

Toolkit for Sanctuary & Popular University Organizing



**SANCTUARY &
POPULAR
UNIVERSITY
NETWORK**

Toolkit for Sanctuary & Popular University Organizing

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Toolkit for Sanctuary & Popular University Organizing

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On January 29th, Donald Trump signed an Executive Order (EO) “to combat antisemitism” that threatens First Amendment and academic freedom rights, targeting university students and academic workers critical of Israeli settler colonialism and genocide. This order conflates legitimate critiques of Israel with antisemitism and compels universities to surveil non-citizen students, faculty, and staff. It is a direct attack on political speech, targeting those advocating for Palestinian rights and liberation. This EO builds on racist immigration policies that target radical anti-imperialist and anti-capitalist activists, in particular people of color. In addition to this political repression, these racist immigration policies further infringe on the already limited rights of undocumented, and poor, working class BIPOC communities.

Our universities are actively complying with the right-wing rollback of fundamental First Amendment protections, rather than defending their students, faculty, and staff from political persecution. Once again, we are witnessing the **Palestine exception to free speech** and the abrogation of academic freedom that our institutions claim to uphold.

On March 8th, Mahmoud Khalil - a Palestinian student leader and recent Columbia graduate - was abducted by DHS agents at his residence and renditioned to an ICE detention facility in Louisiana. Mahmoud was targeted, and now faces deportation, for no other reason than protesting Israel’s slaughter of his own people and calling on his university to cut its ties with the genocidal Israeli regime.

The Trump administration is using Mahmoud as a test case for criminalizing dissent against the U.S.’s role in Israel’s genocide against Palestinians by making opposition to genocide - a protected form of speech - a deportable offense. The suspension of Yale Law scholar Helyeh Douthaghi based on fabricated AI claims, the ICE detention of Palestinian student Leqaa Kordia, the threatened deportation of Cornell student Momodou Taal, and the deportation of Brown Medicine doctor Rasha Alawieh, are **attempts to silence those who exercise their right to speak up against Israel’s US-backed genocide of the Palestinian people, settler colonialism and imperialism – and are attacks on the rights and freedoms of all.**

In response to this latest attack, **over 80 organizations** came together to issue a statement calling for universities to build on radical traditions of sanctuary to provide refuge to those facing arrest and deportation based on immigration status and/or political reasons. We call upon all students, unions, academic workers, faculty, staff, and immigrants to stand together in the face of escalated state repression and targeted attacks on our rights to free speech and political expression. We must

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mobilize the crisis to build towards a truly liberated, decolonized university. We must struggle collectively to transform our universities into Popular universities that not only defend our academic freedom to speak out and organize around Palestine but that actually affirm solidarity with Palestinian liberation. A popular university is one that does not aid and abet as well as benefit from genocide, settler colonialism, imperialism and racist gentrification. One that stands in solidarity with the oppressed against the oppressors. One that serves the needs and defends the interests of the most vulnerable among us- our Palestinian, Arab, Muslim, Black and Brown students and workers, our undocumented and migrant students and workers, our precarious and poorly paid students and workers. None of us are free until all of us are free.

We have put together this toolkit to help organize and mobilize around the statement's call to action including ideas for letter-writing campaigns, labor actions, protests, and more to push back against the repression. Given the context of accelerated repression, this organizing takes on an added urgency. We must take action to stop business as usual and let our administrations know that we are prepared to **shut it down**.

Mapping Trump's fascist policies

We must be aware of and resist the state's draconian and rapid expansion of racist policies and Executive Orders targeting our vulnerable migrant communities, Palestine solidarity in particular and sanctuary more broadly. To date, these include:

1) On January 29, President Trump issued an Executive Order (EO) on "Additional Measure to Combat Antisemitism" that threatens First Amendment and academic freedom rights, targeting university students and academic workers critical of Israeli settler colonialism and genocide; 2) On January 29, President Trump issued an Executive Order on "Additional Measures to Combat Anti-Semitism," demanding action from every executive department or agency. Accordingly, a multi-agency "Task Force to Combat Anti-Semitism" was established on February 3, whose "first priority will be to root out anti-Semitic harassment in schools and on college campuses." The Task Force is led by the Department of Justice's Office of Civil Rights and includes elements of the Departments of Education and Health and Human Services, as well as the General Services Administration and other agencies not yet announced. Little else is known at this moment about the Task Force's exact composition, scope of authority, or manner of operation.

In a matter of weeks, the Task Force has spearheaded the government's weaponization of spurious antisemitism charges against higher education. It has announced a Department of Justice (DoJ) investigation into the University of California (UC) to assess whether the UC has allowed "an Antisemitic hostile work

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environment to exist on its campuses.” The Task Force has announced plans to visit at least 10 university campuses to consider “remedial action” action against them. In what appears to be the most egregious instance of government overreach against, and undermining of established due process for, higher education institutions, the Task Force announced the suspension of \$400 million in federal funding to Columbia University without any clear legal basis.

The Task Force’s suspension of federal funding to Columbia merits particular attention because it underscores the existential threat posed by the Trump administration to higher education. Only days after initiating an investigation of Columbia for alleged violations, the Task Force announced the suspension of funding as a punitive measure.

2) Trump’s EO “Protecting the American People Against Invasion” orders the expansion of expedited removal, which allows DHS officers to deport people without a court hearing or access to counsel. Previously, expedited removal only applied within 100 miles of the U.S. border but now, it has been expanded to anywhere in the country. Now any noncitizen found anywhere in the United States who cannot prove that they have been in the country for more than two years can be deported immediately unless they express a fear of persecution;

3) President Trump’s administration has rescinded Biden-era guidance that limited immigration arrests near sensitive locations like schools, hospitals, and churches, while also restricting parole for migrants and expanding enforcement actions targeting those without legal status;

4) Trump’s use of the Alien Enemies Act, a 1798 “wartime” law, as a way to expedite deportations has faced legal challenges, raising concerns about its application during peacetime and its potential for abuse against immigrant communities; use of McCarran Internal Security Act of 1950, and the Immigration and Nationality Act of 1952.

How we define sanctuary

Sanctuary cannot condone some cages while condemning others. We must organize to dismantle the conditions that foster prisons, concentration camps, police departments, and imperialist military forces, and to build a world in which such repressive institutions are neither necessary nor tolerated. The university is a prime target in the efforts to continue to target radical organizing against settler colonialism, capitalist-imperialism and white supremacy. While academic freedom is essential to defend intellectual inquiry, free speech, and the university as an institution for critical thought, we need to build a movement for a thorough democratization and material decolonization of the university (divesting from settler colonialism, racist carceral

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state, imperialism and genocide). That includes demands such as free tuition, abolish debt, access to free services especially for working class Indigenous Black and Brown students. Now is a moment when we can mobilize a mass movement that connects multiple, intersecting facets of the shared struggle against the institutions and systems of oppression and exploitation to fight for a truly ***liberated university***. Sanctuary universities must center and defend those who are defined as outsiders to the capitalist-imperialist state are targets: Palestinian, Arab, Muslim, Indigenous, Black and Brown folx, women, precarious workers, undocumented migrants, caregivers, ill and disabled people, queer, trans, and gender non-conforming people, and more. We must love and protect one another.

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Demands

We call on university administrations to refuse complicity and collusion in state-driven repression, defend the rights of the campus community, and declare Sanctuary Universities, by addressing the following demands:

1. **Refuse compliance with government efforts to surveil, monitor, or deport individuals based on their political beliefs**, especially to protect those advocating for Palestinian liberation and vulnerable communities;
 - a. Colleges and universities should do everything within their power to defend against government infringement of institutional integrity, and the academic freedom and freedom of expression rights of university workers and students.
 - b. Refuse to comply with any measures included in the Trump EOs and Task Forces (discussed in *Mapping Trump's fascist policies* section), including noncompliance with Section 3 of the expanded Executive Order 13899, which calls for universities to “monitor for and report activities by alien students and staff relevant to those grounds and for ensuring that such reports about aliens lead, as appropriate and consistent with applicable law, to investigations and, if warranted, actions to remove such aliens.”
2. **University administrators must take measures to ensure data and privacy protections and refuse disclosing information and data of students and university individuals with external entities and federal agencies:**
 - a. University administrators must refuse to share data, including photos and video footage, extracted from surveillance of campus protests, delete all recordings, photos, and videos of campus protesters, ensure no records of such footage are stored, and disallow filming or recording of campus protests and political activities, especially given the federal government's threat to use AI to identify campus protesters and in the absence of ongoing litigation or threat of litigation.
 - b. Administrators must deny requests to share such information with ICE, CBP or other agencies unless mandated by court order, warrant or subpoena; If subpoenas or warrants are produced, administrations should challenge them, and require that students and university individuals be immediately informed of any requests for such information received by the university prior to sharing, especially if disclosure is required by law.
 - c. Expunge student records conduct files and protect student records from disclosure to external entities and federal agencies, in compliance with FERPA and protections of privacy.

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- d. Demand to review university data collection and surveillance practices; demand admins reevaluate the protocol for referring student conduct to the police and other law enforcement agencies, in light of minor criminal citations and misdemeanors becoming deportable offenses; to prioritize harm reduction alternatives such as counseling and mediation.
 - e. Demand admins prohibit faculty, staff and campus security from requesting or reviewing information regarding immigration status;
- 3. **Defend free speech, academic freedom and the right to political dissent** by ensuring campuses remain spaces for sanctuary, solidarity and resistance, and no student, faculty, or university worker is penalized for their political beliefs or participation in protest including through the weaponization of Title VI or Title IX investigations.
 - a. Demand lifting suspensions and dropping disciplinary charges against students for their participation in protest.
 - b. Demand the university administration publicly state criteria for title VI investigations.
 - c. Refuse sharing personally [identifiable information](#)
- 4. **Demilitarize and ban ICE and cops from our campus**, refuse ICE or other law enforcement agencies (military, DHS, CIA, FBI) access to campus and work to demilitarize campus.
- 5. **Provide financial resources and academic flexibility** for those facing harassment, deportation, or criminalization for their activism or protected free speech;
 - a. Commit additional resources and professional staff to protect students, faculty and staff from the Trump administration's attacks on higher education and protected rights.
- 6. **Protect against visa revocations and maintain academic flexibility**
 - a. Colleges and universities should keep students enrolled in the event of visa revocation, legal status termination, detention, and/or deportation. Administrations should provide students with the ability to complete their degrees remotely as university enrolment is not tied to visa status and possibly to extend programs for vulnerable students to maintain their student status.
 - b. Colleges and universities should allow these students and scholars to continue their studies and research remotely, if necessary.
 - c. Colleges and universities should ensure that graduate students and workers whose enrollment is contingent upon funding through graduate teaching appointments or fellowships can continue their coursework, research, and teaching appointments. This may mean that the college

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or university covers the increased cost of assigning additional teaching appointments to a graduate student not residing in the US.

- d. Demand that administrators devote resources to regularly checking with SEVIS database and communicating reliable, timely information to international students and scholars, including immediate notification of changes in their legal status. Universities should fight back against any changes to student status and demand those decisions are made by university administrators alone.
 - e. Colleges and universities should work swiftly and affirmatively - through lawsuits, if necessary- to stop the termination of legal status of students and scholars without any due process.
7. **Provide immigration support for faculty, staff, and students subject to governmental discipline or deportation.** This should include contacts of immigration attorneys and funding to support representation. Some institutions, including the University of California, have hired an immigration attorney to assist faculty, students, and staff.
 8. **Do not engage in anticipatory obedience.** Many university administrators have recently practiced anticipatory obedience, such as removing programs, altering course materials, and scrubbing websites, often in response to pressure from politicians and donors. This trend of preemptively restricting academic content can lead to further censorship and control. To counter these threats to academic freedom, [AAUP has compiled this helpful list of resources](#) on surveillance of students, repressive speech and event policies, and reductions in LGBTQ-inclusive student services.
 9. **Refuse to adopt the IHRA definition of anti-semitism:** As of 2016, the International Holocaust Remembrance Alliance (IHRA) has promoted a working definition of antisemitism that wrongly conflates criticism of Israeli settler colonialism/zionism with antisemitism. The definition has been adopted by multiple universities and college campuses, and, since Trump's second presidency, all federal agencies have been required to consider it. IHRA's definition is designed and has been utilized to silence and censor supporters of Palestine, a repressive mechanism that has become increasingly common within university settings. See [this helpful list](#) of resources compiled by the AAUP,
 10. **Refuse to adopt rules that label movement language as discriminatory.** Some campuses have implemented policies that automatically label certain terms, like "genocide," "intifada," or "from the river to the sea," as discriminatory, often equating them with antisemitism. These policies violate academic freedom by limiting the interpretation and use of language, ignoring its contextual nature. Creating lists of prohibited words or concepts undermines scholarly integrity and should be avoided.

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11. **Ensure democratic governance and just resource allocation.** This includes replacing the unrepresentative Board of Trustees with democratic, collective student-faculty-worker-community governance. A popular university is one that is pedagogically and materially decolonized and one that reallocates resources away from repression, administrative bloat and high salaries for management and instead invests them into life affirming needs especially the most vulnerable students and workers in the form of free health care, housing, transportation, food, job security and better wages for precarious workers.
12. **Adopt BDS now.** Disclose the university's endowment and financial investments, and divest from genocide and the U.S. war machine, as a people's university cannot be invested in settler colonialism, imperialism and genocide.

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Tactics for Sanctuary Organizing

There is a lot of overlap and complementarity between these proposed actions, ideally they should be implemented together as part of our broader efforts to build power and escalate.

Outreach

Having a solid outreach plan and a consistent presence on and around campus is crucial for building your mass base, mobilizing your campus and ensuring the success of any campaign or action.

Outreach is also a key tactic for re-energizing your campus, combatting the climate of fear and repression, and ensuring other comrades have avenues for connecting with organizers and plugging into your work. Asserting your presence and disseminating KYR materials regularly as part of your outreach efforts can empower your base and build community networks and trust.

You can take precautions to minimize risk during outreach by masking up, adjusting your outreach tactics and methods based on locations on campus, choosing strategic off campus locations where students frequent, and mobilizing community members and cross-campus connections to support with your local campus outreach.

1. Tabling:

- a. If you have a table, get a comrade and station yourselves in a strategic location to pass out fliers and other relevant materials. Try to engage passersby in conversation, and if they're interested, collect their contact information or have them add their info to a sign-up sheet to communicate updates and plug them into upcoming actions and areas of work.
- b. Make sure to prepare the relevant outreach materials for your table, which can include the sanctuary campaign fliers, KYR cards, petitions, fliers for your upcoming actions, a sign-up sheet, and other organizational materials/resources highlighting your campus demands and local work.
- c. Have a call to action on your table (like petitions, fundraising, actions)

2. Mass Flyering:

- a. Campus outreach: print out flyers and organize mass flyering actions, break up in small groups and assign everyone specific buildings or prominent areas of the campus or workplace (libraries, classrooms, cafeterias, bathrooms, etc) to engage students and workers around the

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campaign demands and encourage them to participate in your call to actions, either by passing out fliers or leaving fliers in all corners of your campus (ex. after your class, stay behind and leave fliers in the classrooms for the next class - or get a small group to leave fliers in classrooms early morning before classes start).

- b. **Dorm outreach:** organize small groups to pass out fliers in your dorms or to slip fliers under doors and leave stacks of fliers + KYR materials in common areas.
- c. **Business outreach:** connect with local businesses around your campus, ask to leave fliers and other materials at their stores, and ask businesses to post your fliers on their windows/entrances.

Actions and Mobilizations

1. Campus Protests and Demonstrations

- a. **Action:** Organize protests, sit-ins, or rallies at universities across the country to stand in solidarity with Palestinian rights, academic freedom, and free speech. These demonstrations should demand that universities become sanctuary spaces for marginalized and repressed students and workers, including undocumented, LGBTQ and BIPOC folx.
- b. **Materials Provided:** chants, flyers, posters, and guidelines on organizing non-violent direct actions, accessing legal observers

2. Letter Writing and Call-in Campaigns, Mass Email campaigns

- d. **Action:** Write letters and organize mass call-in and email campaigns to university administrators, demanding that they protect academic freedom, refuse compliance with the Executive Order, and declare their campuses as sanctuaries for students and faculty under threat. Administrations should invoke their legal duties to students to protect their privacy and well-being.
- e. **Objective:** Demand that universities publicly refuse to participate in surveillance of students or faculty and pledge to protect their rights to free speech and political engagement, particularly regarding Palestinian solidarity and including the defense of LGTBQ, BIPOC and undocumented people's rights.
- f. **Who:** Students, faculty, administrators, staff, alumni, partner institutions and organizations, progressive donors to specific university programs
- g. **Materials Provided:** Template letters, call scripts, and contact lists.

3. Study-ins

- a. **Action:** Organize study-ins in libraries and other common study areas, print out agit-prop materials with the slogans of the sanctuary university. Study ins are a useful tactic to hold campus space for long

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periods of time, ensure your demands and message reach a wide campus base, and assert your presence while evading disciplinary conduct. Study-ins can be combined with other tactics and actions like vigils, teach ins, and radical study sessions, and an opportunity for engaging in mass outreach.

- b. **Objective:** Reclaim campus spaces, publicly assert your presence and reach a mass base on campus.

4. People's Tribunal

- a. Operating outside of the logics and institutions of colonial-capitalist and imperialist law, People's Tribunals make decisions that may not be binding and do not have the force of law, but their achievements in a political and discursive register inspire and provide the tools necessary for present and future organizing.
- b. People's Tribunals allow the oppressed to judge the powerful, defining the content as well as the scope of the procedures, which reverses the norm of the powerful creating and implementing the law.
- c. Radical organizers from the Black Panther Party to anti-war activist in the 1960s have a rich history of using people's tribunals to challenge colonialism, white supremacy and imperialism, as seen in the 1951 *We Charge Genocide* petition—backed by Black leftist leaders like W. E. B. Du Bois and Paul Robeson—which condemned U.S. racial and economic violence while linking it to global imperialism. This tradition continued through tribunals like the Russell Tribunal (1966) on Vietnam, later investigations into U.S.-backed coups in Latin America, the 2016 Brazil democracy tribunal, the 2018 Philippines people's tribunal, and direct indictments of U.S. crimes in the Katrina (2007) and Puerto Rico (2018) tribunals.
- d. Example of UC People's Tribunal: <https://www.ucpeopletribunal.org/>

- 5. **Sanctuary University Boycott Guide:** If your university violates the demands of the sanctuary university statement by allowing ICE/police onto campus to detain students, faculty, staff or members of the community it's crucial to take a stand. A boycott is an effective way to demand accountability. All academic workers and students should pledge to refuse to participate in university events, conferences, talks, or job searches until the university reverses and remedies its actions, and publicly affirms its support for sanctuary demands

- a. Example of [Columbia Boycott](#)

- 6. **Campaign to Abolish the Board of Trustees:** as an unrepresentative body that blocks universities from becoming liberated spaces. Comprised of Wall Street financiers, real estate moguls, corporate interests, hedge fund managers, and others invested in upholding the capitalist-imperialist-zionist

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system, the BOT has no concern for the well-being of students or workers. We demand democratic, student-worker governance of our universities, where decision-making power rests in the hands of those who are most impacted by these policies. We cannot have true sanctuary/liberated universities so long as we have undemocratic governance structures.

Labor Organizing and Tactics

Withholding and organizing our labor collectively is one of the most powerful ways to convey our refusal to participate in injustice and genocide and maximize pressure on our administrations to answer our demands.

While many workers may not be able to strike, there are a range of other labor tactics and approaches that can be taken up by workers and students to participate in the sanctuary call to action.

1. Organize a sanctuary picket line

- a. Workers, faculty, and students alike can organize a picket line around sanctuary demands. Picketing is a versatile tactic that has many applications. Pickets are aimed at disrupting all shifts in a workday and business as usual until demands are met.
- b. The sanctuary picket line can be connected to other forms of work stoppage or labor tactics, including the faculty call to action for sanctuary university (under faculty engagement section).
- c. **Informational pickets:** An informational picket is intended to draw attention to your cause and give an opportunity to talk to your fellow workers. They could be held during lunch hours or times outside work hours to encourage more workers to join your picket. The picket should follow standard picket protocol, but incorporate a way for people to learn more such as a table, zines, and available people whose job it is to interact with passersby and interested people.
- d. **Strategic pickets:** strategic picketing is picketing that employs strategic targets with the aim of maximizing disruption and causing reputational damage around focused targets, such as administration or board of trustees. Show up at their home, workplaces, and meetings. Strategic picketing is best when you think the person will actually be there or if the picket will be disruptive (such as when they are sleeping). Strategic picketing can be enhanced by putting up fliers in the area or handing out material that agitate around your target and raise awareness around your choice of target and demands. If your target has an employer (like say they are the trustee of some university

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who also happens to work at a big law firm, idk if that sounds like anyone you know), then a strategic picket can potentially put their job under threat if it annoys the employer enough. Make sure to consider the picket's impact on the surrounding people who aren't your target and whether you want to have an impact and cause disruption to surrounding people or sites.

2. Alternative labor actions and tactics

- a. **Work Slowdown:** A work slowdown is slowing down the pace of work at your workplace. This can be just as effective as stopping work altogether because complicated institutions like a university are often run on very thin timetables. Slowing down the rate at which something happens can have a cascading effect. Organized work slowdowns are not treated in the same way as strikes by labor law. There is less protection than a legal strike but simultaneously a lot more protection than an illegal strike.
- b. **Sick-out:** A sick out is an organized campaign for everyone to use vacation days or sick days at the same time, thereby causing a major disruption. A sick out is a temporary work stoppage. If you continue a sick-out past the allotted sick days then you are just on strike. A sick-out is primarily useful for showing that you could go on strike if you wanted to, and give a preview of the effects of a strike. Note that an employer can argue an organized sick-out constitutes a violation of a no strike clause.

3. Union resolutions and statements declaring sanctuary campuses

- a. **Action:** Push for union resolutions declaring sanctuary campuses and non-cooperation with repression (see sample resolutions below), while coordinating teach-ins, press conferences, and public statements to expose and oppose the Executive Order's impacts. Provide Know Your Rights (KYR) workshops and legal aid for those at risk under the Executive Order. Establish a rapid response network to monitor and resist repression. Raise funds for mutual aid in the case that academic and student workers are laid off or get reduced working hours.
- b. **Objective:** Academic unions should follow the lead of the [Chicago Teachers Union](#) and adopt sanctuary school policy and prepare their members to take action to defend their students. Leverage labor power and collective bargaining agreements to ensure that academic workers are protected from surveillance, harassment, or retaliation based on their immigration status or political beliefs.
- c. **Materials Provided:** Sample sanctuary resolution and statement for union adoption, sample language for collective bargaining agreements (example of NYU GSOC/UAW "contract side letter"), strike preparation

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guides, and talking points for union representatives. Example of resolutions and statements:

- i. Example of [SWC call for sanctuary university](#)
- ii. Example of [UAW resolution to stand up against attacks on immigrants and to support equal rights for all workers in the US](#)
- iii. Example of [UAW 7902 resolution](#) affirming our unions commitment to resisting attacks on immigrants
- iv. Example of [UAWD resolution](#) an injury to one is an injury to all stand with immigrant workers
- v. Example of [UAW 4811 resolution](#) in defense of student activists & democratic rights
- vi. Example of Rutgers [AAUP sanctuary campus demands](#)
- vii. Example of Council of University of California Faculty Associations and University Council-[AFT Local 1474 statement](#)

Faculty Engagement

1. **Faculty petition:** Create a faculty petition to demand sanctuary universities with your demands, calling on the administration to protect students and colleagues and against Trump's attack on universities. This can be a step towards mobilizing a larger base of faculty, and can provide the basis for organizing around the faculty call to action (below), by adapting the demands of the petition to the call and mobilizing signatories on the petition around the call to action.
2. **Faculty pledge:** Faculty should pledge to support colleagues politically targeted by Title VI or other forms of administrative investigation for pedagogical decisions regarding teaching about imperialism, settler colonialism, critical approaches to race, gender, US history, etc., which should come under the purview of Academic Freedom protections, by sharing/amplifying the material under question - either by including it on their syllabi or discussing targeted materials in their respective classes. An attack on one is an attack on all! The more they try to silence us the louder we will be!
3. **Faculty call to action to observe a sanctuary picket:** Ask professors, faculty, and TAs to modify class format by either cancelling classes or move classes online or to off campus sanctuary spaces until the university administration meets certain sanctuary demands and takes measures towards protecting undocumented and non-citizen students and refuses to allow ICE and law enforcement agencies on campus.
 - a. **Step by step:**

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1. Create a smaller working group with students, union members, and faculty to review the letter and organize departments. Connect with faculty/staff orgs including FSJP, AAUP, Adjunct Union/Contract Faculty Union to ask for their endorsement of the call, ask that the call be raised in their upcoming meetings. Organizing faculty by department and through unions can offer added protection for non-tenured and non-citizen faculty against possible retaliation for their participation in the call.
2. Map out list of faculty by department on a spreadsheet to create an outreach plan for 1:1 student outreach to faculty. Keep your outreach and communications off university emails - collect non-university faculty emails and/or connect in person with faculty in office hours, after class, etc.
3. If your faculty have an active petition calling for ICE off campus or sanctuary demands, you can send out the faculty call to action to petition signatories as a follow up to the petition alongside 1:1 student outreach.
4. Ask that faculty/graduate student workers raise the call during upcoming department town halls to garner majority or unanimous departmental endorsement of the call. Set a timeline for outreach and date for taking up the call (e.g. [April 17th](#) call).

Building a Sanctuary Campus Network

1. Create core sanctuary campus working group (students, faculty workers, campus legal council, etc) to advance the campaign locally and organize for sanctuary on your campus.
2. Map out sanctuary spaces around your campus.
3. Connect with dorm RA unions, encourage them to incorporate language around the demands in their contracts or take collective action around sanctuary demands, ask them for support with disseminating KYR materials in dorms, and plug them into rapid response networks.
4. Organize departments to establish sanctuary buildings in line with the faculty call to action, set up contingency/emergency plans for department buildings, establish building protocols around ICE and immigration enforcement with sympathetic campus safety as well as faculty, staff and students in the department.
5. **Setting Up Rapid Response, Step by Step Guide:**
 1. **Create a signal thread** for coordinating rapid response at your university and for sharing Know Your Rights (KYR) information.
 2. **Start with reminders:**

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- a. This thread is NOT secure. Please DO NOT share the names or faces of anyone in the university community on this thread and be especially mindful of protecting the identities of vulnerable individuals, e.g. anyone undocumented, students whose visas have been revoked.
- b. Remind members of the chat that spreading rumors induces panic and causes harm. Please **do not spread unconfirmed information** from this thread or any other source. If reports of immigration activity on this campus are confirmed, they will be clearly marked as such on this thread.
- c. Let folks know that anyone who makes off-topic posts or shares identifying information about members of the university community will be removed from this thread.

3. **PROTOCOLS: If You Think You See Immigration Enforcement on Campus:**

- a. If you see suspected immigration officers/vehicles, please share the location, number of officers/vehicles, and agency, if known, here AND text or call [add number of local immigrant solidarity network] so that a trained legal observer can be dispatched as quickly as possible. If you are a U.S. citizen and feel safe to do so, record the activity with your phone and/or write down any relevant information about what you witness. Be aware, however, that anyone who is not a citizen and anyone who is perceived as interfering with an immigration operation may be detained and/or charged.
- b. **If A Student Receives An Immigration-Related Notice From The U.S. Government or University Administration:** The student needs an attorney ASAP to advise them on their options. Encourage the student to call the ADC hotline at 844-232-9955 and/or the local immigrant solidarity hotline ator help with next steps. You can contact the email address listed below regarding concerns about potential immigration risks and consequences to noncitizens relating to their viewpoints and activism. The email address is overseen by attorneys spanning a coalition of organizations focused on coordinating support and defense for noncitizens who are concerned by immigration risks or consequences arising from ideological targeting, including but not limited to Palestine advocacy. Those organizations are Muslim Advocates, the CLEAR Project, Project ANAR, the National Immigration Project, CAIR-NY, the Arab Resource and Organizing Center, and the

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American-Arab Anti-Discrimination Committee. They are coordinating a growing pool of volunteer attorneys who may be able to offer individualized, remote, free consults and who may be able to offer or connect people to various other forms of assistance, subject to evolving capacity constraints. Email: coordg-attys-non-c-activist-def@muslimadvocates.org. If the student OKs it, share the student's college and what sort of notice they received here so we can track incidents across campuses.

- c. **If A Student Has Immigration-Related Concerns But Has NOT Received Any Official Notice From A College or the U.S. Government:** A number of orgs are working on emergency preparedness instructions for students in these situations. We will share these resources here as soon as they become available. In the meantime, please connect the student with the resources below.
- d. **Anti-repression toolkit example:**
https://docs.google.com/document/d/1Qv_le9vDJsS5tSnsaWrBx93devcQUB7qV9nCvAJdcNg/edit?tab=t.6sdocq2fezvc

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Legal Aid Resources

ADC Legal Hotline: <https://adc.org/adc-announces-its-24-7-legal-hotline/>

ICE on Campus FAQ Distributed by AAUP:

https://docs.google.com/document/u/1/d/16roqBmYdBH8bDq6CjVGnIFvvrk_-j7O-/mobilebasic?urp=gmail_link

Immigrant Defense Project:

<https://www.immigrantdefenseproject.org/know-your-rights-with-ice/>

Sanctuary Campus compiled list of resources:

<https://docs.google.com/spreadsheets/d/1cZB9dO8UD6zzlcviUZPPzm-oRiHe5lpzKZigUviawGg/edit?gid=1764507291#gid=1764507291>

Anar Rapid Response Resource list:

https://docs.google.com/document/d/1kd_JJQqgncx4hyGdeJvUQbyZBe8A6YZMPIWfUj_u36E/edit?tab=t.0

Door Signs: <https://drive.proton.me/urls/3HT106ACV4#DBYIFYcR6AW5>

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KYR and Repression Resources

1. UCB SJP Anti-repression toolkit:
https://docs.google.com/document/d/1Qv_le9vDJsS5tSnsaWrBx93devcQUB7qV9nCvAJdcNg/edit?tab=t.6sdocq2fezvc
2. Columbia Student Workers UAW 2710 Informational Sheet for International Student Workers
3. On encounters with law enforcement:
<https://static1.squarespace.com/static/59134566e58c623970f2cd48/t/679d21bc65fab654d9d272f5/1738351039505/LE+digital+pamphlet.pdf>
4. General protest KYR:
<https://static1.squarespace.com/static/59134566e58c623970f2cd48/t/65bc7120d9732f77d9ad1247/1706848545030/KYR+-+Protest+-+NY.pdf>
5. CUNY Clear additional resources: <https://www.cunyclear.org/know-your-rights>
6. NLG KYR resource page (protest rights, arrest rights, student/educator rights focused): <https://www.nlg.org/know-your-rights/>
7. NLR National Immigration Project: My Community Member was Arrested by ICE - What do I do?:
<https://nipnlg.org/work/resources/my-community-member-was-arrested-ice-wh-at-do-i-do>
8. People's Tribune UC explaining the EOs:
<https://www.instagram.com/p/DHbdBagPXS-/?>
9. MESA Advocacy Resource Center:
<https://mesana.org/advocacy/task-force-on-civil-and-human-rights/2025/02/07/mesa-advocacy-resource-center>
10. AAUP FAQs
11. GLSEN Resources for Undocumented People
12. UCLA Law Fact Sheet
13. Columbia Student Workers UAW 2710 Informational Sheet for International Student Workers
14. NLG Webinar: Know Your Risks: Immigrant Advocates vs. "Harboring,"
15. AAUP Demands of University Administrators

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16. Know your rights, what to do when encountering law enforcement at airports and other ports of entry
<https://www.aclu.org/know-your-rights/what-do-when-encountering-law-enforcement-airports-and-other-ports-entry-us#do-i-have-to-provide-my-laptop-pass-words-or-unlock-my-mobile-phone-for-law-enforcement-officers-at-the-border>
17. Can Border Agents Search Your Electronic Devices? It's Complicated.
<https://www.aclu.org/news/privacy-technology/can-border-agents-search-your-electronic>
18. Right to Reject Zionism - a national coalition that can amplify and support defense efforts and share replicable campaign tools and resources:
<https://righttorejectzionism.com/>.
19. Additional resources:
<https://docs.google.com/spreadsheets/d/1cZB9dO8UD6zzlcviUZPPzm-oRiHe5lpzKZigUviawGg/edit?usp=sharing>

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Additional Tools

Digital Safety

Establish and use a protonmail account

Use Signal with disappearing messages set to one week or less (there is both a mobile and desktop/laptop app, suggest using both if your desktop/laptop is not “owned” by your institution). Signal should also be used for both individual and group phone calls.

Consider creating a threat map of your org/allies and follow digital security protocols accordingly (assess use of g-suite; if using g-suite do so under an org rather than individual’s name; consider using only cryptpad; ensure disappearing messages are turned on for all signal chats and delete/reset old group chats if they were not started with disappearing messages activated)

We have identified the following resources available to learn more about digital safety.

- <https://commonslibrary.org/digital-security-guide-for-everyone/>
- <https://activistchecklist.org/>
- <https://activisthandbook.org/tools/security>
- <https://www.equalitylabs.org/work/digital-security/>
- <https://youtu.be/cxis18tWnu0>
- <https://drive.proton.me/urls/8MWFBQWEAR#UKITPadNCOrg>

Alternative to eduroam:

every disciplinary proceeding for over 40 students after the Oct 7, 2023 action at Pomona college had as "evidence" wifi/eduroam so we have been doing a lot of education on that

https://mullvad.net/en?gad_source=1&gbraid=0AAAAADi2oTRVhEOsogsTEKi q9BSUxnyLh&gclid=Cj0KCQjwJ6 BhDWARIsAGanmKdX9Ss9KWJjsWOlpB 6 Y2JZvIV F xnDc4WhXAtnILmfQSDKNNd9joaAmJfEALw wcB

Power Mapping Your University

Power mapping is a visual tool to determine who holds decision-making power within an institution. These webs of power outline who has influence over decision-makers in order to develop strategic action to create influence and effect change. Power mapping allows us to identify key relationships, note financial influence, and develop plans and strategies for organizing.

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To power map your university, try to answer the following questions:

A) To what extent do trustees/regents/board of governors impose decisions on your campus leadership? To assess this, follow these threads:

- Have any of those external bodies made decisions in the past or recently that intervene in curricular or campus life matters?
- Have any of those external bodies made decisions in the past or recently that redefines bias incidents/hate speech/identity, such as direct or implicit adoption of IHRA?
- What role, if any, did those external bodies play in defining protest policies or implementing measures against protests?
- Do any of your institution's trustees/regents/governing board members have business and/or political interests that conflict with those of the university? If so, please submit a response here.

B) What is the relationship between academic and student affairs at your institution? What other powerful units exist at your institution (for example, Development or Media Relations/Marketing). Do faculty have direct contacts with high ranking administrators in each of these campus units? How would you rank them in terms of power to make decisions/influence on campus?

C) Are there centers or institutes at your institution with their own advisory boards that have some autonomy? What kinds of relationships do faculty have with those centers?

D) What endowment information do you have? What information do you have about key donors? Have there been recent events on campus that are explicitly donor funded? Recent positions added?

E) Do you have any information about established relationships between high-ranking administrators and/or trustees and outside groups that may be putting pressure on university officials? Trustees bios are often useful sources of information.

Resources available on power mapping:

- [AAUP Power Mapping](#)
- [NEA Power Mapping](#)
- [HBS Power Mapping](#)
- [Corporate Accountability Power Mapping](#)
- [Little Sis Oligrapher Tool](#)

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- Labor Notes Draw Your Workplace Map

Note that Public Records Act requests can also be useful in power mapping your university.

Filing a Public Records Act Request

“Sunshine laws” – or public record act laws – give the public access to otherwise unavailable public records, with some exemptions.

Each state has its own public records act law (PRA) that can be leveraged by AAUP chapters (and others) at public universities to get information useful for organizing. The federal government has their own law—the Freedom of Information Act (FOIA)—that can be used by AAUP chapters (and others) at private and public universities to seek information from federal agencies.

For example, an AAUP chapter (or individual from an AAUP chapter) at a public university that is being targeted by the Department of Justice/Education might file a public records act request with their university under a state public records act. Using the state PRA templates available on the National Freedom of Information Coalition website, the AAUP chapter could request access to records relevant to the Department of Justice’s Task Force to Combat Anti-Semitism. The chapter may request that these records include any correspondences between university officials and the DOJ representatives, as well as internal deliberations on the investigation. They may also request correspondence between university or college officials and outside advocacy groups that may be pressuring the university or college officials. The request may include specific keywords (as one might when one does a database search for articles on a specific matter) that the university can use to narrow down the scope of what the university retrieves and makes available.

AAUP chapters at private universities may file a FOIA with the Department of Justice or the Department of Education, as appropriate, to retrieve similar information.

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Slogans

Can be adapted for fliers, chants, social media posts, propaganda/agitational materials, or other needs.

- **ICE IS NOT WELCOME HERE!**
- **SANCTUARY CAMPUS NOW!**
- **A SANCTUARY UNIVERSITY IS A PEOPLE'S UNIVERSITY!**
- **A SANCTUARY UNIVERSITY IS A DECOLONIZED UNIVERSITY**
- **AN ATTACK ON ONE IS AN ATTACK ON ALL! FREE MAHMOUD KHALIL!**
ICE OUT OF OUR SCHOOLS!
- **AN ATTACK ON ONE IS AN ATTACK ON ALL! HANDS OFF MOMODOU!**
- **PROTECT FREE SPEECH! PROTECT OUR STUDENTS! ICE OUT OF OUR SCHOOLS!**
- **ICE OUT OF OUR SCHOOLS! FREE MAHMOUD KHALIL!**
- **DISSENT IS NOT A CRIME! FREE MAHMOUD KHALIL!**
- **PROTESTING GENOCIDE IS NOT A CRIME! FREE MAHMOUD KHALIL!**
- **WE KEEP US SAFE! ICE OUT OF OUR SCHOOLS! FIGHT FOR SANCTUARY!**
- **STUDENTS UNITE: NO FEAR, NO SILENCE, NO ICE ON OUR CAMPUS!**
- **STUDENTS UNITE: FIGHT FOR A PEOPLE'S UNIVERSITY!**
- **MONEY FOR SCHOOLS AND EDUCATION, NOT FOR BOMBS AND DEPORTATION!**
- **THE MORE THEY TRY TO SILENCE US, THE LOUDER WE WILL BE!**
- **STOP THE ATTACK ON OUR UNIVERSITIES! SANCTUARY CAMPUS NOW!**
- **DIVEST FROM DEATH, INVEST IN OUR SCHOOLS!**
- **FIGHT FASCISM, NOT STUDENTS! FREE MAHMOUD KHALIL!**
- **ANSWER STUDENT DEMANDS! DISCLOSE, DIVEST! ICE AND COPS OFF OUR CAMPUS!**
- **ANSWER STUDENT DEMANDS! DIVEST FROM SETTLER COLONIALISM AND THE IMPERIALIST WAR MACHINE!**
- **DEMILITARIZE OUR CAMPUS! NO COPS, NO ICE, NO IOF!**
- **STUDENTS, WORKERS, FACULTY: STRIKE FOR SANCTUARY!**
- **ABOLISH THE BOARD OF TRUSTEES! FIGHT FOR A PEOPLE'S UNIVERSITY!**
- **LONG LIVE THE STUDENT INTIFADA!**
- **POWER TO THE STUDENTS!**
- **ICE: HANDS OFF OUR STUDENTS!**