

What it Takes to Make an UndocuFriendly Campus

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Supporting Immigrant & Undocumented Students: What Clinicians Should Know

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THE CHALLENGE

- Growing population of undocumented college students
- Growing evidence about:
 - Undocumented students attending a few “safe space” campuses
 - On the coasts
 - Primarily Latino point of view
- “Hard to reach” & Vulnerable Population
 - Invisible
 - Warranted trust issues
 - Need to guarantee safety
 - Desire to achieve both confidentiality & anonymity



AIMS

- National study of undocumented college students
- Sought to expand knowledge about the range of UndocuScholars' experiences
- Use what we learn to challenge false assumptions and damaging misperceptions
- Inform campus practice and services as well as local and national policy
- Community-Based Participatory Action Research (CBPAR) approach
 - Student Advisory Groups
 - Community Organizations



WEBSITE & SOCIAL MEDIA CAMPAIGN



UndocuScholars

[HOME](#)[ABOUT](#)[OUR TEAM](#)[FAQ](#)[LEARN MORE](#)[CONTACT](#)

Who are UndocuScholars?

MEET THE TEAM



Meet our team of researchers, including Dr. Robert Teranishi and Dr. Carola Suárez-Orozco.

BE HEARD TAKE THE SURVEY

HELPFUL RESOURCES



Here you will find links to relevant books and articles as well as ways to become involved.



QUESTION TYPES

- Multiple Choice Questions
 - Demographic (e.g., ethnicity, country of birth, age)
 - Standardized Scales (e.g. Anxiety, Identity, Discrimination, Peer and Instructor Relationships, Academic Resilience)
- Open Ended Questions

DEMOGRAPHY

- 909 participants
- Latino, Asian and Pacific Islander, Black, White
- 34 states
- 264 postsecondary institution (two-year, four-year; public, private; high, moderate, non-selective)

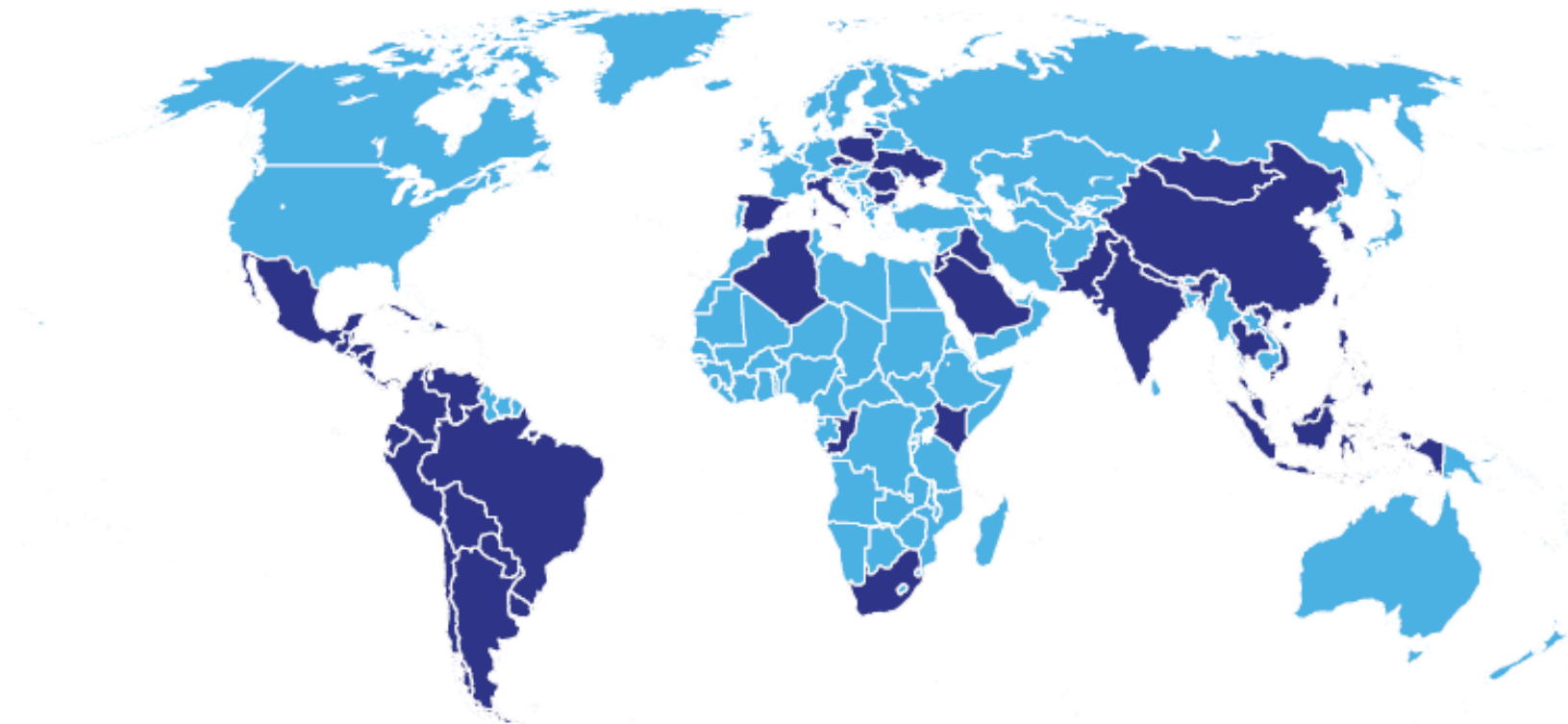


DESCRIPTIVES

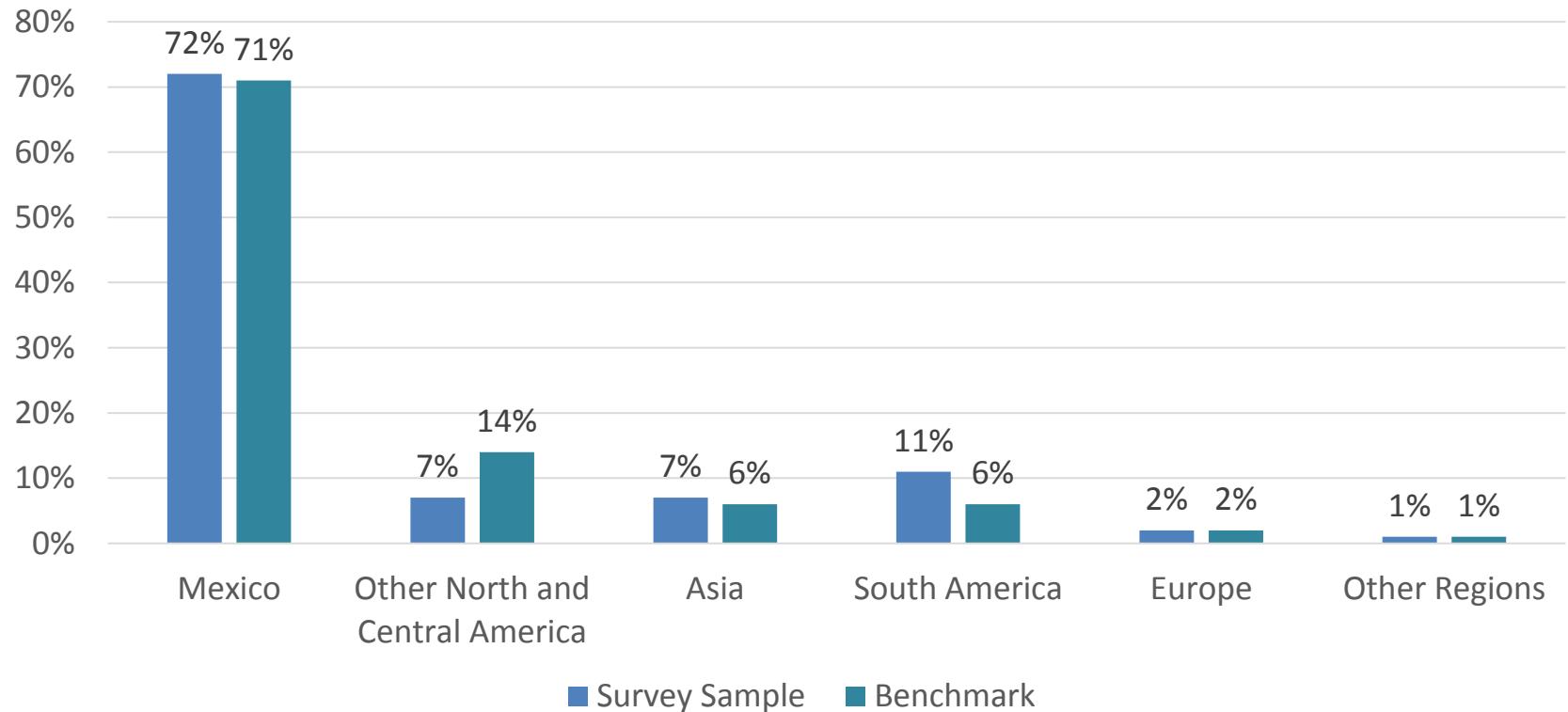
- AGE — Range 18-30
 - **Mean Age = 21.5 years old**
- GENDER — 54% female
- AGE @ ENTRY— Range 0 – 16
 - **Mean Age of Entry = 6.4 years old**
- 93% — single

COUNTRIES OF ORIGIN

From 55 different countries of origin



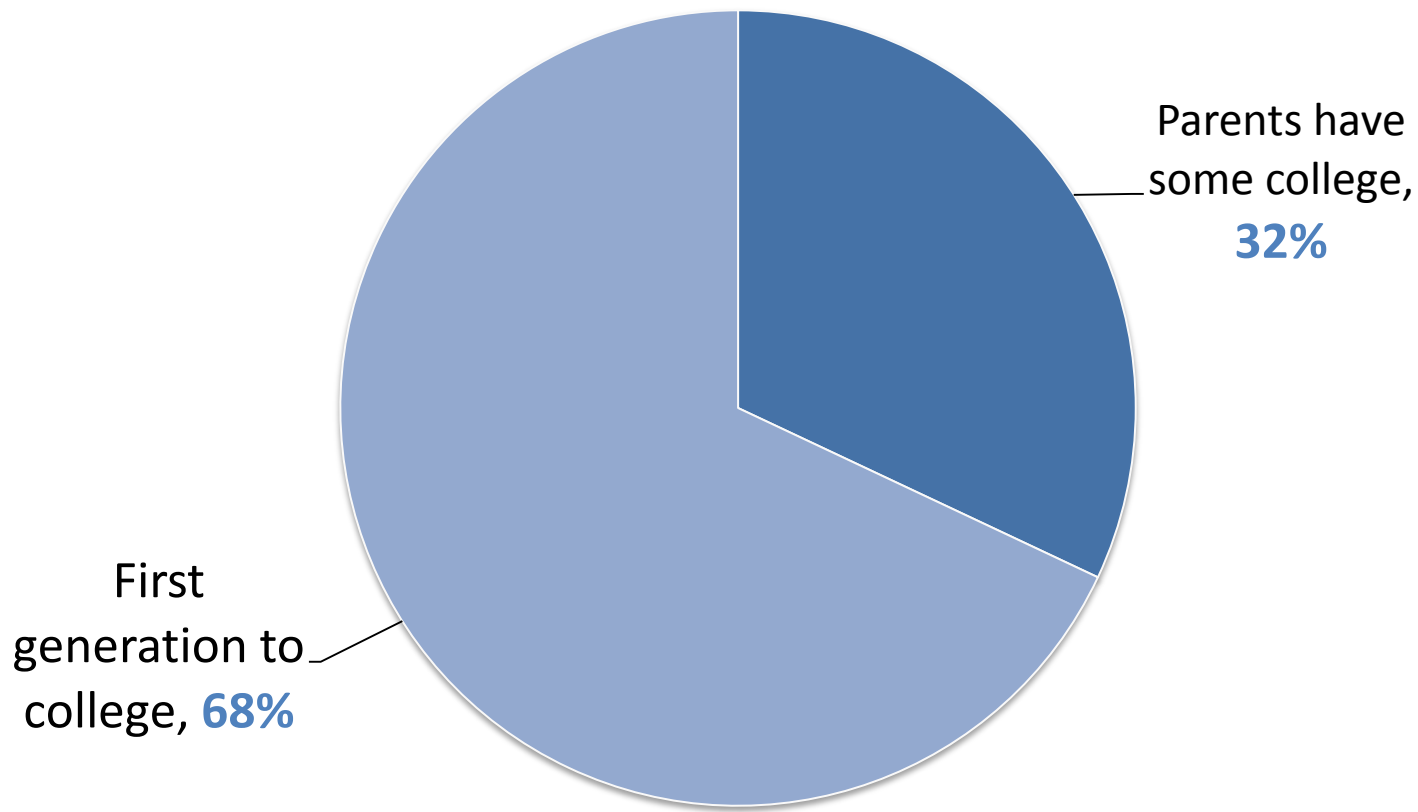
BENCHMARK



Regions of origin were similar to a benchmark

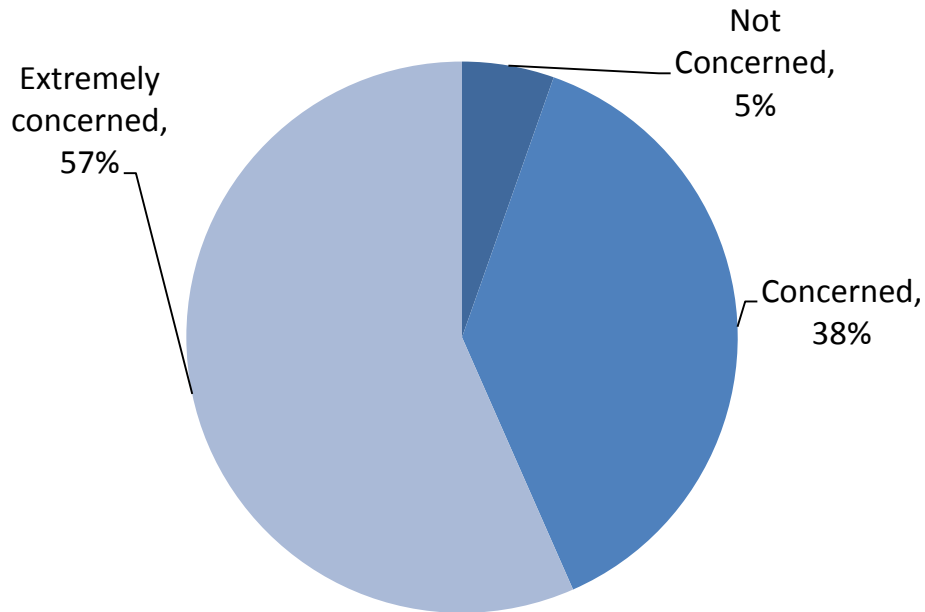


FIRST GENERATION TO COLLEGE

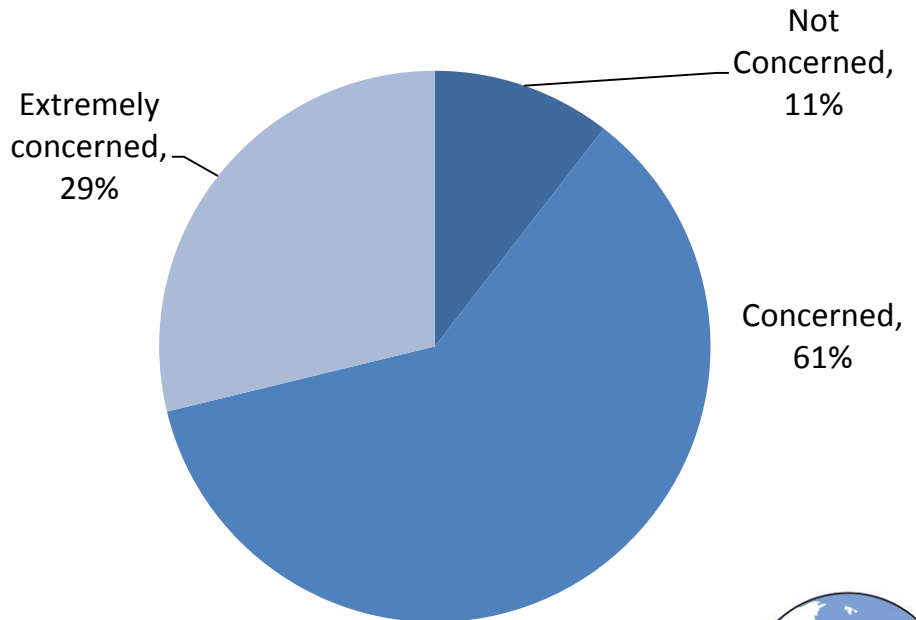


FINANCIAL CONCERNS

Paying for tuition and fees



Buying books and supplies for class



FINANCING EDUCATION

- “Financing my education. There are limited scholarships and financial aid barely covers tuition costs.”
- ”I got accepted into UC Berkeley, which was my dream school but I was not able to attend because I was not able to get enough money from scholarships to go. It was so heart breaking knowing how hard I had worked in high school and still not being able to go.”



LEFT OUT OF CAMPUS LIFE

- "Lack of financial aid which results in not being able to live on campus."
- "Not being able to participate in many college experiences like studying abroad, interning in certain programs, getting academic jobs, and being able to travel with certain organizations."

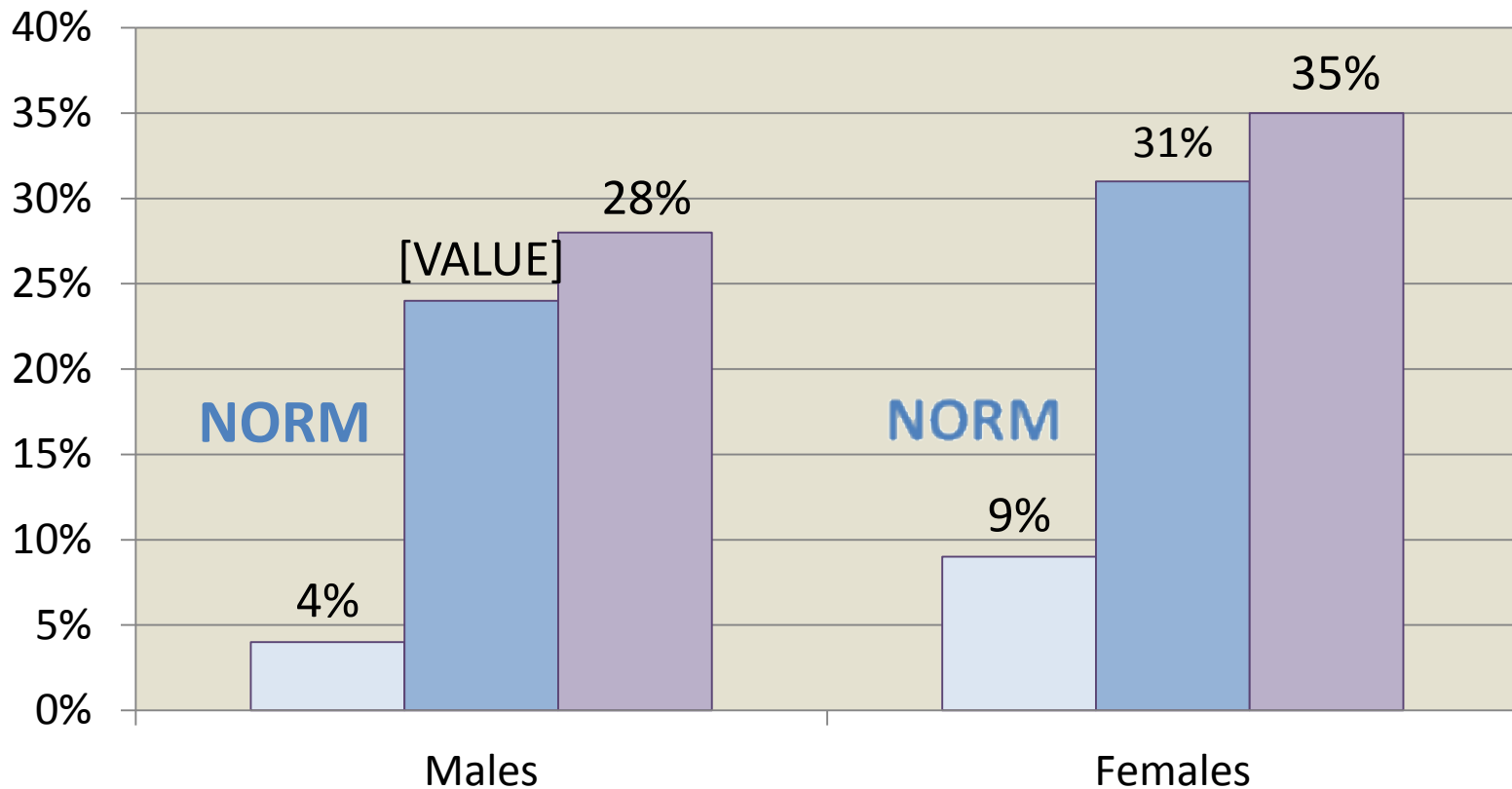


GAD-7

- Brief self-report scale for **Generalized Anxiety Disorder**
- **Norm sample**
 - 2182 individuals
 - Ages: 18-95
 - 80% white; 9% Latina/o; 8% African American
- **7 items—Sample item**: Over the last 2 weeks how often have you been bothered by: (sample item) Not being able to stop or control worrying
- **4 point scale**: not at all; several days; more than half the days; nearly every day
- **Summed**: 0-21 score
- **Clinical cut off score** = 10



UNDOCUSCHOLAR ANXIETY



Percentage with a score of 10 or greater on the GAD-7 (Moderate to Severe Anxiety)

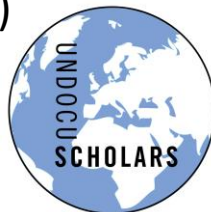


= Undocumented Students



= Latinx Undocumented Students

Spitzer, R.L., Kroenke, K., Williams, J.B.W., & Lowe, B. (2006)



SELF-REPORTED ANXIETY

- “Quite frankly, I went through depression and anxiety due to my immigration status.”
- “I have anxiety and depression issues and I feel like being undocumented, along with having family issues, contribute to that.”



STRESSES ABOUT JUGGLING



- “I’m always tired because I’m working. There’s no energy.”
- “I commute and work. I take the bus to school so it takes up a lot my time that I can be using to study, do homework, etc.
- “I have two jobs, and then I’m scared of not passing my classes.”



Anxiety Around Deportation

- “Constant fear of being deported because I don’t have DACA and legal battles.”
- “Being afraid of my parents being deported on any random day”



UNCERTAINTY ABOUT THE FUTURE

- “It is difficult to know I am being held back by something outside of my control.”
- “Worrying about future employment, coming out to employers as undocumented.”
- “It is not just stressful but also depressing for any human not being able or motivated to think, dream, and plan a future.”



EXCLUSION

- “The stress of being looked down upon for not being legal.”
- “Being scared that people will discriminate against me for it or treat me differently because of it.”
- “My biggest challenge is being accepted by my peers.”
- “I felt hopeless, isolated, and unable to fit in or be a part of society.”



LONGING TO BELONG

- “Not having the same rights and benefits as my peers made me feel like a foreigner even though I now feel close to the U.S. culture than to my Mexican culture”
- “ I was raised here—it is my home sweet home, so why is it wrong for me to want to stay, serve, help and work here? I too love the U.S.A., want to be a citizen, and have freedom.”



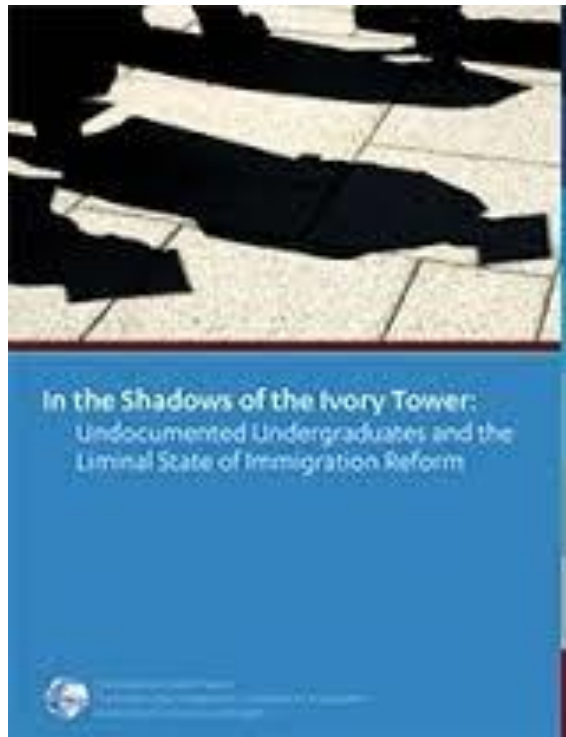
FINDING ALLIES

- “One of the biggest challenges is...knowing who I can turn to for help to understand my undocumented status as a college student.”
- “Not having a safe space where I can express my feelings about being undocumented.”



“ Finding people that I connect with and people I can trust.”





CREATING AN 'UNDOCUFRIENDLY' CAMPUS

- ✓ *Listen & Learn*
- ✓ *Be Empathetic*
- ✓ *Publicly Endorse Undocumented Students*
- ✓ *Train Faculty and Staff about Undocumented Students*
- ✓ *Provide Equity of Treatment*
- ✓ *Respect Undocumented Students' Privacy*
- ✓ *Provide Safe Zones for Undocumented Students*
- ✓ *Provide Information to Undocumented Students*
- ✓ *Provide Financial Support for Undocumented Students*
- ✓ *Provide Counseling to Undocumented Students*

LISTEN

- “Listen to our stories. We do need money to solve our problems lots of the time, but what we also need is people who understand what we are going through and are willing to support us through it.”
- “Listen to the student population. If there are students who are openly declaring their status, have a conversation, with them.”



BE EMPATHETIC

- “Realize that you have a very important influence on students, especially undocumented students, so be sensitive, nonjudgmental, patient, motivating, and above all a person that’s approachable and trustworthy.”
- “Be very sensitive to the student’s situation and treat them with respect and kindness. Everyone deserves that.”



TRAIN FACULTY & STAFF

- They really need to train staff in all the laws that pertain to undocumented students and what they go through in the educational system”
- “Provide staff support in financial aid and advising.”
- “Train staff, faculty, etc. on how to work with undocumented students and what language to cut out of their vocabulary, i.e., “illegal.”



PROVIDE EQUITY OF TREATMENT

- “Treat us all the same—I can tell when I am treated like an immigrant.”
- “Treat everyone equally no matter the race, religion, or social status, or legal status. We are all the same no one is better than others.”



RESPECT OUR PRIVACY

- “They should develop a code of confidentiality that makes students feel safe to express what they are going through.”
- ”To college administration that work with, and support, undocumented students, please respect our privacy. Don’t disclose our status to colleagues, friends, or other students. Also don’t pressure us to disclose, our status, our story, or participate in activities that would lead to us disclosing ourselves.”



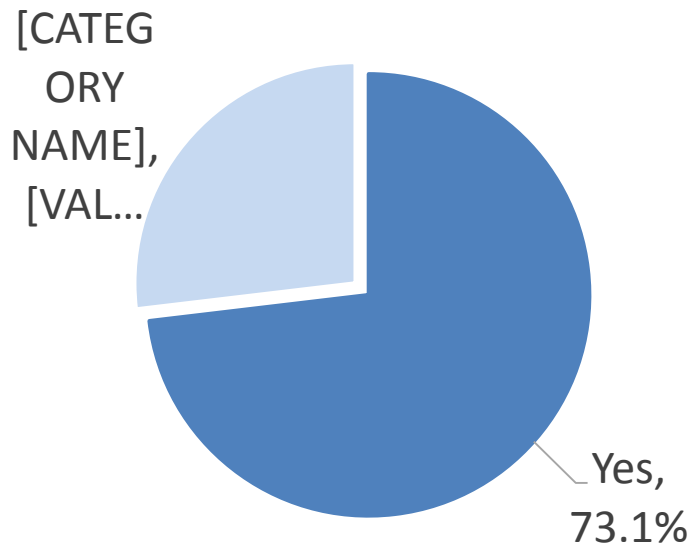
PROVIDE SAFE ZONES

- “Make a student center dedicated for undocumented students. A lot of schools have an LGBT office in which LGBT students come and talk about their issues. It would be great support systems on campuses.”
- “Most undocumented students live in fear and are embarrassed of revealing their immigration status. Therefore, it would be great if campuses could have a place where students can feel safe and are not targeted.”
- “There should be more clubs focusing on providing moral support along with information.”



USE OF CAMPUS SAFE SPACES

- [If there are undocumented support services on campus]
Have you made use of any of these spaces?



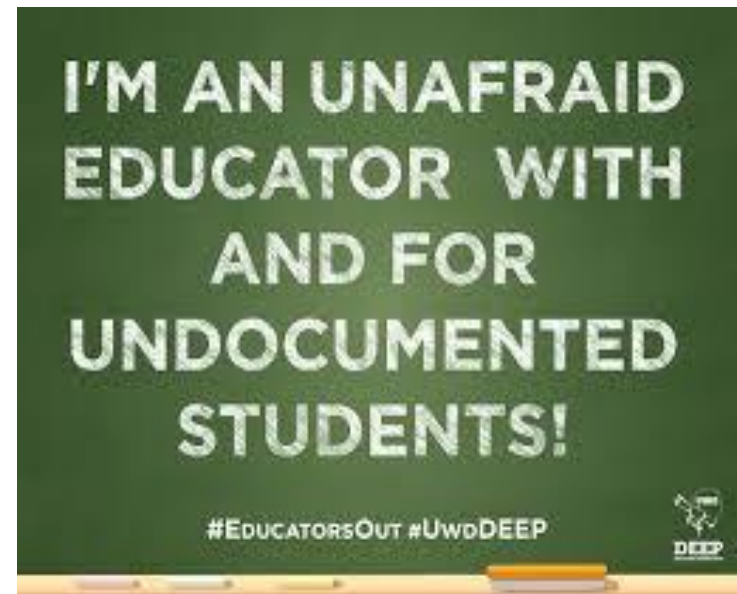
- **How important would you say the support of these organizations on campus around your status has been for you?**

- **70.4%** responded Very Important or Important



PROVIDE PERSONAL SAFE ZONES

- “Be open **so undocumented students are aware** that there are safe spaces.”



PROVIDE COUNSELING

- “I want colleges to have all counselors to be knowledgeable about the undocumented struggle and understand how difficult it actually is for that student to be in the school.”
- “It is discouraging to speak to a counselor who know nothing about your situation.”
- “Training mental health professionals is key.”



WE ARE VERY GRATEFUL TO:

The UndocuScholars Community

who shared their views

Our UndocuScholars Research Team

who shared their boundless energies

Cynthia Alcantar

Edwin Hernandez

Dalal Katsiaficas

Olivia Birchall

Thomas Kleczka

Yuliana Garcia

and many more...

Our UndocuScholars Student Advisory Board

Our UndocuScholars Community Advisory Board

Our UndocuScholars Faculty Advisory Board

who shared their wisdom

The Ford Foundation

who funded us



THE NEW ETHOS

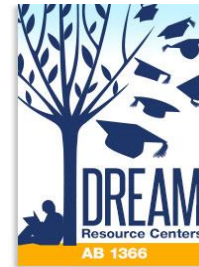
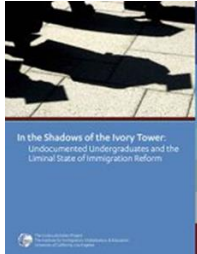
- Greater Uncertainty
- Related at risk-groups
 - Documented students in mixed-status homes
 - Formerly undocumented now with protected status
- Helping to develop contingency plans
- Make sure students know their rights

http://www.maldef.org/news/releases/2016_11_14_Immigrant_Rights_FAQs_Under_A_Trump_Presidency/

- Mobilizing the community in case of deportation hearings



TO LEARN MORE



UndocuScholars: <http://www.undocuscholars.org/>

Facebook: <https://www.facebook.com/undocu.scholars?ref=hl>

Thank You!

