



Recruiting & Supporting Undocumented Graduate Students: Creating Your Institutional Toolkit

Miriam Feldblum, Executive Director, Presidents' Alliance on Higher Education and Immigration

Sara Xayarath Hernández, Associate Dean for Inclusion & Student Engagement
Cornell Graduate School

Marjorie Zatz, Vice Provost and Dean of the Graduate Division at UC Merced

1

Letter to the editor:

"To open the immigration floodgates in America now would only weaken us by drastically altering our national, racial, and cultural composition..."

The Indianapolis Star in 1965

Just prior to President Lyndon Johnson signing a major reform to the nation's immigration law, which had favored northern and western Europeans over those from elsewhere.

2

Four thoughts . . .

54 year old debates

Reactive vs proactive

Doing the 'right' thing

Role for the Graduate Dean

3

AGENDA

2:00 Introduction

2:10 National landscape

2:30 Group Activity: Red, Yellow, Green Light – State level of inclusion and readiness in the context of graduate education

2:45 Individual Campus Initiatives (Marjorie and Sara):

3:25 Promising Practices and Resources from other Campuses: University of Minnesota, Emory, UCLA

3:45 Group Activity: Red, Yellow, Green Light – Institutional level

4:15 Share out from groups

- Most promising practices across the board
- Most promising practices in a public/private institution?
- Greatest challenges?
- Feasible strategies given local context to address these challenges?
- Big ideas and takeaways

4:25 Wrap-up

4

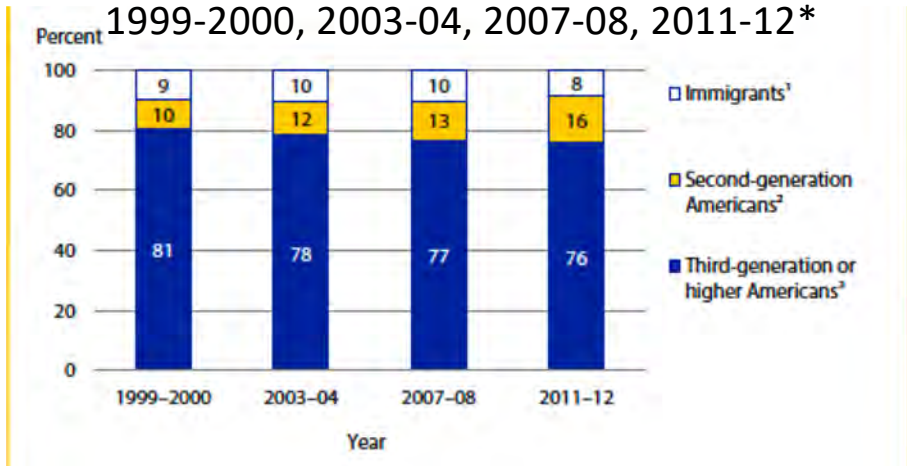
Building Institutional Toolkits for Recruiting, Admitting, Funding, Supporting Undocumented Graduate Students: National Landscape & Top Issues



Miriam Feldblum
The Presidents' Alliance on Higher Education and Immigration
Miriam@presidentsalliance.org
Council for Graduate Schools
Pre-Conference Workshop
December 4, 2019
Nashville, TN

5

Undergraduate Immigrant Generations Over Time: 1999-2000, 2003-04, 2007-08, 2011-12*



First-generation: Foreign-born undergraduates, who were U.S. citizens with one or both parents born outside of the U.S., resident aliens, and other non-citizens eligible for citizenship. Estimates exclude international students, others on temporary visas, and undocumented students.

Second-generation: U.S.-born undergraduates, with one or both parents foreign born.

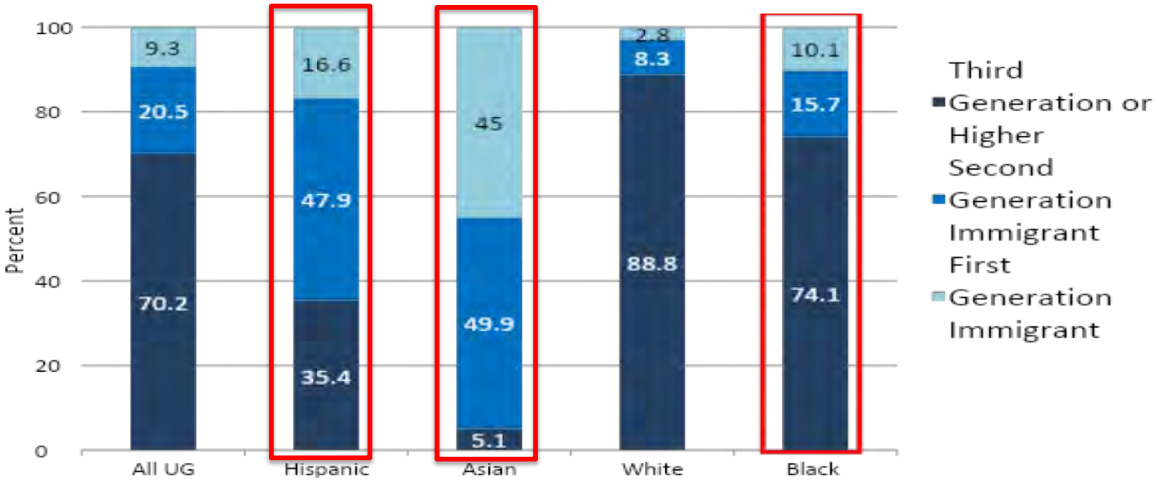
Third-generation and higher: U.S. and foreign-born undergraduates, with both parents born in the U.S.

Data excludes institutions in Puerto Rico.

* Arbeit, C., S. Staklis, and Horn, L. *New Americans in Postsecondary Education: A Profile of Immigrant and Second-Generation American Undergraduates*. U.S. Department of Education (November 2016, NCES-2017-414), p. 5.

6

Immigrant-Origin Undergraduates: National Context, 2015-16*

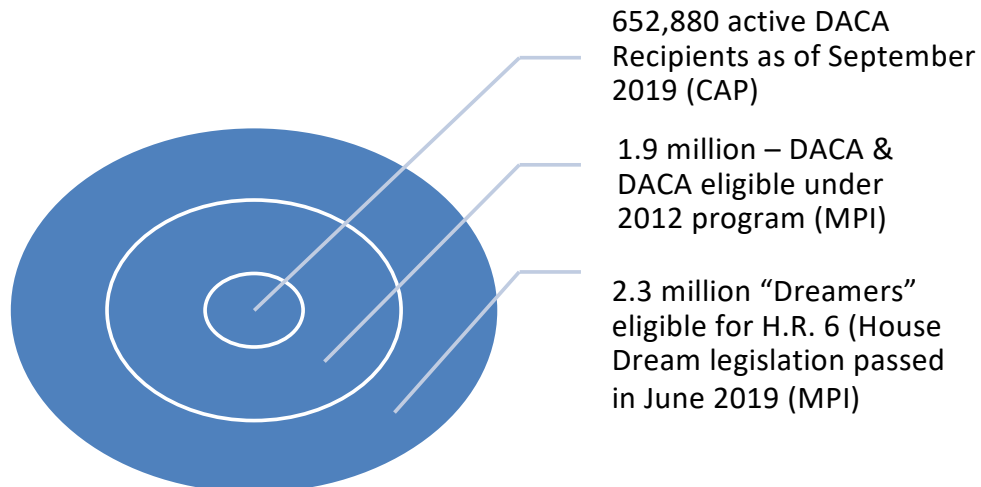


First-generation: Foreign-born undergraduates, who were U.S. citizens with one or both parents born outside of the U.S., resident aliens, and other non-citizens eligible for citizenship. Estimates exclude international students and undocumented students. **Second-generation:** U.S.-born undergraduates, with one or both parents foreign born. **Third-generation and higher:** U.S. and foreign-born undergraduates, with both parents born in the U.S. Data excludes institutions in Puerto Rico.

* Source: U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16)

7

DACA, DACA-Eligible, Dreamers



Sources: Nicole Svjlenka, “What we know about DACA renewals.”(October 19,2019) <https://www.americanprogress.org/issues/immigration/news/2019/10/15/475837/know-daca-renewals/>
 Julie Gelatt, “More than a Dream(Act), less than a Promise.” March 2019 <https://www.migrationpolicy.org/news/more-dream-act-less-promise>

8

Unintended Consequences of “Dreamer” narrative:

Hierarchies in undocumented community

Good v. bad, deserving v. undeserving narratives

Families

Some people think all undocumented students are the same. But there is....

A HIERARCHY OF UNDOCUMENTED STUDENTS!

Graphic Drawing by Alberto Ledesma

9

Undocumented Students in Higher Education

- 98,000 undocumented students graduate H.S. annually
- Estimates of ~400,000 undocumented students or ~1-2% of students in postsecondary education
- College going rates have increased.
- DACA and in-state tuition important factors

- Over 120,000 DACA recipients in PSE
- College going rates for DACA recipients comparable to national average (18% v. 20%), but far less likely to have completed college (4% v. 18%)
- Majority in community colleges, but many in 4-year colleges and universities across the country.

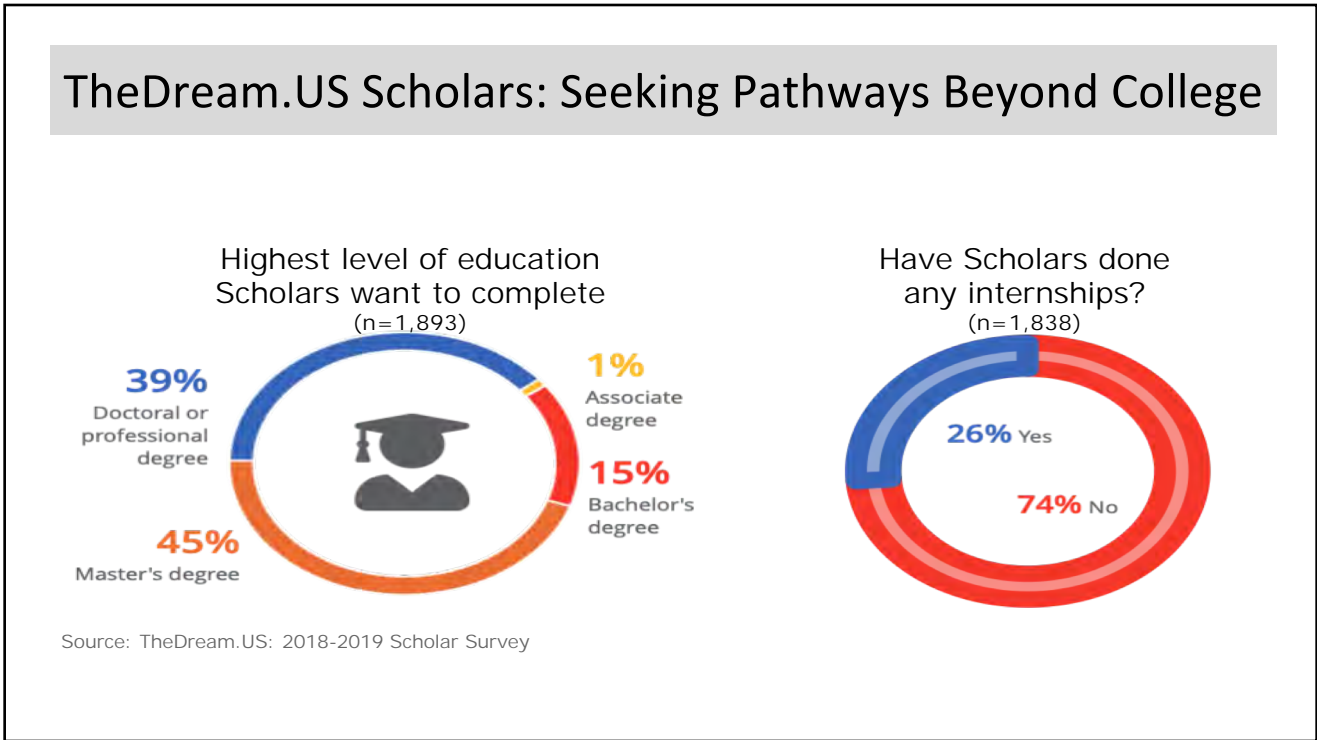
10

Top 15 States w/ DACA-Eligible Populations

State	#Eligible for DACA as of 2016	Active DACA Recipients as of June 2019	In-State Tuition Policy	Eligible for State Financial Aid
CA	561,000	188,420	Yes (Explicit - grad students)	Yes
TX	271,000	109,090	Yes	Yes
NY	107,000	29,390	Yes	Yes
FL	102,000	25,500	Yes	No
IL	96,000	34,890	Yes	Yes
GA	73,000	21,110	No (barred from top institutions)	No
NJ	71,000	16,830	Yes	Yes
NC	66,000	24,480	No	No
AZ	52,000	24,700	150% of in-state tuition	No
WA	43,000	16,360	Yes	Yes
VA	40,000	9,710	Limited to DACA recipients	No
MD	34,000	8,120	Yes	No
CO	33,000	14,910	Yes	Yes
MA	23,000	5,640	Limited to DACA recipients	No
PA	21,000	4,620	No	No

Sources: [Migration Policy Institute](#), [USCIS](#), Presidents' Alliance Higher Ed Guide & [FAQs on Tuition, Funding for Undocumented Students](#).

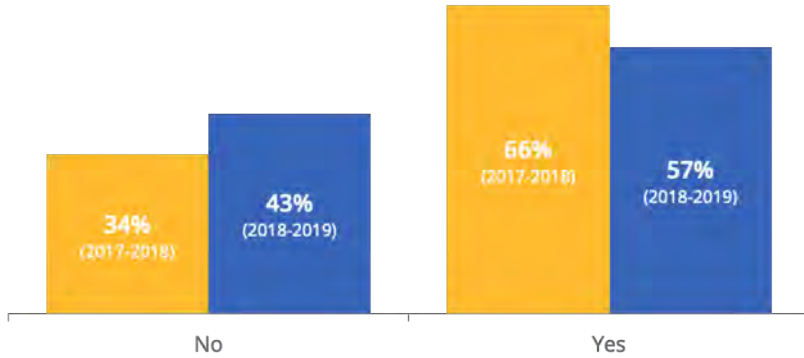
11



12

Pursuing a Career Requiring Licensing

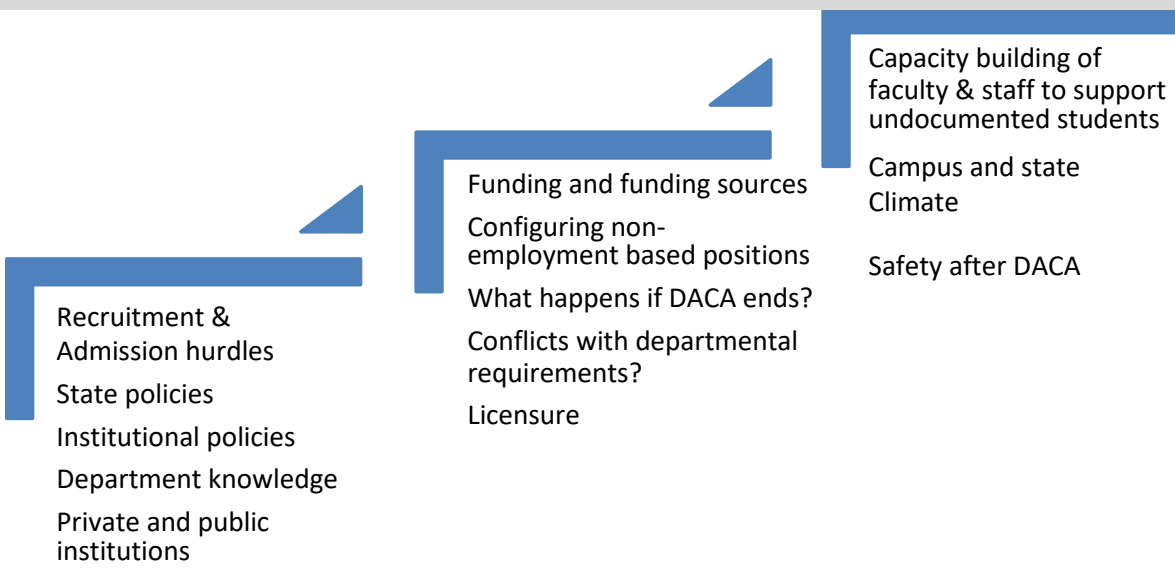
Pursuing a career requiring licensing
(Comparing 2017-2018 (last year) n=1,384 to 2018-2019 (this year) n=1,836)



Sources: TheDream.US: Supporting Our Scholars in Uncertain Times Survey and TheDream.US: 2018-2019 Scholar Survey

13

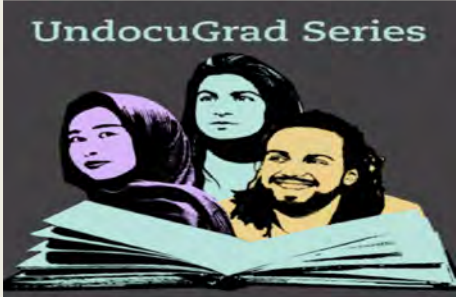
Uphill Battles for Students, Faculty, Deans



14

Recruiting & Supporting Undocumented Graduate & Professional Students Initiative

- Institutions, deans, faculty, organizations and students
- Create collective resources, tools, FAQs, templates, customizable institutional toolkits
- Offer technical assistance and a sustaining network
- Advocate for change



15

Questions



16



State Level of Inclusion and Readiness (& Institutional Context). Red, Yellow, Green Light Group Activity

17

UNIVERSITY
OF
CALIFORNIA
MERCED

Recruiting and Supporting Undocumented Graduate Students

Marjorie S. Zatz
Vice Provost & Dean of Graduate Education
University of California, Merced



18

UC Merced: Institutional Context

California - legislative context:

- AB540 – undocumented students who meet residency and educational requirements are residents for tuition purposes & may receive state-funded fellowships
- AB77 – undocumented students may receive external philanthropic gifts through the university

UC Merced – the numbers:

- Largest percentage of undocumented students in the UC system
- > 600 undocumented undergrads, 18 or 19 undocumented grads

19

Recruiting & Retaining UndocuGrads

Some steps the Graduate Division is taking to recruit UndocuGrads:

- UC Merced's FAQ page: <https://graduatedivision.ucmerced.edu/prospective-students/undocumented-students-faq>
- We are creating a Handbook for Undocumented Graduate Students (borrowing from UCLA)
- We work closely with Services for Undocumented Students and the UC Immigrant Legal Services Center
- We sponsor UndocuGrads Conferences and present at UndocuScholars programs
- Our director of grad financial support is an UndocuAlly trainer; our staff participates in UndocuAlly training

20

Funding

Funding sources vary by DACA and AB540 status

- DACA – Teaching and research assistantships, paid internships
- AB540 – resident tuition, state & tuition-based fellowships (eg, return to aid \$), philanthropic fellowships
- Non-AB540 - AB77 allows them to receive philanthropic fellowships through the university, could include research fellowships

21

How Do We Make It Easier to Get Funding Information?

- Our internal and external fellowships page includes a note indicating awards for which AB540 students are eligible
- Our FAQ page points students towards key philanthropic fellowships
- We work closely with graduate chairs so they know to come to us with any questions before saying 'no' to a student based on their status
- As needed, we work with students and their programs to provide bridge funding

22

Promising Practices

Maximize use of available fellowships based on history of overcoming challenges, contributions to diversity, etc.

UndocuGrads conferences as recruiting tool

Application fee waivers for domestic students confronting economic hardships

Grad Dean's Advisory Council on Diversity (working with me on our Handbook)

Fellowships that are not restricted due to immigration status, curriculum-based fellowships

Legal support not limited to those who are undocumented (include family); social and emotional supports

23

Challenges

- Legal uncertainties are very stressful for students
- Limited ability to create substantial fellowships in absence of DACA – as a new campus, we don't have deep endowments
- Need to create more curriculum-based means of funding students (eg, non-employment internships, non-employment teaching opportunities)
- Very limited number of external fellowships (eg, Conacyt no longer available to undocumented students), and to have them not be dependent on DACA status (eg, Ford Foundation, Soros)

24

Resources

UC Merced’s FAQ page:

<https://graduatedivision.ucmerced.edu/prospective-students/undocumented-students-faq>

Fellowships Available to Undocumented Students:

<https://graduatedivision.ucmerced.edu/funding/fellowships/undocumented-funding>

Connect with student groups: UndocuGrads Conferences, Graduates Reaching a Dream Deferred (GRADD), UndocuGrads Series in My Undocumented Life blog

UCLA Undocumented Graduate Student Handbook (UC Merced’s coming soon!)

25

Thank you! Questions?



graduatedivision.ucmerced.edu

E:graddiv@ucmerced.edu

26

SUPPORTING UNDOCUMENTED & DACA GRADUATE STUDENTS

CORNELL UNIVERSITY – SARA XAYARATH HERNÁNDEZ, ASSOCIATE DEAN FOR INCLUSION & STUDENT ENGAGEMENT



27

ADMISSIONS & RECRUITMENT

Holistic Admissions Training & Resources

FAQs for Undocumented & DACA-mented Applicants:

<https://gradschool.cornell.edu/admissions/faq>

Undocu-ally Training for Staff, Faculty, Postdocs, and Graduate Students

Diversity Recruitment Strategy Consultations

Fellowships for funded research degree programs

28

FUNDING

Eligibility for Graduate School Diversity Recruitment & Dissertation Completion Fellowships (DACA students in doctoral programs only):

<https://gradschool.cornell.edu/diversity-fellowships>

Commitment to fulfill funding commitment to admitted and enrolled DACA students in good academic standing via fellowship support should DACA be discontinued or student's DACA status or work authorization is lost

Assistantships

Student employment

Graduate Field Specific Support

29

EMERGENCY FUNDING

Office of Financial Aid DACA Renewal Fee Emergency Funds

Dean of Students Emergency Access Funds

Graduate School Emergency Grants

30

STUDENT LIFE SUPPORT

Undocumented/DACA Student Support Office (Dean of Students)

DREAM Team: Cornell student organization that strives to provide a support network for undocumented students on campus.

dreamteam@cornell.edu

Cornell Committee Supporting Undocumented Students

- Student life/Co-curricular Working Group
- Immigration Policy Working Group
- Career & Post-Graduate Group

31

STUDENT LIFE & ACADEMIC SUPPORT

Counseling & Psychological Services (Cornell Health)

Graduate School Office of Graduate Student Life

Graduate School Office of Inclusion & Student Engagement

Graduate and Professional Student Diversity Council (11 member organizations): <https://gradschool.cornell.edu/diversity-inclusion/student-organizations/>

32

ADVOCACY & LEGAL SUPPORT

Undocu-ally Training: Collaboration of the Undocumented/DACA Student Support Office and Law School

Legal Assistance: Clinical faculty at Cornell Law School will provide-without charge-immigration legal assistance to DACAdmented and undocumented Cornell students and students who have accepted Cornell's offer of admission. They also assist current and new Cornell students who are facing a loss of immigration status owing to TPS rescission or other reasons.

Public statements from university leadership affirming support

Amicus Briefs

Sanctuary city and county

33

QUESTIONS?

Graduate School Office of Inclusion & Student Engagement
Cornell University
384 Caldwell Hall
Ithaca, NY 14853

email: sh267@cornell.edu
office: 607.255.5417
<http://www.gradschool.cornell.edu/inclusion>

Undocumented/DACA Student Support Office
Cornell University
626 Thurston Ave.
Ithaca, NY 14850

email: dc982@cornell.edu
office: 607-255-7177
<https://dos.cornell.edu/undocumented-daca-support>

34

Questions



35

University of Minnesota

- University of Minnesota created an Immigration Response Team in early 2017.
- A group came together to discuss what approach and steps the University would take in support of DACA students
- The Graduate School, including Scott Lanyon, our Vice Provost and Dean of Graduate Education, recommended specific, concrete steps to departments

The **Immigration Response Team** provides support in a number of ways to DACA and undocumented students (including through our Dream Fund), and works with departments and University leadership

36

Emory University

Discussion of curriculum-base teaching assistantships (not employment-based) provided for graduate students at Emory.

For example:

- <http://www.physics.emory.edu/home/academic/graduate/guide.html>

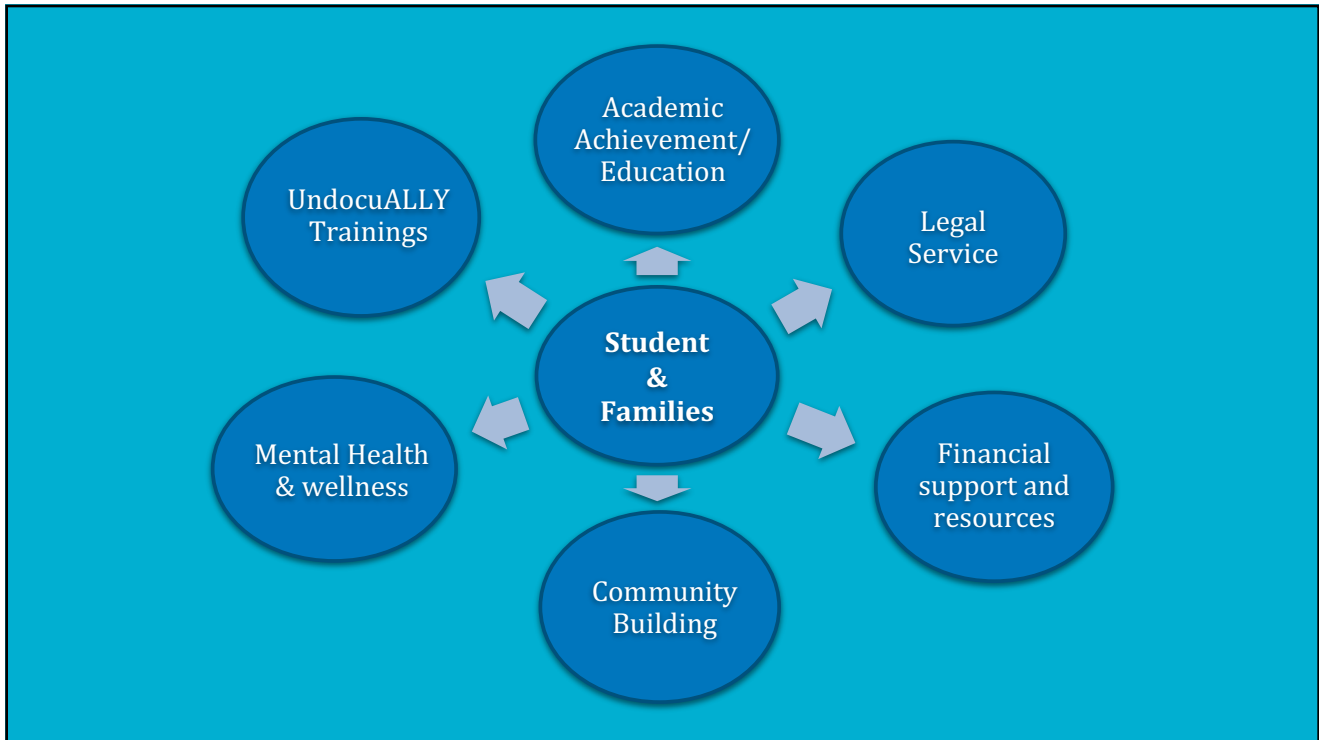
37

UCLA: Undocumented Graduate and Professional Students Handbook

Approach

- **Hired an Undocumented Graduate Student (research project)**
- **Surveyed UndocuGrads needs**
- **Complement and draw in existing materials (existing infrastructure)**
- **Vetting, lots of it.**

38



39

Audience

Primary: Current and Incoming Undocumented Graduate and Professional Students

Secondary: Student Affairs Officers, Staffs from GSRC, Grad Career Center

Tertiary: Undocumented Student Program Directors from other UC, CSU and CC campuses

40

Frequently Asked Questions

Step 1 : Know your Immigration status, Rights and Laws

Step 2 : Connect with UCLA Graduate Departments

Step 3 : Work with Legal Services

Step 4 : Financing Graduate Education

Step 5 : Achieve Academic Success

Step 6 : Engage with Campus Resources

Step 7 : Networking and Professional Development

Step 8 : Balance Life Outside of School

41

Some Challenges

- Cost – GSR, Layout, Printing, Distribution
- Policies are fluid and so document will need to be flexible/change
- Collecting Information
- Distribution

42

Download Report

<https://irle.ucla.edu/acip-2/>

43

Questions



44



Institutional Level:
Promising Practices and
Greatest Challenges.
Red, Yellow, Green Light
Group Activity