

Plan #	University Action Plan	Responsible SJSU Community Group	Related Task Force Recommendation(s) Group	Status	Status Summary
1	<p>The president will charge the President's Commission on Diversity to gather best practices regarding diversity engagement and inclusive excellence and engage the campus in providing feedback regarding this function and possible organizational structure. Upon final determination by the cabinet, appropriate funding, structure, staffing and programming will be implemented. The outcome will form the basis for a cohesive plan regarding diversity engagement and inclusive excellence.</p>	Campus Community	<p><b>CC-1</b>, Create the Office of Diversity Engagement and Inclusive Excellence to be located in Tower Hall and led by a Vice President of Diversity Engagement and Inclusive Excellence who reports directly to the President, is a member of the President's Cabinet and whose responsibilities are as described in the Recommendations of Dr. Rona T. Halualani in Appendix A;</p> <p><b>CC-3</b>, Maintain the Office of Diversity Engagement and Inclusive Excellence for a minimum of five years;</p> <p><b>CC-4</b>, Provide sufficient funding for the Office of Diversity Engagement and Inclusive Excellence as described in the Recommendations of Dr. Rona T. Halualani in Appendix A;</p> <p><b>CC-6</b>, Incorporate a set of diversity- related priorities into the key responsibilities of each of the Cabinet's Vice Presidents;</p> <p><b>CC-11</b>, Include explicit discussion about race in all diversity programming;</p> <p><b>CC-15</b>, Schedule events each semester that highlight the experiences and important contributions of diverse communities such as the showing of "Undocumented," with opportunity for discussion; encourage faculty to provide extra credit for participation that includes written and/or oral presentation reflecting on the experience; and incorporate discussion about the event into class discussions, when appropriate;</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed and ongoing</p>	<p>Office of Diversity, Equity, and Inclusion Established July of 2016, Chief Diversity Officer Hired</p> <p>In third year of existence (as of Feb 2020)</p> <p>Funding provided as recommended, funds added per annum for additional staffing</p> <p>Transformation 2030 process in which cabinet is responsible for Goal #3; Chief Diversity Officer included in each VP's strategic planning process. Campus Climate and Belonging Survey to provide additional direction.</p> <p>Office of Diversity, Equity, and Inclusion Curriculum includes key frameworks on systemic racism, anti-racism, and racial bias reduction</p> <p>Office of Diversity, Equity, and Inclusion have and continue to scan and consult with various division and departments who select and provide a variety of programming open to the campus.</p>

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		Faculty and Staff	<b>FAS-2</b> , Create a campus-wide Sustainable Diversity Education Program in which participation by faculty, staff and administrators is required;	Ongoing	Consultation services provided to departments and units to tailor design training, retreats and other interventions on equity. Office of Diversity, Equity, and Inclusion collaborates with other units on campus such as Center for Faculty Development, Deans of Colleges, Academic Affairs, Provost's Office, MOSAIC Cross-cultural center and others. Training cannot be required of faculty per collective bargaining agreements. Office of Diversity, Equity, and Inclusion employees a full-time professional trainer/educator.
		Faculty and Staff	<b>FAS-5</b> , Provide handbooks and links to all administrators, faculty, staff that utilize exercises about the practice of "Recognizing and Interrupting Prejudice" in a variety of campus settings, such as housing, classrooms, and general socialization;	Not Completed	Handbooks not provided. Office of Diversity, Equity, and Inclusion has and continue to prove in-person training for key organizations on campus (e.g.: CAPS, RAs, Medical Physicians, New Faculty etc.)
		Faculty and Staff	<b>FAS-7</b> , Ensure that all administrators have demonstrated knowledge, skill and experience working with diverse populations.	Completed	Provided to President's Cabinet Retreat Summer of 2019; Office of Diversity, Equity, and Inclusion collaboration with University Personnel training with 60% of MPP staff in Summer of 2018.
2	The president will charge the President's Commission on Diversity to implement a Campus Climate Survey, review the Diversity Master Plan, and provide recommendations to the President. Composition and charge of the PCOD will be reconsidered.	Campus Community	<b>CC-2</b> , Update and implement the Diversity Master Plan as described in the Recommendations of Dr. Rona T. Halualani in Appendix A;	Ongoing	Currently the Campus Climate and Belonging study process and Committee work will contribute to a new planning process in alignment with Transformation 2030
		Campus Community	<b>CC-5</b> , Reactivate the Campus Climate Committee that is linked to the Office of the President and formalized through Academic Senate policy;	Completed	Campus Climate and Belonging Committee established Summer of 2019. Assessment process ongoing through 2020.
		Campus Community	<b>CC-7</b> , Conduct a Campus Climate Study/Assessment (with actual experience-based climate items and behavioral outcome items via surveys and focus groups) every other year, the results of	In progress (AY 2019/20)	Campus Climate and Belonging Committee and assessment process initiated Spring 2019

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			which are immediately and widely publicized to faculty, staff, administrators and students and general public on the SJSU website.		
3	Relevant materials such as Dr. Murray's study will be included as additional materials on the university's diversity website as it is developed. Special recognition will be given to Dr. Murray and Dr. Halualani.	Campus Community	<b>CC-8</b> , Give formal University recognition to the groundbreaking work by Professor Susan Murray on the 2011 Campus Climate Research Project and ensure that her study remains available to the campus and general public on the SJSU website	Completed	Recognition 2016; Chief Diversity Officer in collaboration with Dr. Murray have established Faculty Seminar on Whiteness. Seminar offered each fall semester since 2016.
4	The university will conduct research to identify successful SJSU Under Represented Minority (URM) students, determine key factors for their success, and replicate those factors to develop support programs for all URM students to the degree possible.	Campus Community	<b>CC-9</b> , Undertake a study to determine why graduation rates for African American and Latino males are low and take immediate steps to improve those rates;	Ongoing	Office of Diversity, Equity, and Inclusion involved in campus wide and unit specific entities charged with Graduation 2025 initiative - a mandate for CSU campuses. 2020 Student Success Symposium will focus on opportunity gaps
<b>CC-10</b> , Develop a Student Resource and Success Center to support underrepresented students of color with low graduation rates and conduct outreach to these students to make them aware of the Center.			Completed/ Ongoing	Three student success centers (established spring 2018). Chief Diversity Officer chaired external review committee of task forces working on the establishment of Success Centers for African American, Latinx/Chicanx and Undocumented students. Chief Diversity Officer Authored report to establish three centers.	
5	The president will send a referral to the Academic Senate requesting review of curricular options that address diversity education.	Campus Community	<b>CC-12</b> , Create a first-year experience course (for Frosh students and transfer students) focused on diversity, that includes, but is not limited to culture, ethnicity, gender, race, religion and sexual orientation;	Ongoing	Strategic Enrollment Management group currently vetting options.
			<b>CC-13</b> , Institute a Diversity & Ethnic Studies course requirement for all students.	In process	Pending Possible state wide legislation. On related note, The Ethnic Studies Collective has been created based on self-assessment and recommendations submitted to CSU

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					system Task Force on the Advancement of Ethnic Studies in 2017.
6	The Center for Faculty Development will be charged to develop and provide training described in the recommendation.	Campus Community	<b>CC-14</b> , Require the Center for Faculty Development to provide faculty training about the rules for civil discourse and respect in the classroom, and about understanding the strengths that diverse students bring into the classroom; develop effective strategies for engaging diverse students;	In progress	Center for Faculty Development and Office of Diversity, Equity, and Inclusion currently co-sponsor and implement targeted training for Faculty on these issues. The collective bargaining agreements do not allow for mandatory training on issues outside of federal and state mandates.
		Faculty and Staff	<b>FAS-4</b> , Provide workshops and training materials for faculty seeking ways to integrate diversity issues into lectures, discussions, and class assignments.	In progress	Center for Faculty Development and Office of Diversity, Equity, and Inclusion currently co-sponsor and implement targeted training for Faculty .ODEI also collaborates with divisions such as the College of Science and Undergraduate Education to hold two day seminar on equity-minded frameworks in STEM for faculty to close equity gap and the School of Social Work for inclusive excellence and equity retreats for students, faculty, staff, and local professionals.
7	Student leadership retreats, including Leadership Today, will be expanded in scope and augmented to ensure race and other diversity-themed topics are included.	Campus Community	<b>CC-16</b> , Convene Leadership Today retreats at least twice a year in order to increase student participation in the program;	Ongoing	Office of Diversity, Equity, and Inclusion staff work with MOSAIC Cross-Cultural Center to increase student participation; Office of Diversity, Equity, and Inclusion ongoing support with retreat including facilitation training, facilitation and evaluation.
			<b>CC-17</b> , Convene ethnic, gender, and sexual orientation-themed leadership retreats for students during the Fall semester to facilitate the transition of Frosh and transfers into the SJSU environment.	Completed/Ongoing	Implemented by various identity-based student centers
8	Recruitment for the vice president of student affairs is currently planned.	Faculty and Staff	<b>FAS-1</b> , Hire a highly experienced Vice President of Student Affairs with demonstrated experience in building and strengthening campus diversity programs.	Completed	7/2/2018 Announcement of Dr. Patrick K. Day as new Vice President of Student Affairs. Started work on 8/16/2018. Search process included specific questions on diversity and equity and experience with first generation campus population.

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9	Both Faculty Affairs and HR will develop a recruitment protocol that ensures diverse applicant pools during the recruitment process.	Faculty and Staff	<b>FAS-3</b> , Commit to the aggressive recruitment of female faculty and faculty of color; and commit to their retention, promotion and tenure;	Completed/ Ongoing	Mandatory Faculty Search Committee trainings on how bias enters into recruitment and hiring process; sponsorship of 8-10 Faculty chairs and deans to attend NCORE conference; Development of campus and community resource guide for faculty and staff recruitment and new faculty and staff
		Faculty and Staff	<b>FAS-6</b> , Ensure that faculty, administrator and staff recruitment and hiring reflect the diversity of the campus and Santa Clara County;	Ongoing	Mandatory Faculty Search Committee trainings on how bias enters into recruitment and hiring process; sponsorship of 8-10 Faculty chairs and deans to attend NCORE conference; Development of campus and community resource guide for faculty and staff recruitment and new faculty and staff
		Residential Life	<b>RES-10</b> , Ensure that Residential Advisors reflect the diversity of the campus.	Ongoing	RA selection process includes steps to limit bias; outreach efforts to identity-based student activity and student success centers for recruitment one of several methods for recruitment.
10	A university task force of students, faculty and staff will be formed to review all aspects of frosh, transfer and graduate student orientations. For summer 2015 orientation cycle	First Year Student Orientation	<b>FYSO-1</b> , Include explicit and substantial programming about race, along with issues impacting all constitutionally-protected groups, in Frosh Orientation;	Ongoing	Office of Diversity, Equity, and Inclusion presentations at New Student, Transfer and Graduate student orientations
		First Year Student Orientation	<b>FYSO-2</b> , Establish a sliding scale and/or fee waiver for Frosh Orientation;	Completed	2017 university adopted new enrollment deposit protocol including reduced orientation fee. Policy included further reduced fee for lower income students.
		First Year Student Orientation	<b>FYSO-3</b> , Appoint a committee of faculty, staff, administrators, and students to reassess Frosh Orientation and Transfer Orientation. Invite Special Task Force members to join that committee.	Completed	2014 Campus wide orientation advisory team in place, 2017 stakeholder base expanded to include more campus partners for increased input. Current "O-Team" provides input to orientation process and procedures.
11	Housing administrators will create a protocol for making visits to common areas for the purpose of observing displays and activities.	Residential Life	<b>RES-1</b> , Ensure that RA's and other Residential Life staff make frequent visits to observe activities and displays in the common areas of suites and residence halls;	Completed/ Ongoing	Resident Life Staff, specifically RAs make regular rounds multiple times per evening. Starting in August of 2018, RAs perform intentional interactions with individuals as a part of a developmental theory-based

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			<p><b>RES-7</b>, Schedule monthly and mandatory RA check-ins with suite- mates in group settings (and when necessary, on an individual basis); and utilize graduate students (2nd year and higher) from the Sociology, Social Work, and Psychology fields to observe these check-ins for the purpose of providing feedback to Residential Life staff about group process and about how to encourage full and honest participation by students in these monthly meetings.</p>	Completed	<p>Residential <input type="checkbox"/> Curriculum. RAs perform Health and Safety checks as needed.</p> <p>RAs perform two "check-ins" per semester as a part of the Residential Curriculum. RAs are trained on the "intentional interactions" portion of this curriculum/protocol on asking directed, deep-level questions about academic wellness, identity, and self-discovery. Accountability for RA fidelity to curriculum occurs via periodic reports RA submit to professional housing staff.</p>
12	Housing administrators will research national standards for staffing ratios in similar residence halls, and provide university administration with those reports including recommendations as appropriate.	Residential Life	<b>RES-2</b> , Decrease the RA, ARLC, and RLC student ratios so that there are fewer students per staff person, and fewer staff per supervisor.	Completed	RA numbers were increased in alignment with national standards (ACUHO-I) according to varied living environment (e.g.: hallways, suites, etc.). Increased the presence of professional staff from 1.5 to 2 FTE. Added addition case manager position (1.0 FTE) to assist with additional student needs.
13	Housing administrators will develop a proposal for comprehensive residential life staff training that augments existing training with specific topics that address diversity including, but not limited to, race, ethnicity, prejudice and hate.	Residential Life	<b>RES-4</b> , Ensure that Residential Life staff who most frequently interact with students (including but not limited to RA's) are aware of and sensitive to the perceived and/or self-identified racial identities of the residents;	Completed	Residential Life Staff review residential demographics during August Training. Resident Life provide training for all staff during monthly (and, at times weekly) trainings. RLCs request trainings as needed. Office of Diversity, Equity, and Inclusion collaborates with Residence Life on ongoing training.
Residential Life		<b>RES-6</b> , Ensure that all Residential Life staff trainings include explicit discussions about racial prejudice, racist/hate symbols, and about how to create an environment in which students will speak up without fear of retribution; and ensure that staff is trained to recognize controversial/hate symbols and	Ongoing	Regular collaborations with Office of Diversity, Equity, and Inclusion and Residential Life Professional and Para-professional staff trainings.	

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			their potential to create a hostile environment for students;		
		Residential Life	<b>RES-11</b> , Ensure that Residential Advisors receive training from a competent consultant on the history of race in America, ethnic relations, gender relations, cross cultural relations involving sexual orientation, religion, veterans' status, disability and income inequity;	Ongoing	Regular collaborations with Office of Diversity, Equity, and Inclusion and Residential Life Professional and Para-professional staff trainings.
		Residential Life	<b>RES-14</b> , Ensure that all RLC and ARLC have demonstrated knowledge, skill and experience working with diverse students.	Completed	2-hour session w/ RLCs summer of 2018, and ongoing engagement.
14	Housing administrators will create a process that ensures supervisory review of student roommate and suitemate agreements.	Residential Life	<b>RES-5</b> , Require Residential Life staff to carefully scrutinize and discuss student agreements shortly after the agreements are signed, and to immediately follow up with students if staff has any questions, need clarifications, or see anything unusual.	Completed	As part of the Residential Curriculum, RAs are required to facilitate roommate agreements.
15	Housing administrators will develop programs for resident students focused specifically on diversity, including race and ethnicity, with enticements for participation.	Residential Life	<b>RES-8</b> , Require all students who reside in residence halls to participate in diversity programming in which race is explicitly discussed, along with issues impacting all constitutionally-protected groups;	Ongoing	The Residential Curriculum provides developmentally appropriate diversity programming. Programs are not mandatory for residential students.
		Residential Life	<b>RES-12</b> , Encourage students in dorms and suites to participate in programs that promote diversity appreciation and cross cultural exchange.	Completed	The Residential Curriculum provides developmentally appropriate diversity and cross-cultural programming. Programs are not mandatory for residential students.
16	Housing administrators will develop a brief video of critical elements in the contract, and will develop a housing orientation program to reinforce the behavior expectations in the contract upon arrival. Develop and pilot fall 2014. implement fall 2015.	Residential Life	<b>RES-9</b> , Require Housing administration and staff members to discuss the terms of the housing contracts with the residents shortly after they are signed, to ensure that the residents understand their responsibilities under the contracts.	Completed	During the residential move-in process, residential students must sign a housing license agreement which include expectations (policies) for living on campus. These policies are reinforced as a part of the Residential Curriculum.

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17	Housing administrators have created plans for implementing themed-floors. Implement Fall 2015	Residential Life	<b>RES-13</b> , Establish multi-cultural theme dorms with input from students, faculty and staff.	Completed	Identity-based housing options for first year students: Black Scholars Community, Rainbow Village, and Global Village (focus on environmental justice). Ongoing work to identify additional identity-based living options. Each option is paired with a Faculty-In-Residence to provide curricular guidance and facilitation of educational programs.
18	Spartans for Safety, augmented by technical experts, will be charged to review appropriate reporting mechanisms to ensure visible, user-friendly tools to report hate crimes and incidents of inappropriate and bias-based conduct. Recommendations will be provided to the president's cabinet for implementation. Reported incidents will be distributed to and reviewed by appropriate university departments. Review to begin August 15, 2014, implement by May 2015.	Reporting-Policies-Procedures	<b>RPP-1</b> , Create a user-friendly link on the SJSU website connected to the campus police and to the Office of Diversity for the reporting of hate crimes, as well as incidents of bias-based conduct/speech (race, ethnicity, religion, gender, sexual orientation) that do not rise to the level of criminal behavior. The link should allow students, staff, faculty and administrators to report incidents that occur on the campus anonymously. Publicize the link throughout the campus. Appoint a staff person to monitor, record and investigate the postings in a timely manner;	Completed	"Report Bias Incident" button established on the Office of Diversity, Equity, and Inclusion webpage which directs individuals to a report/form (Maxient system). Individuals may, if they choose, provide an anonymous report. Depending on the nature of the report, alerts are automated to the Sr. Director of Employee Relations, Retention and Equal Opportunity; Chief Diversity Officer, Sr. Associate VP for University Personnel.
		Reporting-Policies-Procedures	<b>RPP-2</b> , Reinstate the SJSU mobile application for smart phones to report incidents of hate crimes and incidents of bias-based conduct/speech;	Completed	IT Department implementing website redesign providing greater accessibility for mobile phones. Current reporting infrastructure / reporting form is scalable to mobile phones and other internet enabled devices.
		Reporting-Policies-Procedures	<b>RPP-5</b> , Create a user-friendly link on the housing website where residents can feel free to raise their concerns, with the option of reporting anonymously; publicize the link throughout the campus. Publicize to students, faculty and staff information about all locations on the campus where bias-based incidents can be reported.	Completed/Ongoing	"Report Bias Incident" button and associated on-line form established on the Office of Diversity, Equity, and Inclusion webpage which directs individuals to a report/form (Maxient system). Individuals may, if they choose, provide an anonymous report. Housing staff direct RAs and residents to use Office of Diversity, Equity, and Inclusion webpage form. Ongoing development of

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					residential curriculum to include additional information about form.
19	The Behavioral and Crisis Intervention Team (formerly known as CAIT) will be charged to develop a comprehensive response protocol for reported incidents. The protocol will be widely communicated to the campus community. Including new case management software installation	Residential Life	<b>RES-3</b> , Mandate follow up by Residential Life staff within 24 hours with the involved students after incidents of bias/hate come to the attention of staff;	Completed	"Report Bias Incident" button and associated on-line form established on the Office of Diversity, Equity, and Inclusion webpage which directs individuals to a report/form (Maxient system). Individuals may, if they choose, provide an anonymous report. Protocol established for RAs tag reports for bias in this form. Depending on the nature of the report, alerts are automated to the Sr. Director of Employee Relations, Retention and Equal Opportunity; Chief Diversity Officer, Sr. Associate VP for University Personnel. RAs trained bi-annually on protocol.
		Reporting-Policies-Procedures	<b>RPP-3</b> , Ensure that the Vice President of Student Affairs, the Vice President of Finance & Administration, the Vice President of Diversity Engagement and Inclusive Excellence, the Provost, and other executive level officials and the Campus Police immediately inform the Office of the President and the Cabinet of conduct that is or may be viewed as constituting hate crimes;	Completed	Chief Diversity Office serves on the cabinet and is on-call for consultation when any type of incident that ranges from exclusion to hate incidents occurs on campus. Referrals are made to the designated offices, depending on the level and scope of incident.
			<b>RPP-4</b> , Ensure that the University's response to bias-based misconduct is as immediate as it is for other forms of misconduct;	Completed	Chief Diversity Office serves on the cabinet and is on-call for consultation when any type of incident that ranges from exclusion to hate incidents occurs on campus. Referrals are made to the designated offices, depending on the level and scope of incident. These incidences are often high priority in the current national context of how quickly hate incidents can affect climate. Practices established to respond quickly when possible, in consultation with the Chief Diversity Officer.

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			<p><b>RPP-8</b>, Develop a coordinated campus response matrix that (1) describes all policies specific to bias, discrimination, hate violence and bullying; (2) specifies time periods for documenting and communicating the occurrence of incidents of bias, discrimination, hate violence and bullying; (3) documents the actions taken and recommended actions to be taken in response to the incidents. Publicize the matrix throughout the campus;</p>	Completed	President's Cabinet has weekly Strategic Communication and Response meetings. This body prioritizes responds to, prepares for, new and ongoing campus climate and safety issues.
			<p><b>RPP-9</b>, Provide to all administration, faculty, staff and students copies of and/or links to policies, procedures and forms that will assist the campus to develop and maintain an open, transparent just process for reporting incidents and obtaining appropriate feedback about the campus management of incidents that occur on campus;</p>	In Progress	Office of Diversity, Equity, and Inclusion in conjunction with the outcomes of the findings of the 2020 campus climate for inclusion study will review process by which bias incidents can be reported to the campus. Clery, Title XI and CSU executive orders already guide required reporting processes.
			<p><b>RPP-10</b>, Develop a protocol for the prompt communication by the Director of Housing to residents when there are major incidents on or near the campus.</p>	Completed	Protocols for major incidences in reporting to the campus community already established via SJSU alert. Protocol has been already established by Housing Staff for direct communication with residents in consultation with the Vice President of Student Affairs and/or University Police.
20	SJSU has adopted the Santa Clara County Law Enforcement Policy Statement Regarding Hate Crimes. UPD will review to ensure terms are implemented at SJSU.	Reporting-Policies-Procedures	<p><b>RPP-6</b>, Require the Chief of SJSU Police Department and the University administration to review the MOU between Santa Clara County Law Enforcement Agencies and the Santa Clara County Network for a Hate Free Community to ensure familiarity with the terms of the MOU and compliance with the best practices articulated in the document. Review this MOU in concert with the Santa Clara County Chiefs of Police Association and the</p>	Not Completed	Santa Clara County Network for a Hate Free Community defunct.

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			Santa Clara County Network for a Hate Free Community		
21	In consideration of CSU Executive Orders, SJSU Academic Senate Policies, Presidential Directives and other departmental policies, the university will create a comprehensive policy that covers bias, discrimination, hate violence and bullying. Academic Year 2014-2015	Reporting-Policies-Procedures	<b>RPP-7</b> , Require the University administration, in collaboration with the Academic Senate, student leaders and staff, to review all campus policies specific to bias, discrimination, hate violence and bullying for the purpose of determining the adequacy of the policies to meet current expectations regarding the establishment and maintenance of a campus free of bias, discrimination, hate violence and bullying, and transformative measures such as cultural sensitivity training and progressive disciplinary actions, up to and including, expulsion from the university, or termination from employment with the university.	Completed	SS-F18-5, Sense of the Senate Resolution, Creating a Task Force for a Supportive Workplace and Calling Upon our Community to Preserve Civility and Combat Bullying at San José State University ( <a href="http://www.sjsu.edu/senate/docs/SS-F18-5.pdf">http://www.sjsu.edu/senate/docs/SS-F18-5.pdf</a> ); Task force appointed by President and will make recommendations December 2020. Full time Educator/Trainer has been hired and serves in the Office of Diversity, Equity and Inclusion, Trainer/Educator works in consultation and collaboration with Center for Faculty Development, University Personnel, Student Conduct and Ethical Development, Academic Affairs. The University is required to follow all processes for discipline expulsion and termination compliant with collective bargaining agreements, state employment law, executive orders for Title IX and Title V for student conduct.
22	The university will hold at least one forum per semester to review status of implementation. Launch between Sept 1 and December 15, 2014	Implementation	<b>IMP-2</b> , Convene public forums each semester for the campus and the San José community to review implementation of the recommendations	Completed	Several forums held (6 during 2016/17). Public forms covered 2015 campus climate survey outcomes and 2015 SJSU Action Plan updates on trainings and activities. Post-presidential election dialogue November 2016. 2017/18 open forums and town halls focused on Title IX and gender equity issues (5 sessions held). Spring 2019 forum on dialogue surrounding current events. 8 Staff and Faculty support session to assist staff and faculty in supporting students targeted by various executive orders, anti-immigrant policies and uncertainty about DACA program.