guide: A Resource for Collective Care in Movement Building](#) by Latinx Therapists Action Network (LTAN) (English and Spanish)
- [United We Dream Resilience and Community Care Toolkit](#) (English)
- [32 Powerful Books](#) (Mijente recommendations Feb 2025)
- [How Faculty and Staff can support Undocumented and DACAmented students](#)
- [10 ways you can support undocumented students](#) (Evergreen State College)
- [Guide to Building On-Campus Undocumented Student Programs](#) (Immigrants Rising)
- [“Migration is Beautiful”](#) sticker templates (with QR code linked to KYR resources)
- [We Keep Us Safe UCSD](#)

Overall resources for immigrant communities:

- Immigrants Rising: <https://immigrantsrising.org/>
- Informed Immigrant: <https://www.informedimmigrant.com/>
- Advocacy organizations in WA:
 - [NWIRP: https://nwirp.org/](https://nwirp.org/)
 - [WAISN: https://waisn.org/](https://waisn.org/)
 - [Stronger Together: A Collective Action Toolkit](#) (WA state)

Reimagining the university:

- U of Indiana Bloomington [“People’s Project 2030”](#)

General “thriving” resources:

- [Resources for this Political Moment](#) (Emergent Fund)

- [Cultivating Solidarity When Responding to Political Repression](#) (Community Justice Exchange)
- [A Guide to Alternative Mental Health Crisis Responses](#) (Interrupting Criminalization)
- [adrienne maree brown](#) (resources page)
- [Organizing 101](#) (Beautiful Trouble)
- [Interrupting Criminalization](#)
- [We do this 'til we free us](#)
- [10 Principles of Disability Justice](#) (Sins Invalid)

Email: SCNNWH@gmail.com with questions/suggestions