



# Presidential Task Force on Addressing Antisemitism Report

2023

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# Presidential Task Force on Addressing Antisemitism Report



I launched the Presidential Task force on Addressing Antisemitism in Spring 2021 following both local and national instances of harassment, loss of life, and discrimination targeting members of the Jewish community. I charged task force group members to think strategically, expansively, and creatively about how the campus can address antisemitism and provide SDSU with concrete recommendations to better support Jewish students, faculty, and staff. Our collective condemnation of antisemitism and work in solidarity with members of our Jewish community is one step in a necessary direction toward a more inclusive environment, with the immediate next step being toward the implementation of more structures, supports and protocols designed to improve the campus climate for members of our Jewish community at SDSU.

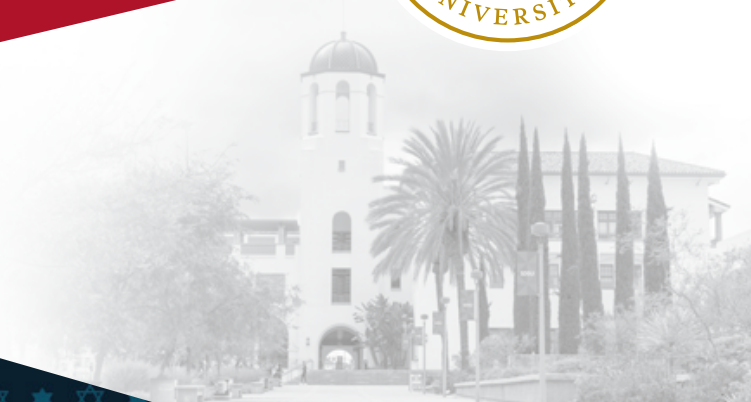
The Presidential Task force on Addressing Antisemitism’s membership includes content experts both internal and external to SDSU, including faculty, students, staff, administrators and community leaders. The group has been meeting monthly since August 2021, and meetings will continue through the 2023-24 academic year.

This report outlines achievements made by the Presidential Task force on Addressing Antisemitism, as well as other efforts implemented at SDSU. Those include: integrating educational training related to antisemitism into New Student Orientation; creation of an Equity-Minded Campus Community Training program; Inclusive Leadership Awareness Training for student leaders; implementation of both a Jewish Graduation Celebration and annual Jewish Heritage Month programming and a related campus-wide marketing campaign; increased data collection on the experience of Jewish students at SDSU; the addition of specific examples of antisemitism added to to the CSU’s Discrimination Harassment Prevention Program for Non-Supervisors in collaboration with the Office of the Chancellor, among many other actions. The report also includes recommendations on additional next steps toward our continued efforts to improve the climate for Jewish students, faculty and staff.

I encourage everyone to read this report, and to join us in our support of these efforts.

Sincerely,

Adela de la Torre, Ph.D.  
San Diego State University President



# Executive Summary

Members of the Presidential Task Force on Addressing Antisemitism worked together and with other faculty, staff, administration, student leaders and community members to recommend and ultimately develop a number of programs, policies, training sessions and other initiatives. The following is a summary of efforts.

## Key Policy Changes

- Authored a University Senate Resolution Condemning Antisemitism.
- Revised SDSU's *Guide to Community Living* to be inclusive of all protected classes, including religion, ethnicity and ancestry. The section also added language to make the section consistent with Title VI.
- Updated to San Diego State University's jurisdiction to include Chabad and Hillel.
- Updated the University Senate's Religious Holidays Accommodation Policy.

## Campus Climate

- Included antisemitism topics in New Student Orientation, Creating an Equity-Minded Campus Community Training, Inclusive Leadership Awareness Training for Student Leaders.
- Collaborated with the California State University Chancellor's Office to add examples of antisemitism in the CSU's Discrimination Harassment Prevention Program for Non-Supervisors.
- Created and published a campuswide [religious holidays calendar](#).<sup>1</sup>
- Created and published a [spiritual-life at SDSU](#)<sup>2</sup> webpage.
- Created and implemented annual [Jewish Heritage Month](#)<sup>3</sup> programming and campuswide messaging.
- Included Hillel in SDSU's Community Center Consortium.
- Created and implemented a [Jewish Graduation Celebration](#).
- [Increased data collection on Jewish students at SDSU](#).

<sup>1</sup> [sacd.sdsu.edu/intercultural-relations/interfaith-calendar](https://sacd.sdsu.edu/intercultural-relations/interfaith-calendar)

<sup>2</sup> [sacd.sdsu.edu/spiritual-programs](https://sacd.sdsu.edu/spiritual-programs)

- [Participated in Interfaith, Spiritual, Religious and Secular Campus Climate \(INSPIRES\) Index 2023 Campus Scorecard](#).

## Responding to Incidents of Antisemitism

- Creation of the CREDIT Protocol with input from the Task Force.

## Opportunities for Learning

- August 2021: The Antisemitism Crisis in our Community: What It Is, What to Do (Facilitated by the Presidential Task Force on Addressing Antisemitism).
- October 2021: Antisemitism Professional Learning Community (Facilitated by the Center for Inclusive Excellence and the Anti-Defamation League).
  - Session 1: What is Antisemitism & Who Are the Jewish People?
  - Session 2: History of Antisemitism + Understanding Contemporary Antisemitism through Data and Research.
  - Session 3: Intersectionality: How Antisemitism Intersects With Other Forms of Bigotry and Oppression.
  - Session 4: Anti-Zionism & Antisemitism: Distinguishing Criticism From Hate Speech + Productive Strategies for Responding to Antisemitism.
- February 2022: *"Antisemitism Past and Present"* with Susanne Hillman, lecturer in the History Department and Dani Bedau, associate professor in the School of Theatre, Television and Film.
- March 2022: Antisemitism Reading Circle: *Jews Don't Count: How Identity Politics Failed One Particular Identity*.
- March 2023: Antisemitism Reading Circle: *The Conflict Over the Conflict: The Israel/Palestine Campus Debate*.

<sup>3</sup> [sacd.sdsu.edu/spiritual-programs/jewish-heritage-month](https://sacd.sdsu.edu/spiritual-programs/jewish-heritage-month)

# Creation of the Antisemitism Task Force

In spring of 2021, following a number of antisemitic incidents in rapid succession, President Adela de la Torre convened a Presidential Task Force to Address Antisemitism. Part of SDSU's ongoing efforts to embed *diversity and inclusion in everything that we do* includes condemning antisemitism and working in solidarity with our Jewish community.

Over the past several years, the Jewish community has been the target of multiple attacks, including those in Pittsburgh, Jersey City and here in San Diego County at Chabad of Poway. According to the AntiDefamation League, the Jewish community experienced the highest level of antisemitic incidents in 2019 since tracking began in the late 1970s. In January 2021, we again witnessed antisemitic and white supremacist ideology invoked at the insurrection at the U.S. Capitol. SDSU is committed to improving our campus culture to ensure that all Jewish students, faculty and staff feel welcomed, supported and heard.

Members of the task force were invited to think strategically, expansively and creatively about how the campus can address antisemitism and provide SDSU with concrete recommendations to better support Jewish students, faculty and staff. The goal was to develop an institutional strategy to improve the campus climate for Jewish members of the SDSU community.

## Priorities for this task force included

- Creating a protocol for responding to antisemitism in collaboration with Inclusive SDSU.
- Assessing opportunities to address antisemitism across the curriculum.
- Consulting with strategic plan activity 41 to provide recommendations on content related to antisemitism and creating a safe and supportive environment for Jewish students in New Student Orientation and onboarding for faculty and staff.
- Identifying opportunities to improve campus climate. Examples include: publishing an annual calendar of Jewish holidays, providing messaging to faculty and staff about key holidays observances, ensuring that appropriate food options are available at hosted events during Passover, etc.
- Amplifying accomplishments of SDSU Jewish students, faculty and staff during Jewish Heritage Month and throughout the year.
- Increasing awareness of campuswide events that promote learning about Jewish culture, history and diversity.
- Producing an annual report on incidents of antisemitism along with the activities of the task force.



## Presidential Task Force on Addressing Antisemitism

### Members

#### Current Members (2023):

- Dani Bedau, Faculty in School of Theatre, Television and Film
- Fabienne Perlov, Regional Director of the Anti Defamation League (ADL)
- Jonathan Graubart, Faculty in Political Science
- Rabbi Chalom Boudnaj, SDSU Chabad
- Peter C. Herman, Faculty in English
- Susanne Hillman, Faculty in History
- David Kamper, Faculty in American Indian Studies
- Yiftach Levy, Information Technology Consultant
- Karen Parry, Executive Director of Hillel, San Diego
- Scott Walter, Dean of the Library
- Rabbi Scott Meltzer, Faculty in the Study of Religion
- Norah Shultz, Faculty in Sociology
- Rabbi Devorah Marcus, Temple Emanu-El
- Anna Maya, Undergraduate Student
- Shira Cohen, Faculty in the Fowler College of Business
- Sara Brown, Regional Director of American Jewish Committee, San Diego

Chair: Jessica Nare, Assistant Vice President, Student Affairs and Campus Diversity

#### Previous members:

- David Cline, Faculty in History
- Risa Levitt, Faculty in the Study of Religion
- Hillary Levison, University Relations & Development
- Elana Metz, Student
- Sophie Parker, Student
- Mara Parker, Public Affairs Specialist
- Jack Schmidt, Student
- Ari Weizman, Student

Past Co-Chair: J. Luke Wood, Vice President for Student Affairs and Campus Diversity and Chief Diversity Officer

## 1. Key Policy Changes

### University Senate Resolution

In July 2021, the Task Force on Addressing Antisemitism authored a University Senate Resolution, which was approved by the Senate Executive Committee and presented to the University Senate during the fall 2021 Senate meeting. The resolution created a working definition of antisemitism for the campus and condemned antisemitic acts and recent antisemitism incidents on campus. The working definition of antisemitism was an important first step in thinking about how to respond to antisemitism incidents.

- Antisemitism can be defined as discrimination, hostility or violence against Jews based on their identity;
- Antisemitism includes discrimination, hostility or violence against Jewish institutions, such as houses of worship;
- Antisemitism can be manifested in words, visual images and/or deeds;
- Antisemitism can be overt or implicit;
- Antisemitism can take the form of unwitting conduct or expression that conveys animus toward the Jewish people;
- Denying, questioning or minimizing the Holocaust, meaning the Nazi genocide of the Jews, is antisemitic.

Finally, the task force clarified that this resolution was not intended to create restrictions on anyone's right to free speech, academic freedom or participation in social activism.

### University Senate Resolution on Antisemitism

WHEREAS, the United States, Canada and Europe have seen a significant surge in antisemitism, including murderous attacks in San Diego County, Pittsburgh and other locales;

WHEREAS, San Diego State University has seen an attendant and significant surge in antisemitic incidents, including but not limited to, antisemitic graffiti and zoom bombings, break-ins, thefts and vandalizing at SDSU Chabad House and antisemitic social media posts;

WHEREAS, many of SDSU's Jewish faculty, staff and students have expressed that they no longer feel safe, valued and included on this campus;

WHEREAS, President de la Torre charged a Presidential Task Force on Antisemitism in March 2021 to combat antisemitism and create a more Jewish inclusive campus.

WHEREAS, Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color and national origin in programs and activities receiving federal financial assistance and in 2004 Title VI was extended to protect Jewish students on the basis that Judaism is both a religion and an ethnicity;

WHEREAS, antisemitism can be defined as discrimination, hostility or violence against Jews based on their identity;

WHEREAS, antisemitism includes discrimination, hostility or violence against Jewish institutions, such as houses of worship;

WHEREAS, antisemitism can be manifested in words, visual images and/or deeds;

WHEREAS, antisemitism can be overt or implicit;

WHEREAS, antisemitism can take the form of unwitting conduct or expression that conveys animus toward the Jewish people;

WHEREAS, denying, questioning or minimizing the Holocaust, meaning the Nazi genocide of the Jews, is antisemitic;

WHEREAS, this resolution is not intended to create restrictions on anyone's right to free speech, academic freedom or participation in social activism;

BE IT RESOLVED, that the SDSU University Senate explicitly condemns antisemitism both in itself and as contradictory to the University's Diversity Equity and Inclusion mission, which rejects all forms of discrimination and exclusion based on identity;

BE IT RESOLVED, that, consistent with SDSU's resolve to "embed diversity and inclusion in everything that we do," the SDSU University Senate endeavors to welcome all Jewish perspectives;

BE IT RESOLVED, that the SDSU University Senate condemns the break-in, theft and vandalizing at the SDSU Chabad House;

BE IT RESOLVED, that the SDSU University Senate condemns antisemitic incidents and threats of violence perpetrated by people unaffiliated with SDSU against all SDSU faculty, students and staff;

BE IT RESOLVED, that the SDSU University Senate condemns antisemitic incidents committed by SDSU students, faculty, staff and community members;

BE IT RESOLVED, that the SDSU University Senate endorses training for SDSU faculty, students and staff about the prevalence and history of antisemitism to help foster a better understanding of Judaism and American-Jewish identity;

BE IT RESOLVED, that the SDSU University Senate endorses the establishment of a Jewish Life Coordinator position to improve outcomes related to Jewish students' success and belonging from orientation to graduation. This position will also develop partnerships with local Jewish organizations to positively impact Jewish student life on campus.

<b>Authored by:</b> <b>SDSU's Presidential Task Force on Addressing Antisemitism</b>	
<b>Consultation with: University Senate Officers</b>	
<b>Recommended for approval by:</b>	
Dani Bedau	Rabbi Scott Meltzer
Rabbi Chalom Boudjnah	Elana Metz
David Cline	Jessica Nare
Tammy Gillies	Mara Parker
Jonathan Graubart	Karen Parry
Peter C. Herman	Sophie Parker
Susanne Hillman	Norah Shultz
David Kamper	Scott Walter
Risa Levitt	Ari Weizman
Yiftach Levy	J. Luke Wood
Rabbi Devorah Marcus	

## Update to San Diego State University's Jurisdiction to Include Chabad and Hillel

Between 2019 and 2022, several bias incidents occurred at SDSU's Chabad and SDSU's Hillel. These two locations are not technically within the boundaries of SDSU's campus and thus it was not possible to hold students accountable for conduct violations that occurred off campus at these two sites (in particular). In fall of 2021, SDSU updated its jurisdiction to include both Chabad and Hillel so that students involved in conduct violations at these two sites can be found responsible, they can be found responsible through the Center for Student Rights and Responsibilities. The updated Student Code of Conduct Jurisdiction is below and can be found online through [Student Rights and Responsibilities](#).<sup>4</sup>

*Students are expected to be good citizens and to engage in responsible behaviors consistent with community values reflected in the Student Code of Conduct and which positively contribute to student and university life. This includes upholding all published university policies, rules, regulations or presidential orders. The Student Code of Conduct relates to individual student behavior in the following settings:*

- On the campuses of San Diego State University, including the San Diego, Imperial Valley, Mission Valley and Georgia locations and within microsite degree-completion programs, including Mesa College, San Diego City College and Southwestern College.
- Online and via telephone, including email, social media, text messages, online learning platforms, video conferencing sites, etc.
- Off campus at university-related activities.
- Certain campus-adjacent locations, including Chabad House and SDSU Hillel.
- Surrounding neighborhoods as related to behaviors concerning alcohol and other drugs.
- Any location in which behavior is related, but not limited to, physical assault, sexual assault, stalking, harassment, discrimination, hazing, failing to follow directives of University officials or behavior directed toward members of the campus community.

- Surrounding neighborhoods, as related to noise, when SDSU students in off-campus residences have received prior directives from SDSU administrators or public safety officers to stop noise disruptions to the community and did not comply with those directives.

Student behavior that is not consistent with the Student Code of Conduct is addressed through an educational process designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. Sanctions can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees and students who withdraw from school while a disciplinary matter is pending. The goal of these policies is to reduce behavior that threatens the health or safety of our students, disrupts the educational process and/or negatively affects the university's relationship with the community. It also aims to help develop citizenship as part of the university's commitment to the education of the whole person.

## Residential Hall Policy Change

SDSU's [Guide to Community Living \(Office of Residential Life and Housing Administration\)](#)<sup>5</sup> was updated in 2023 for the 2023-2024 academic year. The changes to the Guide to Community Living incorporated inclusion of all protected classes, including religion, ethnicity and ancestry, while also adding language consistent with Title IV. Changes are reflected in italics below:



### Discrimination, harassment and retaliation (DHR) (pg. 16)

*SDSU is committed to maintaining an inclusive and equitable community that values diversity and fosters mutual respect. We embrace our community differences in age, disability (physical and mental), gender (or sex), gender identity (including nonbinary and transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color, caste, or ancestry), religion (or religious creed), sexual orientation, veteran or military status. All students have the right to participate fully in CSU programs and activities free from discrimination and harassment.*

### Physical abuse, harassment and intimidation (pg. 27)

Abusive physical and verbal behavior, harassment, intimidation, and threats of violence toward residents, guests, or staff are violations of policy and will not be tolerated. Such conduct may be grounds for student conduct action, removal from the residential community, eviction and criminal prosecution. *Examples of prohibited conduct include, but are not limited to, sexual misconduct, discrimination and/or harassment related to protected categories (e.g. race or ethnicity, disability, gender, gender identity, sexual orientation, religion, etc.), physical assault (including pushing), and verbal, written, or posted threats.* Bullying of any kind is prohibited, including cyber-bullying. Creating a false profile in order to cyberbully others is also prohibited. "Bullying" is the use of force, coercion, hurtful teasing or threat, to abuse, aggressively dominate or intimidate. Examples include: 1. Placing a resident or residents in fear of harm to that resident's or those residents' person or property, as determined by the reasonable person standard. 2. Causing a resident to experience a substantially detrimental effect on their physical or mental health, as determined by the reasonable person standard. 3. Causing a resident to experience substantial interference with their academic performance, as determined by the reasonable person standard. 4. Causing a resident to experience substantial interference with their ability to participate in or benefit from the services, activities or privileges provided by a school, as determined by the reasonable person standard.

Examples of prohibited behaviors include:

- Placing a reasonable resident in fear of harm to that resident's or those residents' person or property.
- Causing a reasonable resident to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable resident to experience substantial interference with his or her academic performance.
- Causing a reasonable resident to experience substantial interference with his or her ability to participate in or benefit from the services, activities or privileges provided by a school.

<sup>4</sup> [sacd.sdsu.edu/student-rights](http://sacd.sdsu.edu/student-rights)

<sup>5</sup> [housing.sdsu.edu/\\_resources/documents/2023-24-guide-to-community-living.pdf](http://housing.sdsu.edu/_resources/documents/2023-24-guide-to-community-living.pdf)

## Updated Religious Holidays Accommodations Policy

The Task Force on Addressing Antisemitism unanimously voted to support a change to SDSU's University Senate Policy File to bring the campus religious holiday accommodation policy into alignment with the Education Code for the State of California. The education code does not require students to notify faculty about classes missed due to religious observances.

Original policy:

### 3.0 Absence for Religious Observances

3.1. By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances.

Revised Policy:

3.1 The university is committed to supporting students who wish to practice their religious beliefs. Students anticipating an absence or missed coursework due to religious observances should provide reasonable advance notice to their instructors for the purposes of identifying and developing appropriate accommodations.

3.2. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.

Rationale:

Students report that the current requirement to notify faculty by the end of the second week of classes about a religious observance is a barrier to receiving accommodations. The current deadline falls during the add/drop period, when students are still finalizing their schedules and may not be able to enroll in a section that better fits their schedules. California State Education Code, which supersedes individual campus policies, does not require students to request a religious accommodation by the second week of classes (section 89320):

“The Trustees of the California State University shall require each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would

not violate the student's religious creed. This requirement shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship which could not reasonably have been avoided. In any court proceeding in which the existence of an undue hardship which could not reasonably have been avoided is an issue, the burden of proof shall be upon the institution.”

This proposal aligned SDSU's campus policy with the California State Education Code. The revised policy removes barriers, supports student success and encourages faculty to be as flexible as possible.

The policy change was supported by the University Senate in Spring 2023 and is currently in effect.

## 2. Creating a Protocol for Responding to Antisemitism in Collaboration with Inclusive SDSU

### Creation of the CREDIT Protocol

In consultation with the Presidential Task Force on Addressing Antisemitism; the Task Force for Creating a Welcoming and Safe Environment for Black Students, Faculty and Staff; and members from our Native and Indigenous communities, the Division of Student Affairs & Campus Diversity created the CREDIT Protocol for responding to bias incidents on campus.

Please see Appendix A for the full draft of the CREDIT Protocol.

## 3. Opportunity for Learning About Antisemitism

### Alignment With Strategic Plan Activity 41

Representatives from the Presidential Task Force on Addressing Antisemitism consulted SDSU's strategic plan activity 41 to provide recommendations on creating content related to antisemitism and creating a safe and

supportive environment for Jewish students in New Student Orientation and onboarding for faculty and staff.

Strategic plan activity 41 implemented an on-boarding program that emphasized SDSU's values and educates all newly hired staff regardless of classification (by fall 2021), graduate students (by spring 2022), undergraduate students (by summer 2022), newly hired lecturers (by spring 2022) and tenure-track faculty (by fall 2022) about implicit bias, inclusive communication, SDSU's designation and identity as an Hispanic-Serving Institution and the university's connection with the Kumeyaay people. In addition to the following learning outcomes, onboarding and diversity training for students, faculty, and staff include examples, discussions and scenarios related to antisemitism.

As a result of onboarding, each person (student, staff, faculty and administrators) will be able to:

- Learning Outcome 1: Acknowledge that implicit bias exists in all of us.
- Learning Outcome 2: Identify how implicit bias can impact our interactions with others, particularly through microaggressions based on social group identities, including race, gender, ability, sexual orientation, religion, immigrant status, etc.
- Learning Outcome 3: Identify at least one strategy for responding to microaggressions, as a bystander, as a target and/or as a perpetrator.
- Learning Outcome 4: Articulate why inclusive language, such as sharing pronouns and referring to identity groups with appropriate labels, is important for creating an inclusive campus community.
- Learning Outcome 5: Explain why SDSU is designated an Hispanic-Serving Institution (HSI).
- Learning Outcome 6: Articulate why our HSI identity is important, both for those who identify as Hispanic/Latinx/Chicanx and for those who do not.
- Learning Outcome 7: Articulate who the Kumeyaay are and are not.
- Learning Outcome 8: Acknowledge that SDSU resides on Kumeyaay land and recognize the importance of the land acknowledgement.
- Learning Outcome 9: Find additional resources to continue their learning about JEDI (justice, equity, diversity and inclusion) topics, such as Employee

Resource Groups (ERGs) and Campus Diversity programming.

To achieve these goals, students, staff, faculty and administrators will participate in workshops during on-boarding that:

- Explain/define what implicit bias is (LO1).
- Explain where implicit biases come from (in general) (LO1).
- Explain how one's biases can impact interactions with others in various contexts, recognizing that implicit and explicit biases toward those from different identities or backgrounds can manifest in many different ways, including biased expectations, microaggressions and discrimination (LO2).
- Explain the difference between intent and impact and discuss why it is important to prioritize impact (LO2).
- Discuss strategies for responding to micro-aggressions, as a bystander, as a target and as a perpetrator, (LO3).
  - For people who are teaching, these strategies will include examples related to the classroom and teaching.
  - For students, these strategies will include examples related to classroom experiences and interactions with peers.
  - For staff, these strategies will include examples related to interactions with students and interactions with colleagues.
  - For anyone who experiences microaggressions (as a target), include strategies for processing and resources for where to go for help.
- Explain/define what inclusive language is (LO4).
- Discuss examples of inclusive language, including pronouns and appropriate labels for identity groups (LO4).
  - There will also be overlap here with microaggressions and bias.
- Provide information on how pronouns and preferred names can be reflected in campus systems (e.g., Canvas, WebPortal, etc.) (LO4).

- Define Hispanic-Serving Institution as a federal designation (LO5).
- Explain the implications of our HSI status for access to research and other funding opportunities (LO5).
- Provide data on our Hispanic/Latinx/Chicanx population, including a discussion of the heterogeneity within this community (LO6).
- Discuss how SDSU serves students, staff and faculty who identify as Hispanic/Latinx/Chicanx (LO6).
- Explain who the Kumeyaay are and are not (i.e., distinction from Aztecs) (LO7).
- Share the official land acknowledgement and discuss the significance of land acknowledgements among native people (LO8).
- Discuss how SDSU serves students, staff and faculty who identify as Indigenous and how we celebrate our connection to the Kumeyaay people (LO8).
- Share resources that provide more information about all of these topics and encourage participants to continue their learning (LO9).

### Inclusive Leadership Awareness Training

Offered through the Center for Inclusive Excellence (CIE) in collaboration with the Office of Restorative Practices and the office of Dean of Students, this workshop promotes the understanding and reflection of identity, bias and power within student leadership. This three-hour workshop starts with introducing the concepts of implicit bias and microaggressions through a student lens to increase the understanding of self-awareness and inequities on campus. The second half of this workshop focuses on inclusive communication strategies such as practicing empathy, effective language and conflict styles to offer tangible skills when working through differences. This is based on the CIE development framework that guides our professional learning and development activities and recognizes that in order to become equitable and inclusive leaders, individuals must not only develop justice, equity, diversity, inclusion (JEDI) knowledge and skills, but also must develop dispositions such as self-awareness, empathy and that this is a continuous, ongoing journey. The ILAT training has been revised to include examples of antisemitic microaggressions for student leaders in registered student organizations to discuss and review.

### CSU's Discrimination, Harassment Prevention Program for Non-Supervisors

In consultation with the Chancellor's Office and the Associate Vice Chancellor for Learning and Development, California State University's *Discrimination, Harassment Prevention Program for Non-Supervisors* was updated to include a specific example related to antisemitism and the inclusion of Jewish students, faculty and staff on campuses throughout the CSU.

### Antisemitism Across the Curriculum

In summer 2021, two SDSU faculty members (Dr. David Cline and Dr. Risa Levitt) participated in the Summer Institute for Curriculum Development in Critical Contemporary Antisemitism Studies at Cambridge University. Part of the institute was dedicated to developing a course focused on antisemitism. In the summer of 2022, Dr. Norah Shultz was invited to participate in the institute as a facilitator delivering a session entitled, "Jews Don't Count in Higher Education's Diversity, Equity and Inclusion Agenda."

### New Student Orientation

Members of the Presidential Task Force on Addressing Antisemitism consulted with the Anti-Defamation League to include ADL-created modules in SDSU's New Student Orientation and training for student leaders. Modules include interactive content related to bias, discrimination and identity. The content also discusses free speech and academic freedom and provides students with a basic understanding of these two foundational concepts. Students receive information about SDSU's bias-reporting system (Inclusive SDSU) and to whom they can reach out for support after encountering a bias incident. These modules will be included in the New Student Orientation in the fall of 2024:

### Creating an Equity-Minded Campus Community

In this foundational course, faculty and staff are exposed to concepts related to identity, bias and discrimination. Included in the microaggression section are several examples related to microaggressions that Jewish students, faculty and staff may experience. These examples are discussed and processed with the program participants.

### Antisemitism Learning Opportunities

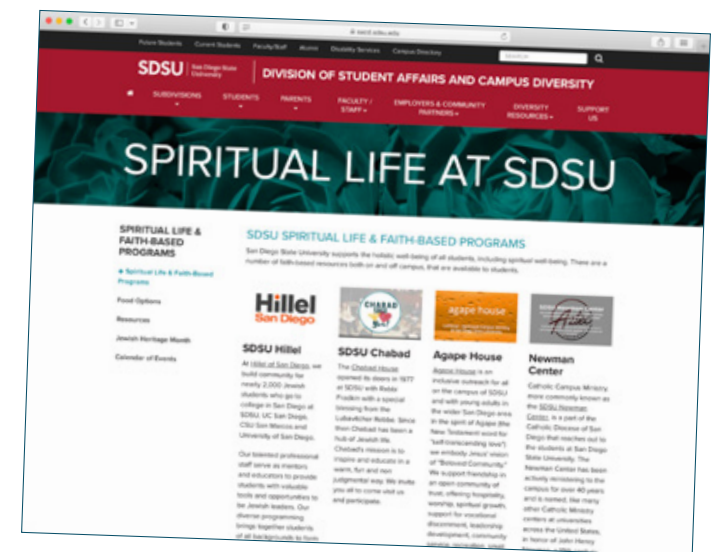
SDSU has offered a number of opportunities for students, faculty and staff to learn more about and to address antisemitism:

- Aug. 2021: *The Antisemitism Crisis in our Community: What It Is & What to Do* (hosted by the Presidential Task Force on Addressing Antisemitism)
- Oct. 2021: Antisemitism Professional Learning Community (facilitated by the Center for Inclusive Excellence and the Anti-Defamation League)
  - Session 1: What is Antisemitism & Who Are the Jewish People?
  - Session 2: History of Antisemitism + Understanding Contemporary Antisemitism Through Data and Research
  - Session 3: Intersectionality: How Antisemitism Intersects With Other Forms of Bigotry and Oppression
  - Session 4: Anti-Zionism & Antisemitism: Distinguishing Criticism From Hate Speech + Productive Strategies for Responding to Antisemitism
- Feb. 2022: "Antisemitism Past and Present" with Susanne Hillman, lecturer in the History Department and Dani Bedau, associate professor in the School of Theatre, Television and Film (hosted by the Presidential Task Force on Antisemitism)
- Mar. 2022: Antisemitism Reading Circle: *Jews Don't Count: How Identity Politics Failed One Particular Identity* (facilitated by the Center for Inclusive Excellence)
- Mar. 2023: Antisemitism Reading Circle: *The Conflict Over the Conflict: The Israel/Palestine Campus Debate* (facilitated by the Center for Inclusive Excellence)

## 4. Identifying Opportunities to Improve Campus Climate

### Campuswide Religious Holidays Calendar

The [Center for Intercultural Relations](#)<sup>6</sup> launched SDSU's first-ever [interfaith calendar](#)<sup>7</sup> and created a marketing campaign to create awareness about this new resource. The calendar includes all Jewish holidays, along with holidays from other religious groups, and for each it includes a description of its origins, general practices for observance and recommendations for accommodation. The interfaith calendar was shared widely through the Center for Inclusive Excellence, State Up to Date. Finally, the CIR worked with the Information and Technology Department to launch a Google calendar version of the interfaith calendar, which is accessible to all SDSU students, faculty and staff through their assigned SDSU google calendar account.



### Creation of Spiritual Life at SDSU Webpage

The Division of Student Affairs and Campus Diversity created a [Spiritual Life at SDSU](#)<sup>8</sup> webpage to highlight resources related to faith and spirituality. Resources for Jewish community members include include Chabad, Hillel, kosher food options, information about Jewish Heritage Month and programs and events on campus.

<sup>6</sup> [sacd.sdsu.edu/intercultural-relations](http://sacd.sdsu.edu/intercultural-relations)

<sup>7</sup> [sacd.sdsu.edu/intercultural-relations/interfaith-calendar](http://sacd.sdsu.edu/intercultural-relations/interfaith-calendar)

<sup>8</sup> [sacd.sdsu.edu/spiritual-programs](http://sacd.sdsu.edu/spiritual-programs)

## Focus Groups With Jewish Students

In consultation with Hillel International, SDSU participated in the [Campus Climate Initiative in 2021-2022](#).<sup>9</sup> Hillel completed diversity mapping of SDSU's policies and procedures related to Jewish inclusion and also conducted focus groups with students. Key themes from the focus groups included:

### Jewish students at SDSU feel reasonably welcome on campus but say they receive little support from the university.

- Jewish students participating in focus groups expressed a baseline comfort with their day-to-day experiences at SDSU. "I have felt welcomed on campus," said one Jewish student. "[There are] places where Jewish students can feel safe. There have been some antisemitic incidents on campus, but I haven't felt really unwelcome." Another student remarked that, "I haven't experienced much antisemitism personally but have heard about this stuff...In general, I feel welcome as a Jew."
- Several Jewish students highlighted a lack of focus on the needs of Jewish students by the university. As one student shared, "I feel lukewarm about [the campus]. The biggest problem in how they welcome Jews is that they think Hillel and Chabad have it covered. I would like to see SDSU step up to welcome students." Another Jewish student observed that, "I don't even think about...finding a Jewish connection or resources on campus. I just think of going to Chabad and Hillel."

### Hillel and Chabad offer a welcoming environment for Jewish students but have limitations.

- In the absence of university-provided spaces, SDSU's Jewish students often seek out Hillel and Chabad for community connection. "The place I feel most welcome is Hillel," said one Jewish student. Another commented that there are "certain aspects [of campus life] where I feel really included [and] people respect each other. The Hillel building is one of the places." Still, as one Jewish student described, "I want to have a Jewish campus liaison, someone hired to focus on Jewish students. We should feel welcome at the Center for Intercultural Inclusion. But because the school doesn't have employees to serve Jewish students, they don't have a place to go. Chabad and Hillel are not campus institutions...[But] there isn't another place on campus beside Chabad and Hillel to be 'openly Jewish.'"

### Students are well informed but frustrated about antisemitic incidents at SDSU.

- All Jewish focus group participants were aware of antisemitic incidents on campus, typically through reporting provided by the university. Jewish students had strong feelings about these incidents: "There were at least 15 antisemitic incidents on campus over the past semester," said one Jewish student. "There's an attitude that Hillel and Chabad have [addressing antisemitism] covered. But they can't do anything other than go to the police." Another Jewish student remarked, "A lot of antisemitic incidents on campus are questioned and written off as a political attack [due to the Israel-Palestine conflict] and not a personal attack. It's denying that Jews experience antisemitism and picking and choosing what antisemitism is. I get that anti-Zionism isn't antisemitism. But every antisemitic incident that has been labeled as such is [antisemitism]."
- Non-Jewish students are also aware of antisemitic incidents taking place on campus, although they have not witnessed them firsthand. "I have not observed antisemitism but have heard from university reports of incidents happening," said one non-Jewish student. Another noted that, "Jewish friends have shared there have been microaggressions in the form of jokes."

### Jewish students had mixed feelings about SDSU faculty.

- A sampling of their remarks includes: "Teachers are definitely the leading force of being supportive;" "My experiences have been pretty positive...faculty have not been discriminatory;" and "Syllabuses say that, if you have a religious conflict, you need to get your information via email. My experiences have been positive with late requests."
- Some Jewish students believe faculty could be more supportive of Jewish students. One Jewish student described an incident where their professor polled students and ended up holding class at 7 p.m. on Fridays, which conflicts with Shabbat, the Jewish Sabbath. "The professor refuses to address it," said the student. "Prior to that, all of my teachers have been great." Another Jewish student described feeling "okay to be openly Jewish within [Hillel and Chabad]. When talking to professors or in class, I don't feel as comfortable."

### Students express ambivalence toward SDSU's administration.

- The overall impression of SDSU's administration among Jewish students was summed up by a focus group participant who remarked, "It isn't that the administration is good or bad. They are out of touch and don't interact with the Jewish community and recognize them as an important community." One student gave the administration credit for "starting to understand the cultural aspect of Judaism beyond religion. The SDSU administration is coming to the multicultural dinner. They are starting to see something they can officially recognize and build upon."
- Non-Jewish students concur with Jewish students' assessment of the administration's lack of effective responses to antisemitism. "Jewish...peers don't feel like they are a priority," said one non-Jewish student about the administration's responses to antisemitism. "There's lots of aftermath care but not much preventative [action]." Another non-Jewish student observed, "There is a gap between what the campus chooses to do and what actually happens. They are focusing on creating a statement versus doing something about it."

### SDSU established a Presidential Task Force on Addressing Antisemitism in 2021, which may improve its response to antisemitism moving forward.

- Hillel of San Diego Executive Director Karen Parry described a much more positive relationship with SDSU's administration, claiming, "The administration partners with Hillel to ensure Jewish students are being supported. There is a direct line of communication and when issues arise, admin acts swiftly." She did acknowledge "a bumpy road [in getting the Task Force going] but we are making real systemic changes that will impact how SDSU is inclusive for Jewish students and faculty."

### Opportunities for engagement and learning: A lack of knowledge about Jewish culture within the campus community may contribute to the challenges facing Jewish students at SDSU.

- Non-Jewish students' comments exhibit a fundamental lack of understanding of Judaism and Jewish culture. When non-Jewish focus group participants discussed issues relevant to Jewish students on campus, one non-Jewish student

commented, "I put Jewish people as a religion. I'm not so familiar with the cultural aspects and ethnicity." Another non-Jewish student shared that, "I'm aware of food allergies," presumably referring to keeping kosher. Non-Jewish students also spoke about difficulty identifying Jewish students: "I'm not sure how to help our fellow Jewish community. The range of spectrum in the community is visually so broad." Another non-Jewish student observed, "It's harder to identify students who are Jewish than Muslim or of Middle Eastern background."

The entire focus group report, including methodology, can be found in Appendix B.



## 5. Amplifying Accomplishments of SDSU Jewish Students, Faculty and Staff During Jewish American Heritage Month and Throughout the Year

In March 2022, SDSU held its first Jewish Heritage Month Celebration. Nationally, Jewish Heritage Month is observed annually in May. The Task Force, however, decided that SDSU would observe Jewish Heritage Month annually in March to increase visibility and engagement from the campus community. Jewish Heritage Month joined nine other heritage month celebrations including: Latinx Heritage Month, Filipinx American History Month, Native American Heritage Month, Black History Month, Women's History Month, Disability Celebrations Month, SWANA Heritage Month, APIDA History Month and Pride Month. Pole banner artwork is designed and hung across campus during the month of March to commemorate Jewish heritage.

<sup>9</sup> hillel.org/campus-climate-initiative

In addition, a campuswide email is sent to all students, faculty and staff from the Vice President of Student Affairs and Campus Diversity. The last Jewish Heritage Month campuswide email [can be found on the Jewish Heritage Month website](#).<sup>10</sup>

## 6. Increasing Awareness of Campuswide Events That Promote Learning About Jewish Culture, History and Diversity

### *Inclusion of Hillel in SDSU’s Community Center Consortium*

In an effort to increase collaboration between Hillel and SDSU’s Community Centers, SDSU Hillel has been added to the monthly Community Center Consortium. In this space, directors of each center meet regularly to problem solve, discuss programs and events and to build community. As SDSU works to embed diversity in everything that we do, this restructuring of community-specific spaces allows SDSU Hillel to be more closely involved with efforts to address student diversity, inclusion and belonging on campus. SDSU Hillel joins other community centers including the APIDA Center, Black Resource Center, Center for Intercultural Relations, Imperial Valley Cross-Cultural Center, Latinx Resource Center, Military & Veterans Programs, Native Resource Center, Pride Center, Project Rebound, Undocumented Resource Center and Women’s Resource Center as community-specific resources for students.



### *Jewish Graduation*

In 2023, SDSU held its first-ever Jewish Graduation. This event joined eight other community-specific graduation ceremonies to reflect and celebrate the diversity of students at SDSU. Other community-specific graduations are: Guardian Scholars Graduation, EOPOS Graduation, Lavender Graduation, APIDA Graduation, Transborder Graduation, Latinx Graduation, Native Graduation and Black Baccalaureate. The first Jewish Graduation was held on April 28, 2023 at SDSU Hillel prior to the last Shabbat dinner of the year. Graduating seniors were presented with cords, stoles, gifts and were able to make comments reflecting on their tenures at SDSU and their experiences as Jewish students. More information about [SDSU’s community-specific graduation ceremonies can be found here](#).<sup>11</sup>

## Jewish Heritage Month Programs 2022-2023

Year	Date	Program Title
2022	March 8	“Ukrainian Jews and Putin’s War on Ukraine: Making Sense of the Current Crisis” featuring Dr. Natan Meir was hosted by the Jewish Studies Program.
2022	March 11	SDSU Hillel hosted a Purim Carnival featuring games, live music and costumes. Purim commemorates the day Esther, Queen of Persia, saved the Jewish people from persecution.
2022	March 12	Jewish comedian Steve Hofstetter perform at the Conrad Prebys Student Union Theater.
2022	March 23	“Yiddish: Songs of Social Justice Then and Now” featuring Hot Pstromi, a U.S.-based klezmer ensemble, was held at the Scripps Cottage Patio.
2022	April 8	SDSU Hillel, in collaboration with Chabad and SDSU, hosted a community Shabbat for students, families, faculty, staff and alumni.
2023	March 7, 14 and 21	The Center for Inclusive Excellence hosted a reading circle for faculty and staff featuring <i>The Conflict over the Conflict: The Israel/Palestine Campus Debate</i> by Kenneth S. Stern.
2023	March 12	<i>Fighting Antisemitism on College Campuses Through Love and Community</i> was held at the Cal Coast Amphitheater. This event was funded by the <a href="#">Student Success Fee</a> <sup>12</sup> and featured a panel discussion on antisemitism with elected and appointed officials along with a performance by the Jewish mentalist Lior Suchard.
2023	March 14	The Center for Inclusive Excellence and the Center for Intercultural Relations hosted an Introductory Workshop on <i>Jewish Identity and Antisemitism on College Campuses</i> .
2023	March 17	SDSU Hillel, Chabad and SDSU, collaborated to hold a community Shabbat for students, families, faculty, staff and alumni at the Scripps Cottage Patio.
2023	April 17	The President's Task Force on Addressing Antisemitism hosted <i>Candid Conversations: Debating the Israel/Palestine Conflict on Campus</i> featuring Kenneth S. Stern in conversation with Dr. Jonathan Graubart and Yiftach Levy in Little Theatre.
2023	April 26	SDSU’s Community Centers hosted Liz Sohyeon Kleinrock along with a panel featuring Jewish Students of Color in Scripps Cottage.

<sup>10</sup> [sacd.sdsu.edu/spiritual-programs/jewish-heritage-month](https://sacd.sdsu.edu/spiritual-programs/jewish-heritage-month)

<sup>11</sup> [commencement.sdsu.edu/community-graduation-celebrations](https://commencement.sdsu.edu/community-graduation-celebrations)

## Identifying SDSU's Jewish Community for Support

The California State University system does not collect any data on religious student affiliation as part of the CSU Apply system. Further, Jewish identity is not included as a race/ethnicity on the CSU application. As a result, SDSU does not hold any data related to the number of Jewish students on campus, making it hard to make data-informed decisions to support this population. In order to better understand the diversity and needs of its campus community, SDSU launched a supplemental student survey in summer 2023. It was part of the enrollment process for first-year students and optional for transfer students. They survey provided the opportunity for students to self-identify based on religion, expanded racial and ethnic categories, AB540/DACA status and previous incarceration. (All questions included a “decline to state” option.) At the conclusion of the survey, students could “opt in” if they wished receive programmatic information and outreach based on the identities they shared.

In that initial survey, a total of 157 students (out of 6,986 respondents) indicated that they identified as Jewish.

- 24 out of 1,596 transfer student respondents identified as Jewish
- 122 out of 4,355 residential first-year students identified as Jewish
- 11 out of 1,035 commuter first-year students identified as Jewish

This survey will continue to be administered in future years. The campus is also exploring how to distribute the supplemental survey to incoming graduate students in future years. Finally, SDSU is similarly exploring potential opportunities to expand the “my.sdsu” online student portal to allow students to share and update their personal information with additional details relating to their identities and affiliations for purposes of receiving support, should they wish do to so.



## Appendix A:

### CREDIT Protocol

#### Vision

A campus community that respects diversity, equity and inclusion and values all human potential.

#### Mission

Provide a structured process to support university principles and values.

#### Purpose

After any hate speech or a bias-related incident that significantly impacts/affects the SDSU community, the purpose of Community Restorative Equity, Diversity & Inclusion Team (CREDIT) is to reassure the SDSU community of the university's commitment to principles of diversity, equity and inclusion. CREDIT will also restore the community by ensuring that all members feel safe, supported and a sense of belonging.

In addition to working with impacted/affected parties, CREDIT helps identify individuals/entities who have impacted/affected others in the community. CREDIT assists in the facilitation of processes designed to allow the individual(s) to repair the harm they caused and reintegrate/reconcile them into the community. Since many hate speech and bias-related incidents are not a violation of university policies per se but are inconsistent with SDSU values, *CREDIT focuses on healing community members and supporting accountability.*

#### Standing Members

VP SACD and Chief Diversity Officers, Associate Chief Diversity Officer, Senior AVP Campus Diversity, AVP Community and Belonging, AVP IT, AVP for Campus Community Affairs, AVP StratComm, SEC Committee on DEI Chair, Director of ISDSU, Professor(s) of Equity, RJ Manager

**Ad Hoc Members** (*Members invited as needed depending on the nature of incident*)

CREDIT Liaison, Dean of Students for respective campus, Chief of UPD or Community and Media Relations Adviser of UPD, respective cultural center director (if applicable), respective college dean and/or chair (if applicable), Director of CSRR, AS CCO, Director of OPHD, AVP of Admin, AVP Academic Labor Relations AVP Faculty Advancement, Head of respective ERG, REO Representative, Counseling & Psychological Services and Task Force representatives.

### Definitions

**Bias-Related Incident:** Speech and/or writing, conduct and/or expression committed against a person or group that is motivated in whole or in part by bias against the person’s actual or perceived identity. Bias may be explicit or implicit.

**Offender:** The person or group alleged to have engaged in hate speech and/or a bias-related incident.

**Impacted Party:** An identifiable person or group who, if the alleged behavior is verified, was directly harmed as a result of the behavior.

**Affected Party:** An identifiable person or group who, if the alleged behavior is verified, was indirectly harmed as a result of the behavior.

**CREDIT Liaison:** A point person who serves as an adviser, resource and representative for CREDIT. In conjunction with CREDIT, CREDIT Liaisons identify key stakeholders who have either been affected by the bias-related incident or have an interest in the outcome because of their affiliation and/or relationship with the impacted individual(s). CREDIT may solicit CREDIT Liaisons from members who serve on CREDIT, faculty, staff, students, cultural centers and/or university resource groups. Although it is strongly recommended, CREDIT Liaisons are not required to have an affiliation with SDSU. CREDIT Liaisons are responsible for providing regular updates concerning new developments. They also support CREDIT in drafting community correspondences, coordinating meetings between CREDIT and key stakeholders, communicating positions, interests and needs of impacted and affected parties and identifying and providing ongoing support to impacted and affected parties.

**Reporter:** An individual who reports an alleged bias-related incident. The reporter may also be, but is not always, an impacted or affected party.

**Restorative Justice:** A philosophical approach to respond to harmful behavior that involves a process of remedying offenses against people (as opposed to correcting violations of laws, statutes or policies, which may be perceived as abstract concepts and not real actions). Restorative Justice (RJ) focuses on the actions of individuals and communities involved in incidents that have resulted in pain or harm. RJ seeks an active understanding of each victim’s and each offender’s humanity. Using a variety of peaceful conflict resolution practices that stress the significance of relationships between individuals and communities, RJ engages both the impacted/affected parties and the offender in exploring ways the offender can repair the harm they have caused. RJ practices can be facilitated in many processes including, but not limited to, the following: one-on-one chats between the offender and a member of the RJ Team; RJ circles between the offender, impacted/affected parties, support persons and/or proxies; and RJ conferences between the offender and impacted parties that result in a mutually agreeable restoration agreement.

### CREDIT Response to Bias-Related Incidents and Hate Speech

**1. Initial Assessments** - Assess level of incident to determine appropriate response.

- a. Identify a CREDIT Liaison to serve as point of contact for the incident.
- b. Inclusive SDSU will do a climate assessment to determine if this incident is a part of a larger pattern.
- c. If a task force is in existence, within 48 hours of receipt of the report, the CREDIT Liaison and Director of Inclusive SDSU will engage members of the task force for consultation.
- d. On behalf of CREDIT, within 24 hours of receiving the report, the Director of Inclusive SDSU and the CREDIT Liaison will contact the reporter to acknowledge receipt of the report, indicate that they will serve as the point of contact and assess immediate needs in order to make appropriate referrals. Also explain the process and steps involved for responding to incidents of hate and bias. An estimated timeline should be provided.

**2. Health and Safety Assessment and Action** - Ensure that the campus community and its members are safe.

- a. Where and how did the incident occur (physical location or online)?
- o Immediate response:
  - 1. Physical location (if incident is location-specific):
    - a. If appropriate, have police (UPD) increase patrol in area.
    - b. Have restorative justice community service specialists (CSS) do community rounds.
      - i. RJ Team will contact members at respective locations and introduce themselves.
      - ii. RJ Team will inform them they will be conducting community rounds in the area.

c. Proactively identify potential locations that may be subject to possible future incidents.

d. If vandalism or graffiti occurs, has the area been documented and/or cleaned up?

e. Have UPD conduct a safety assessment of the location.

**2. Online Incident:**

a. Is it on an official SDSU website/ social media platform or any content that SDSU manages?

- i. StratComm will review the website to decide a course of action, such as blocking or removing the content.

- ii. If it is in literature, StratComm will review it for a course of action such as recalling and removing it.

b. Determine nexus to the university (e.g. student, faculty, etc.).

c. Consult with StratComm.

d. Identify CREDIT members for ongoing monitoring.

o Ongoing/long-term response:

1. Physical location

- a. Are cameras, secured access or panic buttons needed?

- b. Can UPD facilitate a safety assessment of the location?

- c. Should frequent ongoing monitoring by UPD or CSS occur?

2. Referral to appropriate campus resources for support (BRC, C&PS, LRC, etc.)

3. Online Incident:

- a. Ongoing monitoring of posts

- b. Communication with StratComm about SDSU response statements

**3. Issue a statement condemning the act with specificity**

a. Determine if a response is warranted [depending on level] by StratComm

b. Variables to consider

- i. Did the act occur on campus, off campus or online?

- ii. Was the act allegedly facilitated by a member of the SDSU community [faculty/staff/student/student org]?

- iii. Were identifiable members of the SDSU community [individuals or collective] either impacted or affected by the act? How many?

- iv. Can the incident be made public? Do the impacted parties want the event to be made public?

c. Determine from whom the response should occur and which template to use.

- i. Chief Diversity Officer and/or Dean of Students

- ii. Strategic Communications/Flagship\*

- iii. Provost\*
  - iv. Applicable College Dean
  - v. Specific Department
  - vi. Voices of allies?
- d. Generally, responses should be issued within 48 hours of notice of the incident.
- i. Identify means of response and audience
    1. Inclusive website - *recommended for incidents that may require immediate and ongoing updates*
    2. Email
      - a. Entire campus community
      - b. Specific college
      - c. Residence hall
      - d. Resource Group
      - e. Cultural Center listserv
      - f. Impacted student organization
    3. Social media
    4. Statement to media
      - e. An act that is inconsistent with our Principles of Community, of Principles/Student Bill of Rights/DEI or respect for the dignity of others occurred;
      - f. This act is not only inconsistent with our values as a community, it is unacceptable;
      - g. An investigation underway/in-progress [mention CSRR/OERC/OPHD/UPD];
      - h. Update when additional information is obtained (*if warranted or applicable*).

#### 4. Investigation and Resolution/Restoration and Reconciliation

- a. Investigation and Resolution
  - o If the incident is a potential violation of law or a hate-crime, the matter will be referred to UPD for investigation.
  - o If the incident is a potential violation of university policy then the matter will be referred to the appropriate department (i.e., CSRR, OPHD, OERC) for investigation and appropriate response.
  - o If the incident is not a possible violation of university policy or law, the matter will be referred to Inclusive SDSU and the Office of Restorative Practices (ORP) for possible restoration and reconciliation.
    1. Meeting with offender to express why the actions do not align with the university's Principles of Community
  - o Certain incidents that are potential violations of university policy and/or law may still qualify for restoration and reconciliation under certain conditions. A case-by-case assessment will be made to determine if cases are appropriate for restoration and reconciliation by Vice President for Student Affairs & Campus Diversity or Dean of Students. Factors to consider include, but are not limited to, the following: the nature of the incident, the impacted or affected party's willingness to participate in restoration and reconciliation, and the willingness of the offender to accept responsibility for their actions.
- b. Restoration and Reconciliation
  - o Inclusive SDSU and Office of Restorative Practices will work together with the CREDIT Liaison to identify/confirm the identity of the offender, impacted party and possible affected parties.

- o **Impacted Party:** If an impacted party is identifiable, Inclusive SDSU will contact them to ascertain their needs and offer support by informing them of resources available to them on campus (e.g., CAPs, Safe Apartments, CARES). Inclusive SDSU will also gather additional information about the incident in order to gauge whether a restorative process between the impacted party and the offender is a possibility and/or appropriate. *\*If the behavior is subject to action under the SCOC or other disciplinary action, the identified parties will not contact impacted parties.*
- o **Offender:** If the offender is identifiable and a member of the SDSU community, Office of Restorative Practices will contact the offender to gather additional information about the incident. The RJ Team will assess if they are aware of the harm or impact their behavior had on the impacted party and gauge their willingness to repair the harm their behavior may have caused. The RJ Team will inform the offender that the process is completely volitional and determine the best restorative practice (e.g., restorative circle, restorative conference, restorative chat, etc.) to address the behavior. If the offender refuses, the RJ Team will make an effort to engage in restorative questioning with the offender.
- o **Affected Parties:** Inclusive SDSU, Office of Restorative Practices and, if applicable, respective cultural center (in connection with students) or employee resource group (in connection with faculty and/or staff), will work to provide affected parties with opportunities to process, reflect, etc. via healing circles, restorative justice circles (with proxies if desired), etc.

#### 5. Post Investigation/Resolution and/or Restoration and Reconciliation

- a. If incident involves alleged behavior of an instructor (student focus)
  - o Can impacted students take another course section?
- b. If incident involves alleged behavior of an instructor or staff (instructor/staff focus)
  - o Assess opportunities for diversity training.
  - o Identify appropriate ERGs to provide support.
  - o Determine other opportunities for support (e.g., CFA).
- c. If incident involves classroom interaction amongst students
  - o Assess student learning opportunities via advising, mentoring or curriculum development.
  - o Identify appropriate Identity Centers or student groups to provide support.
- d. If incident occurred in the residence hall
  - o Do students need to be relocated to feel safe?
  - o Is a floor or community meeting necessary?
- e. If incident is part of an ongoing pattern of behavior targeting a specific group
  - o Should CD host a town hall?



## Appendix B: Hillel International Diversity Mapping

### Campus Climate Review Purpose & Design

The Campus Climate Review (CCR) is an offering within Hillel International's Campus Climate Initiative, which works collaboratively with higher education administrators and local Hillels to ensure a positive campus climate for Jewish students. Hillel International is committed to supporting campuses to ensure environments where Jewish students feel comfortable expressing their identity and values, free of antisemitism, harassment and marginalization.

The CCR was designed by Hillel International and TCC Group, a national consulting firm committed to collaboratively solving complex social sector problems. The CCR helps higher education institutions better understand the climate for Jewish students on their campuses and informs strategic efforts for change within the context of the broader climate for diversity, equity and inclusion (DEI). The CCR is built to:

- Offer a consistent framework across institutions to better understand campus climate for Jewish students
- Document change in campus climate over time
- Identify areas where strategic policy, procedural and programmatic interventions might be most impactful

The CCR was informed by Hurtado's Campus Diversity Climate Model<sup>1</sup>, a four-dimensional research model that explores historical, structural, psychological and behavioral dimensions of climate. It is designed to be campus-specific and administered on an ongoing basis as part of campuswide diversity, equity and inclusion efforts.

Campus climate is assessed with the CCR through examination of campus-specific secondary data (i.e., campus policies and infrastructure), student media and activities, and primary data gathered from key stakeholder surveys and focus groups. Used repeatedly over time, this assessment model is designed to capture incremental change and recommend specific intervention methods for enhancing campus policies, programs and practices to improve campus climate.

This report, prepared for San Diego State University (SDSU), Hillel International and Hillel of San Diego, encompasses findings from four focus groups conducted with San Diego State University students in late 2021. Secondary data, including but not limited to analysis of campus policies and infrastructure and a snapshot of recent antisemitic incidents on campus, are incorporated into this report and can be found in the Appendix B2. San Diego State University did not conduct stakeholder surveys for this report.

### Climate Review Indicators and Lenses

Though many elements make up campus climate, the key factors examined through the CCR include:

- **Jewish student experiences and integration into campus life** – i.e., quality of relationships among students, faculty and the administration
- **University leadership regarding inclusion of Jewish students** – including both how the university leads in this area and how others interpret the university's actions
- **Opportunities for learning and engagement**, both inside and outside the classroom

The CCR measures these factors through three interrelated lenses:

- **Experience and perception** of students – reflecting the experiences of members of the campus community, both Jewish and non-Jewish
- **Campus policies, academic programs, communications and activities** – reflecting the university administration's efforts to support students
- **Student-driven activities and communications** – reflecting the actions of the larger student body and influencers within that community

The data derived from the CCR offers San Diego State University and Hillel of San Diego a snapshot in time of the current campus climate for Jewish students, identifying both strengths and areas where the university could support Jewish student life on campus more effectively.

### Methodology & Sources Available for this Report

Data for this report were collected through four focus groups conducted by TCC Group in November and December 2021 with current students at San Diego State

University. Sixteen individuals (seven Jewish students and nine non-Jewish students) participated in these conversations and their perspectives inform this report. As is the case with any research relying on self-selection, those who voluntarily participate may be those with the strongest opinions – either positive or negative – about the campus climate. SDSU may want to consider gathering data from a wider group of Jewish students on campus, as well as perspectives of other key constituents (i.e., campus staff, administrators or other stakeholders).

In addition to the primary data collected from the student focus groups, SDSU, Hillel of San Diego and Hillel International provided a compendium of secondary data to TCC Group. This information, enclosed in full detail in the appendix of this report and integrated into our findings, includes a list of past antisemitic incidents, information about campus policies and procedures, Diversity, Equity and Inclusion (DEI) campus activities, campus infrastructure and student groups, as well as links to university-sponsored websites and student media. In addition, Hillel of San Diego's Executive Director shared perspectives through a Hillel Director Survey, which is incorporated into the analysis of this report.

This report organizes the findings within three components of campus climate: **1) Jewish student experiences and integration into campus life, 2) University leadership regarding inclusion of Jewish students and 3) Learning and engagement opportunities at San Diego State University.** The report concludes with recommendations for further research and consideration.

### Understanding Campus Climate and Evolving Jewish Identity

As numerous studies demonstrate, students and university employees (e.g., faculty, staff, administrators) thrive in environments they perceive as healthy – free from negativity and discrimination, where inclusion and respect for diversity is the norm.<sup>2</sup> The CCR centers Jewish students at its core, positing that a climate perceived as “healthy” for Jewish students supports their learning and developmental outcomes. A healthy climate also supports employee (e.g., faculty, staff, administrator) attitudes toward their workplace, motivation and retention, which ultimately foster a positive student experience for all.

<sup>1</sup> Hurtado, Milem, Clayton-Pedersen, & Allen. Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice. 1998.

<sup>2</sup> diversity.universityofcalifornia.edu/policies-guidelines/campus-climate.html and campusclimate.ucop.edu/what-is-campus-climate/

**For the purposes of this report, campus climate is defined as the attitudes, behaviors and standards of the campus community (e.g., faculty, staff, administrators and students) concerning levels of respect for individual needs, abilities and potential.**<sup>3</sup> Hillel's Campus Climate Initiative is premised on the assumption that interventions at the administration level can improve the campus climate for Jewish students.

Any number of factors might feed individual perceptions of what a respectful, welcoming and inclusive climate looks like; undoubtedly, these notions vary widely across the student community. Likewise, the notion of what it means to be Jewish and one's association with Jewish identity itself, is neither uniform nor static. As Jewish communal organizations have learned through national research over decades, there are three important realities reflected in the rich diversity of responses informing this report:<sup>4</sup>

- For most people, **being Jewish is not their sole identity.** Jewish students hold multiple identities shaped by many factors, including but not limited to race, ethnicity, nationality, gender and sexual orientation. Being Jewish is also multidimensional – it may involve a connection to Jewish spirituality, religion, culture, history, genealogy, ethnicity, among others – which may center differently in different people's lives.
- People associate their Jewishness with **different types of connections**, whether through local community or religious institutions (e.g., synagogue, Hillel), a commitment to social justice or *tikkun olam* (repairing the world) or tied more broadly to community through ancestry, family and tradition. Similarly, Jewish students hold different connections to the State of Israel, inclusive of all political leanings and beliefs (from Zionist to anti-Zionist, ambivalence or apathy and everything in between). Eighty-two percent of American Jews say that caring about Israel is important or essential to what being Jewish means to them<sup>5</sup> and they may define this connection in a wide variety of ways, e.g., cultural identity and heritage, religious connection to the land, political

connection to the modern nation state, having family in Israel, etc.

- **Jews value many different expressions of Judaism and Jewishness**, ranging from synagogue and ritual observance to more informal opportunities, such as social gatherings and conversations infused into their daily lives. Drawing on national research, contemporary Jewish young adults, like many others of their generation and those who came before them<sup>6</sup>, value diverse forms of Jewish expression, which are often disconnected from organized Jewish life.

Since the CCR ultimately aims to improve the Jewish student experience on campus by serving as a comparative measurement tool over time, it is important to recognize that the findings offer numerous responses to the question of what constitutes a welcoming and inclusive community. This stems from the fact that there is no singular way to define Jewish experience, nor one single definition of what it means to be Jewish in the United States today. And yet, this report draws upon those diverse perspectives to identify overarching themes and actionable areas for change on campus.

## Findings

### Jewish Student Experiences and Integration into Campus Life

San Diego State University's website describes an institution that "is consistently ranked by national organizations and publications...for students studying abroad, its academic excellence, diversity and inclusion initiatives and academic excellence." Yet, research findings based on focus groups with Jewish and non-Jewish students, secondary data collection and analysis and the Hillel Executive Director's perspective tell a more nuanced story about the experience of Jewish students on campus.

### Jewish students at SDSU feel reasonably welcome on campus but say they receive little support from the university.

- Jewish students participating in focus groups expressed a **baseline comfort with their day-to-day experiences at SDSU.** "I have felt welcomed on campus," said one Jewish student. "[There are] places where Jewish students can feel safe. There have been some antisemitic incidents on campus, but I haven't felt really unwelcome." Another student remarked that, "I haven't experienced much antisemitism personally but have heard about this stuff...In general, I feel welcome as a Jew."
- **Several Jewish students highlighted a lack of focus on the needs of Jewish students by the university.** As one student shared, "I feel lukewarm about [the campus]. The biggest problem in how they welcome Jews is that they think Hillel and Chabad have it covered. I would like to see SDSU step up to welcome students." Another Jewish student observed that, "I don't even think about...finding a Jewish connection or resources on campus. I just think of going to Chabad and Hillel."
- **Hillel and Chabad offer a welcoming environment for Jewish students but have limitations.** In the absence of university-provided spaces, **SDSU Jewish students often seek out Hillel and Chabad for community connection.** "The place I feel most welcome is Hillel," said one Jewish student. Another commented that there are "certain aspects [of campus life] where I feel really included [and] people respect each other. The Hillel building is one of the places." Still, as one Jewish student described, "I want to have a Jewish campus liaison, someone hired to focus on Jewish students. We should feel

welcome at the Center for Intercultural Inclusion. But because the school doesn't have employees to serve Jewish students, they don't have a place to go. Chabad and Hillel are not campus institutions...[But] there isn't another place on campus beside Chabad and Hillel to be 'openly Jewish.'"

- **Being associated with Hillel and Chabad can present challenges for some Jewish students.** "We need to have a neutral space because we are judged," concluded one Jewish student. "[Because] I go to Hillel or Chabad [it is assumed that] I believe all that Hillel stands for." Similarly, another student remarked, "There are a lot of Jewish students who have been singled out in progressive spaces for using Hillel as a resource because of their stance on Israel." A Jewish student also noted, "Hillel is more of a cultural place for me...[But] friends who pick me up tend to wait outside because they view [being Jewish] as a religion. It makes it difficult to connect with other people. It pushes people away." This was reinforced by another student who shared, "Hillel is a large part of my life and even roommates I love dearly don't feel comfortable going there."
- **Jewish students are well-informed but frustrated about antisemitic incidents at SDSU. All Jewish focus group participants were aware of antisemitic incidents on campus, typically through reporting provided by the university.** Jewish students had strong feelings about these incidents: "There were at least 15 antisemitic incidents on campus over the past semester," said one Jewish student. "There's an attitude that Hillel and Chabad have [addressing antisemitism] covered. But they can't do anything other than go to the police." Another Jewish student remarked, "A lot of antisemitic incidents on campus are questioned and written off as a political attack [due to the Israel-Palestine conflict] and not a personal attack. It's denying that Jews experience antisemitism and picking and choosing what antisemitism is. I get that anti-Zionism isn't antisemitism. But every antisemitic incident that has been labeled as such is [antisemitism]."
- **Non-Jewish students are also aware of antisemitic incidents taking place on campus**, although they have not witnessed them firsthand. "I have not observed antisemitism but have heard from university reports of incidents happening," said one non-Jewish student. Another noted that, "Jewish friends have shared there have been microaggressions in the form of jokes."

<sup>3</sup> Adapted from University of California Diversity Page [diversity.universityofcalifornia.edu/policies-guidelines/campus-climate.html](https://diversity.universityofcalifornia.edu/policies-guidelines/campus-climate.html)

<sup>4</sup> This analysis builds on three influential national studies: Jewish Americans in 2020, Pew Research Center, 2020. Grande Soy Vanilla Latte with Cinnamon, No Foam: Jewish Identity and Community in a Time of Unlimited Choices, Reboot, 2006; OMG! How Generation Y is Redefining Faith in the iPod Era, Reboot, 2005 and Practice, 1998.

<sup>5</sup> [pewforum.org/wp-content/uploads/sites/7/2021/04/PF\\_05.11.21.Jewish\\_Survey\\_Topline.pdf](https://pewforum.org/wp-content/uploads/sites/7/2021/04/PF_05.11.21.Jewish_Survey_Topline.pdf)

<sup>6</sup> [jweekly.com/2019/03/20/is-gen-z-alright-new-study-goes-deep-on-jewish-teens/](https://jweekly.com/2019/03/20/is-gen-z-alright-new-study-goes-deep-on-jewish-teens/) and [ejewishphilanthropy.com/largest-study-of-jewish-teens-previewed-at-jewish-funders-network/](https://ejewishphilanthropy.com/largest-study-of-jewish-teens-previewed-at-jewish-funders-network/)

- **Antisemitic incidents were frequent and occurred annually on the SDSU campus between 2018 and 2021.** The chronology of eight separate events compiled by SDSU and Hillel of San Diego and can be found in Appendix A.
- **Jewish students are unwillingly associated with the conflict by other students.** As one Jewish student shared, “No one understands that you can be Jewish and support or not support Israel. [Everyone] assumes an immediate connection to Israel.” The expectation that Jewish students should be expert in the Israel-Palestine conflict was echoed by another Jewish student who described how “a lot of people in my class...don’t want to ask me about Judaism but rather about the Israeli-Palestinian conflict. People that have these conversations with me most often have no ties with these countries. They are learning about it online and then pushing this at the Jewish student.” Another Jewish student related, “SDSU, as far as diversity and including others, is very much there. I have Asian, Latino and European friends and have shared their culture. Most clubs and minority organizations are inclusive. But we’re not often seen as us, versus [being seen as] Jews that support Israel.”
- **Jewish students report experiencing greater tension online.** According to focus group participants, online discussions of the Israel-Palestine conflict are far more extreme than in-person discussions. “Throughout my time on campus, I have had conversations about the Israeli-Palestinian conflict with people who are pro-Palestinians,” said one Jewish student. “It never got heated in person. But on social media, it is more polarized.” Another Jewish student agreed, “I see more hate about [the Israeli-Palestinian conflict] online. Half of the things that are said online they wouldn’t say to my face.” “I have never felt threatened on campus,” said a third Jewish student. “But I have had bad experiences online.”

#### University Leadership on Inclusion of Jewish Students

- **In general, most Jewish students view most SDSU faculty positively in their interactions.** Jewish students spoke favorably about SDSU faculty. A sampling of their remarks includes: “Teachers are definitely the leading force of being supportive;” “My experiences have been pretty positive...faculty have not been discriminatory;” and “Syllabuses say that, if you have a religious conflict, you need to get your

information in via email. My experiences have been positive with late requests.”

- **Some Jewish students believe faculty could be more supportive of Jewish students.** One Jewish student described an incident where their professor polled students and ended up holding class at 7 p.m. on Fridays, which conflicts with Shabbat, the Jewish sabbath. “The professor refuses to address it,” said the student. “Prior to that, all of my teachers have been great.” Another Jewish student described feeling “okay to be openly Jewish within [Hillel and Chabad]. When talking to professors or in class, I don’t feel as comfortable.”
- **Jewish students express ambivalence toward SDSU’s administration.** The overall impression of SDSU’s administration among Jewish students was summed up by a focus group participant who remarked, “It isn’t that the administration is good or bad. They are out of touch and don’t interact with the Jewish community and recognize them as an important community.” One student gave the administration credit for “starting to understand the cultural aspect of Judaism beyond religion. The SDSU administration is coming to the multicultural dinner. They are starting to see something they can officially recognize and build upon.” This sentiment was challenged by another Jewish student who shared, “I have mixed feelings about the President of the school. I know that she has taken on and done a lot for the Jewish community these past few years. [However,] I’m not clear if it is optics or she really cares. When she speaks, it doesn’t really come from the heart. She spoke at the vigil for Tree of Life. It felt like a fill-in-the-blank for any religious tragedy.” Another student referenced a senior campus leader who “is supposed to handle diversity and students being included. I never see [them] at anything like the international affairs or Hillel or the community Shabbat dinner...There is so much that the administration could do. I don’t know if they don’t take [addressing the needs of Jewish students] as personally important or something else.”
- **Jewish students believe the administration’s response to antisemitism has thus far been ineffectual.** Jewish students appreciate statements released by SDSU’s administration following hate crimes; however, they note that their impact is limited. This is evidenced by those who shared: “The administration seems more hands off. But they handle it better than other campuses. I appreciate

that they created a statement about hate attacks against Jews;” and “I’ve seen a lot of ‘one and done’ statements [from the administration] but do feel more comfortable when they do say something.” Jewish students also believe the university has taken little concrete action following its statements. “There’s no accountability once discussions [of antisemitism] are started,” said one Jewish student. “[The administration’s] motivation to ‘get things done’ is just taking care of [that] issue and not addressing the larger issue.” Another Jewish student described having “several long talks with the administration and then they push it up the food chain or ask me what I want to do about it. But when I don’t know what’s the best thing to do, I ask the administration to do it. And they don’t handle it.”

- **Non-Jewish students concur with Jewish students’ assessment of the administration’s lack of effective responses to antisemitism.** “Jewish...peers don’t feel like they are a priority,” said one non-Jewish student about the administration’s responses to antisemitism. “There’s lots of aftermath care but not much preventative [action].” Another non-Jewish student observed, “There is a gap between what the campus chooses to do and what actually happens. They are focusing on creating a statement versus doing something about it.”
- **SDSU established a Presidential Task Force on Addressing Antisemitism<sup>7</sup> in 2021, which may improve its response to antisemitism moving forward.** As one Jewish student concluded, “SDSU is already starting to do what they need to do by creating the bridge with the [Presidential Task Force on Antisemitism] and an employee who is a liaison with the community and people on the task force knowing what happens to people who are reported as being antisemitic.” Another student noted that the Task Force is being led by Dr. Wood, Vice President for Student Affairs and Campus Diversity, which they see as a positive sign that it is included with the University’s broader DEI efforts.
- According to the SDSU website, **priorities for the Presidential Task Force on Addressing Antisemitism include:** creating a protocol for responding to antisemitism in collaboration with Inclusive SDSU; assessing opportunities to address antisemitism across the curriculum; providing recommendations on content related to antisemitism and creating a safe and supportive environment

for Jewish students in New Student Orientation and onboarding for faculty and staff; identifying opportunities to improve campus climate; amplifying accomplishments of SDSU’s Jewish students, faculty and staff throughout the year; increasing awareness of campuswide events that promote learning about Jewish culture, history and diversity; and producing an annual report on incidents of antisemitism along with the activities of the task force.

- Hillel of San Diego Executive Director Karen Parry **described a much more positive relationship with SDSU’s administration**, claiming, “The administration partners with Hillel to ensure Jewish students are being supported. There is a direct line of communication and when issues arise, admin acts swiftly.” She did acknowledge “a bumpy road in getting the Task Force going but we are moving toward making real systemic changes that will impact how SDSU is inclusive for Jewish students and faculty.”
- **SDSU provides antisemitism-specific DEI learning opportunities;** these can be found in Appendix B.

#### Opportunities for Engagement and Learning

- **A lack of knowledge about Jewish culture within the campus community may contribute to the challenges facing Jewish students at SDSU.**
  - **Students believe that Jewish student identity and religion generally do not factor highly in most SDSU students’ top concerns.** Both Jewish and non-Jewish focus group participants emphasized that “religion doesn’t come up” on campus: “In the general flow of things, it’s generally a diverse campus and those conversations [about religion] don’t come up,” said one Jewish student. Another remarked, “Personally, I haven’t mentioned that I’m Jewish. But not because I’m concerned. But rather it isn’t a major topic to discuss.”
  - **Non-Jewish students’ comments exhibit a fundamental lack of understanding of Judaism and Jewish culture.** When non-Jewish focus group participants discussed issues relevant to Jewish students on campus, one non-Jewish student commented, “I put Jewish people as a religion. I’m not so familiar with the cultural aspects and ethnicity.” Another non-Jewish

<sup>7</sup> [president.sdsu.edu/moving-forward/task-force-groups/presidential-task-force-on-addressing-antisemitism](https://president.sdsu.edu/moving-forward/task-force-groups/presidential-task-force-on-addressing-antisemitism)

student shared that, “I’m aware of food allergies,” presumably referring to keeping kosher. Non-Jewish students also spoke about difficulty identifying Jewish students: “I’m not sure how to help our fellow Jewish community. The range of spectrum in the community is visually so broad.” Another non-Jewish student observed, “It’s harder to identify students who are Jewish than Muslim or of Middle Eastern background.”

- **Opportunities for Jewish student organizations to engage with other organizations for shared learning are fairly limited at SDSU.** One Jewish student noted, “Certain groups on campus are trying to be more open to the idea of cross-interrelations. But it’s baby steps now.” A non-Jewish student indicated, “There are quite a few allyship programs, but they’re not publicized as they could be. Most centers have them...but the more centers that form, the more divided things get...There’s not as much cross-cultural collaboration as before.” “Education programs would help,” remarked a Jewish student. “A lot of students are ignorant on the topics [and have] no idea how deeply it can affect people on campus. SDSU just added the ethnic studies requirement. Perhaps it could add Jewish studies there.”

#### Preliminary Recommendations

Hillel International will provide a fuller set of recommendations once the Louis D. Brandeis Center’s legal review of SDSU’s policies and procedures is complete. Preliminary recommendations drawing on these report findings include:

- **Enhance and expand Jewish identity and antisemitism training:** Require student, faculty and staff learning on diversity, equity, inclusion and justice to include a focus on understanding Jewish identity (as a religion, culture and ethnicity) and antisemitism.
- **Educate the campus on dialogue across difference:** Provide ongoing education, learning opportunities and support for students, faculty, staff and administrators on building relationships and dialogue across differences and how to navigate disagreements in a respectful manner while respecting free speech — especially online.

- **Identify proactive ways to highlight and celebrate Jewish culture and identity on campus and educate the campus about the Jewish community,** beginning with and building upon Jewish American Heritage Month in May 2022 (e.g., on-campus celebrations of Jewish holidays led in partnership with Jewish students, Hillel and/or other Jewish organizations; all-campus communications about diverse traditions’ holidays).
- **Further improve religious accommodations and support,** building upon the university’s existing strengths in this area:
  - Ensure the university’s religious holiday calendar is multi-year, up-to-date and communicated widely in advance to avoid potential scheduling conflicts between university events and major holidays.
  - Take steps to ensure that religious accommodation policies are implemented consistently by faculty.
  - See University Senate Resolution on Antisemitism on page 7 for additional, more detailed recommendations.
- **Include Jews in multicultural programming:**
  - Include Jewish students and Jewish content in on-campus cultural and multicultural programming.
  - Proactively cultivate relationships between university-sponsored cultural student groups and Jewish student groups.
  - Increase publicity for existing interfaith and intercultural opportunities.
  - Consider including a Jewish representative on the Student Diversity Commission.
  - Proactively address the challenges of conflating Jews with Israel or minimizing Jews as a minority group because of Israel-Palestine politics, through intentional relationship building and education about Jews and antisemitism with the Cultural Centers.

- **Explore academic collaboration opportunities:**
  - Consider how Jewish Studies fits within broader academic frameworks that consider ethnic, religious and racial diversity. Consider opportunities to cross list courses and/or co-sponsor educational programming across departments, e.g., with Ethnic Studies.
  - Engage with departments outside Jewish Studies to include courses, electives, lectures and/or workshops that address intersections with Judaism, Jewish culture and leaders or Jewish history.
- **Strengthen incident response and communication:** Ensure the administration responds promptly and deliberately to incidents of antisemitism in partnership with Hillel, including:
  - Educate those who are responsible for implementing bias response and communication processes about the ways in which contemporary antisemitism can manifest. o Communicate clearly about processes and outcomes of investigations with the student community.
  - Offer spaces and resources for support for Jewish students after antisemitic incidents.
  - Develop long-term strategies that encompass campuswide learning.
  - Develop and report on explicit metrics for measuring progress

# Appendix B1:

## CCI Best Practice Recommendations for Supporting Jewish Students with Holiday Observance

**Recommendations for Supporting Jewish Students with Religious Holiday Observance** As part of cultivating a welcoming and inclusive climate for Jewish students and all religiously diverse students, institutional leaders at all levels must be attentive to holiday observances and ensure appropriate policies, educational offerings and communications. This resource outlines some key best practice principles and offers specific examples for each.

### I. Religious Holiday Calendar

Colleges and universities should have a religious holiday calendar that:

- Includes religious holidays from different traditions
  - Specifies the following:
    - When the holiday begins, e.g., does it begin in the morning or at sundown
    - The significance of the holiday
    - Whether it involves limitations on academic work or other restrictions
    - Recommended accommodations
      - Is widely publicized and easily accessible to the campus community for planning courses, co-curricular activities and major campus events. It should be accessible from primary academic calendars and any other planning calendars that are generally used across departments.
- Suggestions for maximizing the effectiveness of these calendars:
  - **Multi-year calendars:** Helpful for forward planning, to avoid overlap of major university events with religious holidays.
  - **Proactive communication and celebration:** Go beyond accommodating students by

proactively communicating about and celebrating diverse traditions, e.g., sending all campus emails about major religious holidays that highlight student voices and experiences and/or including holiday foods from diverse traditions in the dining halls.

- **Consider having a world holiday calendar subscription automatically** populate all foundational academic, employee, facility and room calendars, with accompanying links to relevant campus policies and educational content.

To learn more about the Jewish calendar and the meaning of different Jewish holidays:

- [Breakdown of the Jewish Holidays<sup>i</sup>](#), curated by San Francisco Hillel
- [Calendar of Major Jewish Holidays<sup>ii</sup>](#) from myjewishlearning.com
- [Guide to Jewish Holidays<sup>iii</sup>](#) from myjewishlearning.com

#### Religious Holiday Calendar – Best Practice Example:

[University of Vermont's Interfaith Calendar<sup>iv</sup>](#)

### II. Religious Holiday Course Absence Policies

- As academic calendars are typically structured around Christian holidays, administrators and faculty should proactively support Jewish and other religious minority students in observing their own religious holidays, including Shabbat.
- Religious holiday course absence policies should be adopted and clearly communicated to all members of the campus community, especially faculty.
- Strong procedures are important to ensure policies are enforced.

#### Effective holiday course absence policies:

- State the college or university's commitment to supporting students' diverse religious identities and practices

- Create a consistent approach for requesting a holiday absence and making up missed work or a missed exam before or after the holiday
- Trust students to identify their own religious needs and request an absence from faculty in advance
- Do not require students to provide documentation or explanations of their requests
- Are clearly communicated to faculty and students by the senior administration, with a request that major assignments or events are not scheduled on major religious holidays when possible
- Require the holiday policy to be included on all course syllabi, to make clear to students how they can make these requests and that they will be accommodated when they do so

#### Religious Holiday Course Absence Policies – Best Practice Examples:

- [University of Michigan's Guidance to Students Regarding Conflicts Between the Academic and Religious Calendars<sup>v</sup>](#)
- [UNC Charlotte's Religious Accommodations for Students<sup>vi</sup>](#)

### III. Navigating Conflicts: Major Campus Events and Religious Holidays

Colleges and universities should:

- Avoid scheduling major campus events on major religious holidays observed by a meaningful proportion of the campus community. This involves:
  - Determining which holidays constitute “major religious holidays” based on the demographics of the campus community.
  - Considering events such as the first day of classes, key admissions events, student organization fairs, family weekend, etc.
  - Communicating this clearly to all departments and campus leaders.

- Clearly acknowledge that any holiday list will not be exhaustive and that some religious holidays observed by students may not be included in a list of major religious holidays. Depending on the campus, this may impact Jewish or other religious minority students whose holidays are not included because they are a demographically small part of the campus community. It may also impact students from traditions whose major holidays are included, but who also observe additional holidays that are not included.

- Example: There are up to 13 holiday days a year in which some Jewish students may not do academic work or attend campus events, so even with a strong policy in place that avoids events on major religious holidays, conflicts between campus events and the religious holiday requirements of some students are likely.

- Offer reasonable accommodations and communicate them proactively for students who need to miss events due to their holiday observance.

#### Navigating Conflicts – Best Practice Example:

[Colgate University's Policy on the Observance of Religious Holidays<sup>vii</sup>](#)

### IV. Academic Year Starting on Jewish Holidays

- The Jewish High Holy Days of Rosh Hashanah and Yom Kippur - the holiest period in the Jewish calendar - usually fall in September, which sometimes leads to conflicts with the start of the academic year or other important events at the start of the year.
- We believe that no student should be forced to make a choice between attending the first day of classes and observing an important religious holiday. Starting fall instruction on these holidays can set an unwelcoming and exclusionary tone for the Jewish community across campus and create challenges for Jewish students and faculty alike.

<sup>i</sup> docs.google.com/document/d/10eGMvuqt\_2-XAsrOR9tnw0hHuBYLInXteVhUWemfDoE

<sup>iv</sup> med.uvm.edu/diversityinclusion/news\_and\_events/religiousholidays

<sup>ii</sup> myjewishlearning.com/article/calendar-of-major-jewish-holidays

<sup>iii</sup> myjewishlearning.com/article/types-of-jewish-holidays

<sup>v</sup> https://umdearborn.edu/policies-and-procedures/student-affairs-policies-and-procedures/conflicts-between-academic-and#:~:text=Students%20who%20expect%20to%20miss,to%20complete%20such%20academic%20responsibilities

<sup>vi</sup> legal.charlotte.edu/policies/up-409#:~:text=In%20addition%2C%20under%20North%20Carolina,other%20work%20missed%20due%20to

<sup>vii</sup> colgate.edu/current-students/colgate-university-student-handbook/student-policies/affiliation-solicitation-and#religiousholidays

- However, the size of a campus's Jewish population is important to consider in determining whether or not it is problematic for a particular institution to start classes on these holidays or on the additional fall Jewish holidays of Sukkot, Shemini Atzeret and Simchat Torah, which are also important holidays but are typically observed by relatively fewer Jewish students.
- Colleges and universities should consider all communities' needs in a transparent and inclusive process for setting the academic calendar well in advance to avoid these types of conflicts whenever possible. Institutions should have clear planning processes in which they examine a calendar of major religious holidays years in advance when setting the college or university's academic calendar. This way, intentional decisions can be made about when to avoid starting classes on particular holidays.
- If a major event or the start of the academic year is inadvertently scheduled on a holiday and cannot be changed, the organizers can respond by publicly apologizing for the mistake, offering to meet with impacted students to learn more about their needs and identifying and committing publicly to specific action steps that will ensure they avoid similar mistakes in the future.

**Academic Year Starting on Jewish Holidays – Best Practice Examples:**

- [University of Wisconsin-Madison's Chancellor Message to faculty and staff: start of fall classes and Rosh Hashanah](#)<sup>viii</sup>

<sup>viii</sup> news.wisc.edu/chancellor-message-start-of-fall-classes-and-rosh-hashana/#:~:text=This%20year%2C%20unfortunately%2C%20the%20first,that%20I'm%20deeply%20sorry

<sup>ix</sup> ifyc.org/resources/religious-and-non-religious-accommodations-higher-education

**V. Training and Communication**

- In each of these areas, it is important that a specific campus administrator is designated and publicly communicated as the responsible party and the person to contact for any challenges or conflicts.
- Training should be required as part of campus employee, faculty and student leader onboarding on the topics above, so that campus leaders at all levels are familiar with relevant religious holiday policies, procedures and norms.
- Training should also be provided to the general student body, so that students know to accommodate their peers when navigating group projects and religious holidays
- Engaging the Jewish community and other religious communities in these areas is critical to ensure that policies, procedures and calendars meet diverse communities' needs. Each institution should find ways to engage their diverse religious communities – including both students and professionals – to provide guidance on these topics.

**VI. Questions and Additional Consultation**

For questions and consultation on these topics, feel free to reach out to the Campus Climate Initiative Team:

- For legal policy questions: Mark Rotenberg, Vice President, University Initiatives & Legal Affairs ([mrotenberg@hillel.org](mailto:mrotenberg@hillel.org))
- For educational programming and communications questions: Rebecca Russo, Executive Director, Campus Climate Initiative ([rrusso@hillel.org](mailto:rrusso@hillel.org))

Some content was adapted from Interfaith Youth Core's resources on religious accommodations and policies in higher education: [www.interfaithamerica.org/resources/religious-policies](http://www.interfaithamerica.org/resources/religious-policies)<sup>ix</sup>

**Appendix B2:**

**Recent Antisemitic Incidents at or Near SDSU**

Date	Category	Source	Description	Campus Response
8/22/2019	N/A	<a href="#">kpbs</a> <sup>xi</sup>	Materials posted on campus to promote ideologies of white nationalist hate groups	<a href="#">Campus Wide Email</a> <sup>xii</sup>
2/20/2020	Hate Speech	<a href="#">The San Diego Union Tribune</a> <sup>xiii</sup> <a href="#">San Diego Jewish World</a> <sup>xiv</sup>	A member of the black nationalist group Uhuru used antisemitic rhetoric during the group's on-campus protest of their leader, Omali Yeshitela, being excluded from a proposed slavery reparations summit at SDSU. The speaker stated that the group wanted to "send a message to SDSU and their Zionist masters that we stand with Minister Ava and Chairman Omali."	<a href="#">SDSU issued a tweet addressing the incident</a> <sup>xv</sup>
1/12/2021	Hate Crime	N/A	Elevator in Parking Structure 1 was vandalized with a swastika and the words "kill Jews."	N/A
3/11/2021	Hate Crime	N/A	Swastika found on the outside of residence hall: South Campus Plaza	<a href="#">Campus wide email, enhanced partnership with ADL and Hillel</a> <sup>xvi</sup>
5/6/2021	N/A	N/A	Burglary of Chabad SDSU, a special place of gathering for members of the Jewish community	<a href="#">SDSU issued a tweet in response to the incident</a> <sup>xvii</sup>
5/12/2021	Hate Speech	N/A	Antisemitic social media post	<a href="#">SDSU sent a campus wide email</a> <sup>xviii</sup>
6/25/2021	Swastika/Defacement	N/A	Vandalism of Chabad SDSU	<a href="#">SDSU sent a campus wide email</a> <sup>xix</sup>
10/15/2021	N/A	N/A	Antisemitic social media posts on Tik Tok directed at AEPI Jewish fraternity	

<sup>xi</sup> [kpbs.org/news/2019/aug/22/white-nationalist-material-posted-sdsu-campus](https://kpbs.org/news/2019/aug/22/white-nationalist-material-posted-sdsu-campus)

<sup>xii</sup> [drive.google.com/file/d/1lce3I20MbthJ7Y3VxGIWCHM5\\_O40YEPX/view](https://drive.google.com/file/d/1lce3I20MbthJ7Y3VxGIWCHM5_O40YEPX/view)

<sup>xiii</sup> [sandiegouniontribune.com/news/education/story/2020-02-20/asp](https://sandiegouniontribune.com/news/education/story/2020-02-20/asp)

<sup>xiv</sup> [sdjewishworld.com/2020/02/20/victory-against-anti-semitism-at-sdsu](https://sdjewishworld.com/2020/02/20/victory-against-anti-semitism-at-sdsu)

<sup>xv</sup> [twitter.com/SDSU/status/1209246310114701317](https://twitter.com/SDSU/status/1209246310114701317)

<sup>xvi</sup> [drive.google.com/file/d/1q3ihu3EtDcLrw90u8vHJ-mODmtL3S8m4/view](https://drive.google.com/file/d/1q3ihu3EtDcLrw90u8vHJ-mODmtL3S8m4/view)

<sup>xvii</sup> [twitter.com/sdsu/status/1390398426886524929](https://twitter.com/sdsu/status/1390398426886524929)

<sup>xviii</sup> [drive.google.com/file/d/1Wzc2UPcWX5rmre3IOoc72ADH-GFIbdcz/view](https://drive.google.com/file/d/1Wzc2UPcWX5rmre3IOoc72ADH-GFIbdcz/view)

<sup>xix</sup> [drive.google.com/file/d/1sMjPl9MtVWO7PeNIt7oi56ulkgMdX1yD/view](https://drive.google.com/file/d/1sMjPl9MtVWO7PeNIt7oi56ulkgMdX1yD/view)

# Appendix B3:

## Campus Climate Review Secondary Data

Request for Data	San Diego State Campus Response
<p>Please provide links and/or share information about <b>DEI educational programs, trainings and/or professional development sessions that have been provided to the campus community.</b></p> <p>a. Have these programs and trainings included any content related to the Jewish community and/or antisemitism? If yes, please describe.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Center for Inclusive Excellence</a><sup>xx</sup> houses the professional learning for SDSU. One of the professional learning communities hosted in fall 2021 was related to <a href="#">Antisemitism in the Classroom</a>.<sup>xxi</sup></li> <li>• Trainings on inclusive pedagogy and implicit bias are offered to students, faculty and staff (and required for participation on faculty hiring committees and some evaluation committees).</li> <li>• Online, <a href="#">Antisemitism Teach-In</a>:<sup>xxii</sup>, What it is, What to do, (August 2021).</li> </ul>
<p>b. For which audiences have these programs and trainings been provided (e.g., administrators, student life staff, student leaders, paraprofessionals, all students, faculty, etc.)?</p>	
<p>Please provide a list or links of <b>campus programming</b> that has <b>celebrated various cultures and religions, including celebrating the Jewish community</b> in the past one to two years.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Heritage month celebrations</a><sup>xxiii</sup></li> </ul>
<p>Please provide a list or links of departments and associated academic courses that <b>address Judaism, Jewish culture and identities and/or antisemitism.</b></p>	<p><a href="#">Jewish Studies Program</a><sup>xxiv</sup></p>
<p>Do <b>DEI committees have Jewish representation?</b> If you are not sure, please indicate below.</p>	<p>Unknown membership of the following committees:</p> <ul style="list-style-type: none"> <li>• <a href="#">SDSU Faculty Senate DEI committee</a><sup>xxv</sup></li> <li>• <a href="#">Associated Students Student Diversity Commission</a><sup>xxvi</sup></li> <li>• <a href="#">Student Affairs and Campus Diversity Justice, Equity and Inclusion Committee</a><sup>xxvii</sup></li> </ul>

<sup>xx</sup> [sacd.sdsu.edu/cie](http://sacd.sdsu.edu/cie)

<sup>xxi</sup> [docs.google.com/document/d/1YkVRF7jYATH4jXUmynuZCgsOqk8fF0VdoE5o5jWqto](https://docs.google.com/document/d/1YkVRF7jYATH4jXUmynuZCgsOqk8fF0VdoE5o5jWqto)

<sup>xxii</sup> [president.sdsu.edu/task-force-groups/addressing-antisemitism#resources](http://president.sdsu.edu/task-force-groups/addressing-antisemitism#resources)

<sup>xxiii</sup> [sacd.sdsu.edu/heritage-month](http://sacd.sdsu.edu/heritage-month)

<sup>xxiv</sup> [jewishstudies.sdsu.edu](http://jewishstudies.sdsu.edu)

<sup>xxv</sup> [isenate.sdsu.edu/deo](http://isenate.sdsu.edu/deo)

<sup>xxvi</sup> [as.sdsu.edu/govt/committees](http://as.sdsu.edu/govt/committees)

<sup>xxvii</sup> [sacd.sdsu.edu/cie/files/sacd-dei-plan-20201112.pdf](http://sacd.sdsu.edu/cie/files/sacd-dei-plan-20201112.pdf)

Request for Data	San Diego State Campus Response
<p>Does the campus have dedicated staffing and/or resources to support Jewish life? If yes, please describe.</p>	<p>Not currently, although the division of Student Affairs and Campus Diversity has drafted a proposal to fund a Jewish Life Coordinator to the President's Budget Advisory Committee.</p>
<p>Please describe how relevant departments (e.g., DEI division, religious and spiritual life, interfaith center) support and accommodate the needs of Jewish students, faculty, staff and administrators.</p>	<ul style="list-style-type: none"> <li>• Communication from the Office of Faculty Advancement at the beginning of each semester reminds faculty of the policy to accommodate religious holidays, including a list of major religious holidays and encourages faculty to avoid scheduling major deadlines to coincide with religious holidays.</li> <li>• The Center for Inclusive Excellence provides professional learning and development around anti-bias and anti-oppression topics, including antisemitism and supports faculty in creating inclusive classrooms.</li> </ul>
<p>What food restrictions are supported by your dining options (religious, gluten free, vegetarian, Kosher dining, etc.)?</p>	<ul style="list-style-type: none"> <li>• <a href="#">SDSU offers inclusive food options</a><sup>xxviii</sup> including Kosher, Halal, vegan, gluten free holidays.</li> <li>• Students also have the option of opting out of the meal plan and can purchase a meal plan through <a href="#">SDSU Chabad</a>.<sup>xxix</sup></li> </ul>
<p>Please provide a link to your most up to date <b>primary campus calendar.</b></p>	<p><a href="#">SDSU Calendar</a><sup>xxx</sup></p>
<p>Please provide a link to your most up to date <b>religious holiday calendar.</b></p>	<p><a href="#">Religious Holidays Calendar</a><sup>xxxi</sup></p>
<p>Does your institution <b>acknowledge diverse religious holidays</b> in any way (e.g., holding celebrations, sending all-campus emails or public statements)? If yes, for which holidays and in what manner?</p>	<p>No</p>
Student Organizations and Activities	
<p>Please list or provide link(s) <b>of student organizations on campus that are related to Jewish life</b>, indicating which are registered and unregistered.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Students Supporting Israel</a><sup>xxxii</sup> (Registered)</li> <li>• <a href="#">Progressive Jewish Collective</a><sup>xxxiii</sup> (Unregistered)</li> <li>• <a href="#">Alpha Phi Epsilon</a><sup>xxxiv</sup> (Registered)</li> </ul>

<sup>xxviii</sup> [newscenter.sdsu.edu/sdsu\\_newscenter/news\\_story.aspx?sid=77719](http://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=77719)

<sup>xxix</sup> [jewishstudentlife.org](http://jewishstudentlife.org)

<sup>xxx</sup> [registrar.sdsu.edu/calendars/academic\\_calendars/fall-2021-academic-calendar](http://registrar.sdsu.edu/calendars/academic_calendars/fall-2021-academic-calendar)

<sup>xxxi</sup> [sacd.sdsu.edu/intercultural-relations/interfaith-calendar](http://sacd.sdsu.edu/intercultural-relations/interfaith-calendar)

<sup>xxxii</sup> [ssimovement.org](http://ssimovement.org)

<sup>xxxiii</sup> [instagram.com/pjc.sdsu?utm\\_medium=copy\\_link](https://instagram.com/pjc.sdsu?utm_medium=copy_link)

<sup>xxxiv</sup> [stuapp.sdsu.edu/RSO/Search/Detail?OrgID=10](http://stuapp.sdsu.edu/RSO/Search/Detail?OrgID=10)

<p>Please list or provide link(s) of <b>events</b> from the past one to two years in which <b>diverse student organizations collaborated</b>, including a list of all participating organizations (e.g., social events, collaborative philanthropic efforts, social justice coalitions, etc.).</p>	<ul style="list-style-type: none"> <li>• Multicultural Shabbat <ul style="list-style-type: none"> <li>◦ Hillel, APIDA Center, Black Resource Center, Center for Intercultural Relations, Native Resource Center, Undocumented Resource Center</li> </ul> </li> <li>• Beyond Citizenships: Intersectional Politics, Care and Abolition Center for Inclusive Excellence, Center for Intercultural Relations, Native Resource Center, Pride Center, Women’s Resource Center</li> </ul>
<p>In the past one to two years, have any Jewish students held or do they currently hold positions in your <b>student government</b>? If so, please list the positions and year.</p>	<ul style="list-style-type: none"> <li>• Associated Student Union Board, Chair</li> <li>• Associated Student President</li> <li>• Interfraternity Council President</li> <li>• A Jewish student representative has been on the Associated Students Board of Directors for the past 5 years</li> </ul>
<p><b>Request for Data</b></p>	<p><b>San Diego State Campus Response</b></p>
<p>Is there intentional representation in student government of diverse populations? If yes, does that representation include Jewish students?</p>	<ul style="list-style-type: none"> <li>• Associated Students has a diversity commission (Student Diversity Commission). SDC does not currently have any Jewish members.</li> </ul>
<p>How have <b>issues and concerns relevant to Jewish students or antisemitism</b> been addressed by <b>student government and/or other student organizations</b>? Please describe, list or provide link(s) when possible.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Associated Students’ resolution to Condemn Antisemitism</a><sup>xxxv</sup></li> <li>• Jewish and Palestinian students on Associated Board of Directors worked together to secure inclusive Halal and Kosher food on campus</li> </ul>
<p><b>Administration and Faculty Behaviors</b></p>	
<p>Please provide link(s) of <b>public statements of support for Jewish students</b> and Jewish members of the campus community made by senior administration in the last three to five years.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Chabad House Vandalization</a><sup>xxxvi</sup></li> <li>• <a href="#">SDSU Joins ADL and Hillel in Supporting Jewish Students, Faculty and Staff</a><sup>xxxvii</sup></li> <li>• <a href="#">Message In Light of the Attack on the Jewish Community</a><sup>xxxviii</sup></li> </ul>
<p>Please provide link(s) of <b>public statements about antisemitism</b> made by senior administration in the last three to five years.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Chabad House Vandalization</a><sup>xxxix</sup></li> <li>• <a href="#">SDSU Joins ADL and Hillel in Supporting Jewish Students, Faculty and Staff</a><sup>xl</sup></li> <li>• <a href="#">Message In Light of the Attack on the Jewish Community</a><sup>xli</sup></li> </ul>
<p>Have one or more administrators attended <b>academic or cultural Jewish community events</b> on campus in the past one to two years? If yes, please provide an example.</p>	<ul style="list-style-type: none"> <li>• Online, <a href="#">Antisemitism Teach-In</a><sup>xlii</sup>, What it is, What to do, (August 2021).</li> <li>• <a href="#">Author Reading &amp; Book Signing Event: Mark Oppenheimer</a><sup>xliii</sup></li> </ul>

<p><b>Administration &amp; Faculty Behaviors</b></p>	
<p>Have one or more <b>faculty members attended academic or cultural Jewish community events</b> on campus in the past 1-2 years? If yes, please provide an example.</p>	<p>Yes, events hosted by our <a href="#">Jewish Studies Program</a><sup>xlv</sup> are very well attended by faculty.</p>
<p><b>Campus Website</b></p>	
<p>Please share links to any <b>campus webpages</b> that:</p> <p>a. Speak to <b>the institution’s DEI approach or policies</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Allyship Seminars</a><sup>xlvi</sup></li> <li>• <a href="#">Land Acknowledgement</a><sup>xlvii</sup></li> <li>• <a href="#">Equity and Inclusion in Everything That We Do</a><sup>xlviii</sup></li> <li>• <a href="#">Diversity Planning</a><sup>xliv</sup></li> <li>• <a href="#">Cultural Centers</a><sup>l</sup></li> </ul>
<p>b. Provide information about <b>Jewish student life</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">SDSU Hillel</a><sup>li</sup></li> <li>• <a href="#">SDSU Chabad</a><sup>lii</sup></li> </ul>
<p>c. Address and/or outline <b>the institution’s views on antisemitism</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Presidential Task Force on Antisemitism</a><sup>liii</sup></li> </ul>
<p><b>Demographic Information</b></p>	
<p>Does your institution collect data on whether students, staff and/or faculty identify as Jewish? If yes, please provide it.</p>	<p>N/A</p>

<p><sup>xxxv</sup> as.sdsu.edu/govt/resources/legislation/?legis=139</p>	<p><sup>xlvi</sup> sacd.sdsu.edu/diversity-resources/allyship-seminars</p>
<p><sup>xxxvi</sup> drive.google.com/file/d/1sMJpI9MtVWO7PeNit7oi56ulkGmdX1yD/view</p>	<p><sup>xlvii</sup> sacd.sdsu.edu/diversity-resources/land-acknowledgment</p>
<p><sup>xxxvii</sup> drive.google.com/file/d/1q3ihu3EtDcLrw90u8vHJ-mODmtL3S8m4/view</p>	<p><sup>xlviii</sup> sacd.sdsu.edu/diversity-initiatives/campus-diversity-initiatives</p>
<p><sup>xxxviii</sup> newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=77439</p>	<p><sup>xliv</sup> sacd.sdsu.edu/diversity-initiatives/diversity-planning</p>
<p><sup>xxxix</sup> drive.google.com/file/d/1sMJpI9MtVWO7PeNit7oi56ulkGmdX1yD/view</p>	<p><sup>l</sup> sacd.sdsu.edu/cultural-centers</p>
<p><sup>xl</sup> drive.google.com/file/d/1q3ihu3EtDcLrw90u8vHJ-mODmtL3S8m4/view</p>	<p><sup>li</sup> hillelsd.org/sdsu</p>
<p><sup>xli</sup> newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=77439</p>	<p><sup>lii</sup> jewishstudentlife.org</p>
<p><sup>xlii</sup> president.sdsu.edu/task-force-groups/addressing-antisemitism#resources</p>	<p><sup>liii</sup> president.sdsu.edu/task-force-groups/addressing-antisemitism</p>
<p><sup>xliii</sup> jewishstudies.sdsu.edu/news-and-events</p>	
<p><sup>xlv</sup> jewishstudies.sdsu.edu/</p>	

**Campus Policies and Procedures**

Please share copies of your campus's policies and procedures in the following areas, inserting links directly below each heading when possible. If there are separate policies specific to students, faculty or administration and staff, please provide all of them if possible.

1. Academic freedom and free speech
  - [Freedom of Expression Policy](#)<sup>LIV</sup>
  - [Free Speech Resources](#)<sup>LI</sup>
2. Discrimination, harassment and hostile environments
  - [Discrimination, Harrassment and Retaliation Policy](#)<sup>LV</sup>
3. Event permitting, security and disruptions
  - [Building and Grounds Regulations](#)<sup>LVI</sup>
4. Reporting bias incidents, hate crimes and other relevant criminal offenses
  - [Bias Reporting](#)<sup>LVII</sup>
5. Undergraduate Student Code of Conduct and Conduct Codes that apply to faculty and staff
  - [Title 5: California Code of Student Conduct](#)<sup>LVIII</sup>
  - [Residence Halls Guide to Community Living](#)<sup>LIX</sup>
  - [Tenure-Track Faculty Handbook](#)<sup>LX</sup>
  - [Temporary Faculty Handbook](#)<sup>LXI</sup>
6. Policies that apply to student organizations
  - [Student Organization Handbook](#)<sup>LXII</sup>
  - [Organization Code of Conduct](#)<sup>LXIII</sup>
  - [Student Organization Conduct](#)<sup>LXIV</sup>
  - [Student Organization and Good Samaritan Policy](#)<sup>LXV</sup>
7. Jewish community, religious diversity and/or antisemitism
  - [Jewish Studies](#)<sup>LXVI</sup>
  - [Presidential Antisemitism Task Force](#)<sup>LXVII</sup>
  - [Faculty Senate Resolution Condemning Antisemitism](#)<sup>LXVIII</sup> (page 6)
8. Religious holiday observances and absences
  - [Religious Holiday Observances and Absences](#)<sup>LXIX</sup> (pg. 27)
9. Use of university facilities for religious purposes
  - N/A

**Campus Policies and Procedures**

Have there been any changes in the institution's **treatment of Jewish students, faculty and staff** over the past 15-20 years, (e.g., admissions/hiring efforts, retention efforts, etc.)? Please include any ways these efforts may have differed from efforts related to other religious or cultural groups.

- President de la Torre created dedicated offices for diversity upon her hire in 2018, which has benefitted all unrepresented groups
- Creation of a Presidential Antisemitism Task Force in March of 2021 in response to incidents of antisemitism on campus and in the college area

**Campus History**

**Student Media**

Please provide a screen shot or links related to the following, from the past one to two years:

- a. Your student newspaper
- b. Any widely frequented **webpages and/or social media pages** reflective of **students' views** (e.g., highly influential Instagram accounts)
- c. Any **Jewish-related web or social media content**, content expressing **views against antisemitism** and/or any **antisemitic web or social media content** developed by **students**

- [Daily Aztec](#)<sup>LXX</sup>
- [SDSU Aztec Memes](#)<sup>LXXI</sup>
- [SDSU Hillel](#)<sup>LXXII</sup>
- [Progressive Jewish Collective](#)<sup>LXXIII</sup>
- [Chabad SDSU](#)<sup>LXXIV</sup>
- [AEPi](#)<sup>LXXV</sup>

<sup>LIV</sup> [newscenter.sdsu.edu/ootp/images/sdsu\\_freedom\\_of\\_expression\\_policy1.pdf](https://newscenter.sdsu.edu/ootp/images/sdsu_freedom_of_expression_policy1.pdf)

<sup>LI</sup> [sdsu.edu/freespeech](https://sdsu.edu/freespeech)

<sup>LV</sup> [bfa.sdsu.edu/cphd/discrimination-harassment-retaliationw](https://bfa.sdsu.edu/cphd/discrimination-harassment-retaliationw)

<sup>LVI</sup> [bfa.sdsu.edu/safety/riskmanagement/campus-activities/guidelines](https://bfa.sdsu.edu/safety/riskmanagement/campus-activities/guidelines)

<sup>LVII</sup> [sacd.sdsu.edu/diversity-initiatives/inclusive](https://sacd.sdsu.edu/diversity-initiatives/inclusive)

<sup>LVIII</sup> [sacd.sdsu.edu/student-rights/student-conduct](https://sacd.sdsu.edu/student-rights/student-conduct)

<sup>LIX</sup> [housing.sdsu.edu/\\_resources/documents/2023-24-guide-to-community-living.pdf](https://housing.sdsu.edu/_resources/documents/2023-24-guide-to-community-living.pdf)

<sup>LX</sup> [docs.google.com/document/d/193m77uXdwU46CiDilpi7Bfu\\_u7AfnqDD](https://docs.google.com/document/d/193m77uXdwU46CiDilpi7Bfu_u7AfnqDD)

<sup>LXI</sup> [docs.google.com/document/d/1q9CovwxZjCHKNXm5sBUMznAMI4bC9KMO](https://docs.google.com/document/d/1q9CovwxZjCHKNXm5sBUMznAMI4bC9KMO)

<sup>LXII</sup> [sacd.sdsu.edu/student-life-leadership/files-folder/recognized\\_student\\_organization\\_handbook\\_20220827.pdf](https://sacd.sdsu.edu/student-life-leadership/files-folder/recognized_student_organization_handbook_20220827.pdf)

<sup>LXIII</sup> [sacd.sdsu.edu/\\_resources/files/sll/09377-Student\\_Organization\\_Code\\_of\\_Conduct.pdf](https://sacd.sdsu.edu/_resources/files/sll/09377-Student_Organization_Code_of_Conduct.pdf)

<sup>LXIV</sup> [sacd.sdsu.edu/\\_resources/files/sll/09378-Student\\_Organization\\_Conduct\\_Process.pdf](https://sacd.sdsu.edu/_resources/files/sll/09378-Student_Organization_Conduct_Process.pdf)

<sup>LXV</sup> [sacd.sdsu.edu/student-life-leadership/files-folder/recognized\\_student\\_organization-good\\_samaritan\\_policy\\_2020.pdf](https://sacd.sdsu.edu/student-life-leadership/files-folder/recognized_student_organization-good_samaritan_policy_2020.pdf)

<sup>LXVI</sup> [jewishstudies.sdsu.edu/](https://jewishstudies.sdsu.edu/)

<sup>LXVII</sup> [president.sdsu.edu/task-force-groups/addressing-antisemitism](https://president.sdsu.edu/task-force-groups/addressing-antisemitism)

<sup>LXVIII</sup> [senate.sdsu.edu/09\\_resources\\_page/05\\_resolutions/2021-07-09\\_resolution\\_anti-semitism.pdf](https://senate.sdsu.edu/09_resources_page/05_resolutions/2021-07-09_resolution_anti-semitism.pdf)

<sup>LXIX</sup> [senate.sdsu.edu/06\\_policy-file/2023-08-25\\_policy-file](https://senate.sdsu.edu/06_policy-file/2023-08-25_policy-file)

<sup>LXX</sup> [thedailyaztec.com](https://thedailyaztec.com)

<sup>LXXI</sup> [instagram.com/sdsuaztecmemes/?hl=en](https://instagram.com/sdsuaztecmemes/?hl=en)

<sup>LXXII</sup> [hillelsd.org/sdsu](https://hillelsd.org/sdsu)

<sup>LXXIII</sup> [instagram.com/pjc.sdsu/](https://instagram.com/pjc.sdsu/)





<sup>LXXIV</sup> [jewishstudentlife.org/](https://jewishstudentlife.org/)

<sup>LXXV</sup> [instagram.com/aepisdsu](https://instagram.com/aepisdsu)

# Appendix C:

## Interfaith, Spiritual, Religious and Secular Campus Climate (INSPIRES) Index 2023 Campus Scorecard

**San Diego State University**  
Interfaith, Spiritual, Religious, and Secular Campus Climate (INSPIRES) Index 2023 Campus Score Card

	<b>Overall Climate Score</b>	★★★★★
	Religious Accommodations	★★★★☆
	Institutional Behaviors	★★★★☆
	Efforts to Reduce Negative Engagement	★★★☆☆
	Extra-Curricular Engagement	★★★★☆
	Space for Support and Expression	★★★★☆
	Structural Diversity	★★★★☆
	Academic Engagement	★★★★☆

The INSPIRES Index is an overall indicator of institutional commitment to establishing a welcoming climate for students of different religious, secular, and spiritual identities.

The Interfaith, Spiritual, Religious, and Secular Campus Climate Index, or INSPIRES Index, is an assessment tool that measures, evaluates, and represents an institution's efforts toward, and commitment to, establishing a welcoming climate for students of different religious, secular, and spiritual identities.

Our purpose is threefold. We aim to:

-  **Create a tool to help students and families make informed college choices;**
-  **Engage the public and higher education stakeholders in conversations about religious, secular, and spiritual diversity; and**
-  **Advance research on college students' religious, secular, and spiritual identities and welcoming campus climates in higher education.**

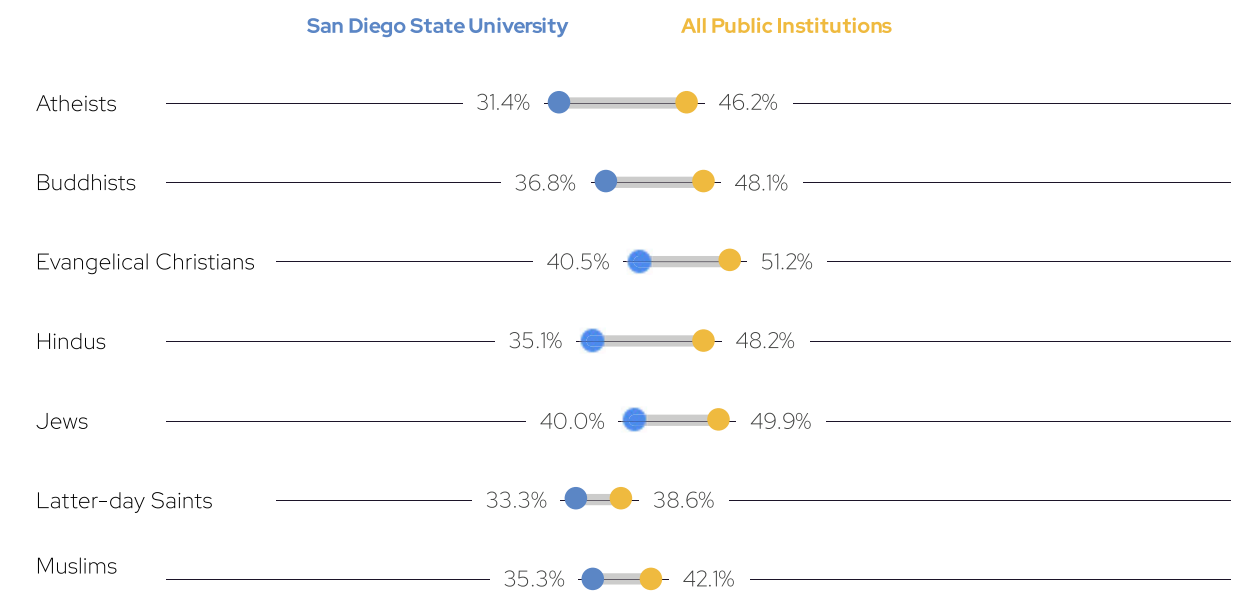
The following is an overview of your campus representative's responses to the INSPIRES inventory. It includes the responses to each of the questionnaire items. The score card serves as an assessment of your campus' efforts to welcome students of different religious, secular, and spiritual identities. We assigned one to five stars to reflect overall welcome, as well as accomplishments in seven specific domains. You will also notice that we have included the worldview sub scores.

Star levels were criterion-referenced and based on scores derived from tallying the practices, policies, and opportunities in place at your institution. Some practices, policies, and opportunities we weighted more heavily if, based on empirical evidence from IDEALS, they are known contributors to college students' perceptions of religious, secular, and spiritual welcome.



## RELIGIOUS, SECULAR, AND SPIRITUAL IDENTITIES CLIMATE SCORES

In addition to the climate domains, we calculated climate scores for students with specific religious, secular, and spiritual identities. This chart compares your institutional scores to the average scores for similar institutions across each of the following identities.



These scores are percentages of all the possible points based on tallying and weighting the practices, policies, and opportunities using empirical evidence from IDEALS. Different religious, secular, and spiritual identities have specific needs that contribute to the experience of a welcoming campus climate. The scores above take into account the empirical evidence to demonstrate how welcoming the Index predicts different religious, secular, and spiritual worldviews perceive your campus. The information presented on this page is not intended to replace the continuous assessment of your campus climate but to initiate conversations about the specific needs of different populations on your campus and to benchmark your campus against your institutional type average.

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## Religious Accommodations



### Dietary Religious Accommodations

- All dining halls include options for religious dietary restrictions such as halal, kosher, and vegetarian.
  - Some (but not all) dining halls include options for religious dietary restrictions such as halal, kosher, and vegetarian.
- All dining hall hours of service accommodate religious students' access to food around fasting times.
  - Some (but not all) dining hall hours of service accommodate religious students' access to food around fasting times.
- All residence halls include kitchens so students may prepare their own food according to religious dietary restrictions.
  - Some (but not all) residence halls include kitchens so students may prepare their own food according to religious dietary restrictions.
- Exemption from required meal plan participation is offered for students who have religious dietary or fasting restrictions.
- Resources are available to students about where to grocery shop for religious dietary needs near campus (e.g., which nearby restaurants serve halal food).
- Transportation is available for students to access religious dietary grocery shopping.

### Academic Religious Accommodations

- To receive academic accommodations, students are required to:
  - Approach faculty directly to request religious accommodations.
  - Attest to the sincerity of their faith or belief before being granted an accommodation.
  - Submit an accommodation request to a dedicated committee of people with diverse spiritual, religious, and secular identities to arrange for accommodations requests.
- Faculty are required to accommodate students' needs regarding observing religious holidays.
  - Faculty are encouraged to accommodate students' needs regarding observing religious holidays.
- Faculty are required to include information about religious accommodations in their syllabi.
  - Faculty are encouraged to include information about religious accommodations in their syllabi.
- The religious academic accommodations policy explicitly outlines an appeals process for when an accommodation is denied.
- The religious academic accommodations policy is required by state law.
  - The religious academic accommodations policy goes beyond state law requirements (if applicable).

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## Institutional Behavior



### Religious, Secular, Spiritual, and Interfaith Diversity Councils and Committees

- This institution has established an interfaith council or committee that includes:
  - Faculty
  - Community members
  - Students
  - Affiliated student organization staff
  - Staff
  - Administrators
- This institution has established a religious, secular, and spiritual diversity council or committee that includes:
  - Faculty
  - Community members
  - Students
  - Affiliated student organization staff
  - Staff
  - Administrators

### Religious, Secular, Spiritual, and Interfaith Diversity Assessment Efforts

- Religious, secular, and spiritual diversity are included in campus climate assessments.
- Data on student religious, secular, and spiritual diversity are gathered through:
  - Admissions & Enrollment office.
  - Diversity, Equity, and Inclusion office.
  - Institutional Research/Assessment office.
  - Multicultural Affairs office.
  - Religious Life office.
  - Student Life/Student Affairs office.

- Assessment data are used to inform decision making.
- Assessment data are posted or openly publicized.

### Attention to Religious, Secular, and Spiritual Diversity in Institutional Statements, Goals, and Policies

- Religious, secular, and spiritual diversity are included in the institution's:
  - Mission statement.
  - Formal strategic plans.
  - Diversity statement.
  - Diversity, equity, and inclusion goals.
  - Antidiscrimination policy.
- Human resources (HR) policies for faculty and staff address:
  - Religious diversity and nondiscrimination.
  - Accommodations for religious practices (e.g., holidays, mourning, dietary restrictions).
- Human resources (HR) policies for student employees address:
  - Religious diversity and nondiscrimination.
  - Accommodations for religious practices (e.g., holidays, mourning, dietary restrictions).
- Communications from senior leadership (e.g., president, provost, dean) in the past academic year have addressed the importance of engaging spiritual, religious, and secular diversity.

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## Religious, Secular, and Spiritual Diversity Training

- Religious, secular, and spiritual diversity training is required for:
  - Students
  - Faculty
  - Professional staff
  - Student staff (e.g., resident advisors, peer tutors, orientation leaders)
- Religious, secular, and spiritual diversity training is available (but not required) for:
  - Students
  - Faculty
  - Professional staff
  - Student staff
- Training on how to support students with different religious, secular, and spiritual identities is provided to:
  - Academic advisors
  - Health center staff
  - Mental health/wellness counselors
  - Residence life staff
  - Career counselors
- Counselors in mental health services are trained to provide support for students experiencing spiritual, religious, or existential struggles.
- Faculty are trained to:
  - Allow students to discuss their religious, secular, or spiritual views if the opportunity presents itself during class time.
  - Allow students to discuss their religious, secular, or spiritual views if the opportunity presents itself outside of class time (e.g., office hours).
  - Include topics related to religious, secular, or spiritual identities in their courses when appropriate to prompt discussion.



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## Efforts to Reduce Negative Engagement



### Efforts to Reduce Religious Pressure and Coercion on Campus

- Faculty are required to:
  - Sign a statement of faith as a condition of employment at the institution.
  - Learn about, engage with, and/or respond to the religious mission of the institution.
- Staff are required to:
  - Sign a statement of faith as a condition of employment at the institution.
  - Learn about, engage with, and/or respond to the religious mission of the institution.
- Students are required to:
  - Sign a statement of faith as part of their application for admission.
  - Provide a faith-based essay as part of their application for admission.
  - Sign a statement of faith before matriculating (after admission).
- There are policies guiding religious proselytization on this campus by non-campus-affiliated individuals or groups.
- There are policies guiding religious proselytization on this campus by campus-affiliated individuals or groups.

### Proactive Efforts to Reduce Bias and Insensitivity and Promote Productive Interworldview Engagement

- The institution has a dedicated bias response team or group.
    - The bias response group is trained to address issues of religious, secular, and spiritual identity bias.
  - The institution has a specific form for reporting bias incidents based on religious, secular, or spiritual identity.
  - The institution tracks bias incidents by location (e.g., residences, academic environments, co-curricular environments, off-campus spaces).
  - The institution notifies students about bias incidents as soon as they occur.
- Within the last academic year:
- At least one incident involving bias or insensitivity toward a student on the basis of their religious, secular, and spiritual identity was reported.
  - At least one student reported an incident of religious insensitivity in the classroom.
  - At least one religiously-motivated hate crime occurred on campus.
  - At least one student on campus formally reported a negative (e.g., silencing, guarded or cautious, tense, hostile, hurtful, and/or unresolved) interaction based on religious, secular, and spiritual identity differences.
  - At least one incident was reported in which religious, secular, and spiritual beliefs were used to justify identity-based discrimination.

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## Extra-Curricular Engagement



### Extra/Co-Curricular Interfaith Engagement

Religious, secular, and spiritual diversity is included in student orientation:

- Printed material
- Social media
- Communications
- On-campus programs

This campus has:

- Meditation/prayer spaces available for interfaith purposes (e.g., designated space for intentional use by multiple religious, secular, and spiritual groups for their specific purposes).
- Spaces for multifaith/interfaith purposes (e.g., venues for discussions, panels, vigils).
- Interfaith-themed residence halls or living and learning communities.
- Interfaith engagement opportunities offered to all students through a specific department or office.
- Departments or offices that regularly offer interfaith programming even though it is not their primary function (e.g., residence life, international office).
- Interfaith engagement opportunities at required student events (e.g., orientation, first-year common reading).
- Interfaith community service opportunities.
- Interfaith retreat opportunities.
- Leadership development opportunities specific to interfaith efforts on campus.

- Standing partnerships between members of campus or departments with local spiritual, religious, secular groups in the local community.

- Active student groups are organized around interfaith initiatives

Within the last academic year, students organized public forums or events (protests, dialogue programs) to voice concerns from minoritized spiritual, religious, or secular groups.

These public forums and events were organized by:

- Students on behalf of those with minoritized spiritual, religious, and secular identity groups.
- Students identifying with minoritized spiritual, religious, and secular identity groups.
- Campus staff/leadership.

The following traditions are currently represented among active student organizations:

- Atheism
- Baha'i
- Buddhism
- Catholicism
- Church of Jesus Christ of Latter-day Saints (Mormonism)
- Evangelical Christianity
- Hinduism
- Indigenous religions
- Islam
- Judaism
- Mainline Protestantism

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## Spaces for Support and Expression



### Space for Religious, Secular, and Spiritual Expression

Meditation/prayer spaces are available:

- To students of all religious, secular, and spiritual identities (including faiths beyond Christianity).
- Within high-traffic areas (e.g., union, student life center, activities center).
- In at least some residence halls.

Students have access to prayer spaces:

- As needed.
- By request or within certain hours.

Ritual washing stations are available on campus.

Transportation for accessing religious, secular, and spiritual spaces in the community is available on campus.

Spaces for multifaith/interfaith purposes (e.g., venues for discussions, panels, vigils) are available on campus.

### Space for Religious, Secular, and Spiritual Support

Outside of counseling or mental health services, support for students experiencing religious, spiritual, or existential struggles is provided.

Sponsored programs, events, or celebrations:

- Support the needs of students who do not identify as Christian.
- Support the needs of non-religious students (e.g., Atheist, Agnostic).
- Aim at enhancing student appreciation for spiritual, religious, and secular diversity.

- Offer opportunities for collaborations across spiritual, religious, and secular identities.

- Address topics of religious conflict with civility.

- Offer opportunities for dialogue across issues of deep disagreement related to spiritual, religious, and secular beliefs.

This campus has:

- A spiritual life office or department (i.e., office staffed by campus employees and available to students of all spiritual, religious, and secular identities).
- Full-time religious or spiritual life staff employed by the institution.
- Part-time religious or spiritual life staff employed by the institution.
- Part-time religious or spiritual life student staff employed by the institution.
- Religious or spiritual life staff employed by their respective organizations (e.g., InterVarsity, Hillel, local churches).
- Work-study opportunities in interfaith, religious, or spiritual programming.

Some religious students select housing on the basis of available facilities such as washing stations, prayer rooms, kitchens, or single-gender floors.

Active student groups are organized around:

- Spiritual practices.
- Religious traditions.
- Secular thought.

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## Structural Diversity



### Structural Diversity

This institution sponsors programs, events, or celebrations that:

- Feature the contributions of people from different religious, secular, and spiritual identities.
- Feature guest speakers from different religious, secular, and spiritual identities.

Paid full-time staff members (e.g., chaplains, coordinators, directors) of the following identities are available to students:

- Atheism
- Baha'i
- Buddhism
- Catholicism
- Church of Jesus Christ of Latter-day Saints (Mormonism)
- Evangelical Christianity
- Hinduism
- Indigenous religions
- Islam
- Judaism
- Mainline Protestantism

Paid part-time staff members (e.g., chaplains, coordinators, directors) of the following identities are available to students:

- Atheism
- Baha'i
- Buddhism
- Catholicism
- Church of Jesus Christ of Latter-day Saints (Mormonism)
- Evangelical Christianity
- Hinduism
- Indigenous religions
- Islam
- Judaism
- Mainline Protestantism

Campus grounds and/or buildings display religious symbols (statues, crosses). These symbols:

- Include imagery from multiple religions.
- Represent the current religious affiliation of the campus (if any).
- Represent the historical religious affiliation of the campus (if any).

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## Academic Engagement



### Academic Interfaith Engagement

Courses are required in:

- Theology/religious studies.
- Focused on interfaith topics.
- Specifically designed to enhance knowledge of different religious traditions (e.g., world religions).

Courses are offered (but not required) in:

- Theology/religious studies.
- Focused on interfaith topics.
- Specifically designed to enhance knowledge of different religious traditions (e.g., world religions).

Spiritual, religious, and secular diversity are represented in the core curriculum.

Interfaith cooperation is addressed in the core curriculum.

Choice of majors/minors include:

- Interfaith studies major.
- Interfaith studies minor.
- Religious studies/theology major.
- Religious studies/theology minor.

Faculty are encouraged to:

- Allow students to discuss their religious, secular, and spiritual views if the opportunity presents itself during class time.
- Allow students to discuss their spiritual, religious, or secular views if the opportunity presents itself outside of class time (e.g., office hours).
- Include topics related to spiritual, religious, and secular identities in their courses when appropriate to prompt discussion.

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