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Building Critical Bridges: The Role of University Presidents in Collaborating with Undocumented Student Activists



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ABSTRACT

Undocumented students across the country have powerfully organized for the development of equitable programs and policies for undocumented students in higher education. Presidents of colleges and universities play a key role in working with undocumented activists to influence the development of these programs. Our research team with The UndocuScholars Project at the University of California, Los Angeles (UCLA) spotlights university presidents who have been leaders in the field in working with undocumented students through the documentary film series *College Presidents with Undocumented Students*. In this article, we discuss the second film in the series showcasing President Elsa Núñez of the public university, Eastern Connecticut State University, and her work with the undocumented student organization on her campus, Freedom at Eastern. We discuss the nuances of collaboration between undocumented student organizers and university presidents, and provide recommendations to university leaders such as seeing student activists as their colleagues.

Keywords: undocumented students, student activists, university presidents

Undocumented youth¹ have been powerful and effective leaders in advancing higher education equity for undocumented students. Across the country, thousands of undocumented youth and students have formed organizations that advocate for policy and program change at the federal, state, and institutional level (Nicholls, 2013; Perez, 2016). College and university presidents can play a powerful role in collaborating with undocumented student activists to influence the development of these programs and policies. Our research team with The UndocuScholars Project at UCLA sought to highlight university presidents who lead the field in advocating for education equity for undocumented students in the short documentary film series, *College Presidents with Undocumented Students*. We captured the nuances of how university administrators can collaborate with undocumented student leaders to build change on college campuses. The first film in the series highlights President Brian Murphy of De Anza College, a community college in California. The second film, which we focus on in this article,

¹ We refer to undocumented students with and without DACA and TPS as all being undocumented.



University Presidents' Collaboration with Undocumented Students

features President Elsa Núñez of Eastern Connecticut State University, a public liberal arts university in Connecticut.

While research informs the field of education's understanding of undocumented youth's organizing for education equity, little research explores how university administrators work effectively in collaboration with undocumented student activists. This article addresses this gap in the literature by highlighting the case study of President Núñez's collaboration with the undocumented student group Freedom at Eastern. Through a discussion of our film and additional examples, we showcase how a university president can support student leaders in their advocacy efforts to collaboratively build equitable programs.

The national landscape of access to college for undocumented students is complex. Since few federal policies expand access to higher education, state context matters in determining access for undocumented students (Olivas, 2012). (See next section for more information on federal, state, and institutional policies.) Some states offer access to the more affordable in-state tuition and financial aid. However, in other states, students are banned from accessing in-state tuition or are barred from enrolling in their public universities, states we refer to as "locked-out." The states with the most restrictive policies against undocumented students are in the South (Nienhuser, 2018). Most students attending our case study site,

Eastern Connecticut State University, are from Georgia and North Carolina. Georgia is one of the few states in the country that bars both financial aid and enrollment into public universities, making it one of the toughest states for undocumented students to enroll in a higher education institution (Soltis, 2015). President Elsa Núñez of Eastern Connecticut State University, a public university, believes it is the responsibility of college and university presidents to address equity for undocumented students across state lines and to work with partner organizations to build access to college for undocumented students in all states. President Núñez partnered with TheDream.US program, a national non-profit organization that has a program called "Opportunity Scholarship" specifically for undocumented students who live in "locked-out" states. TheDream.US program is the nation's largest college access and success program for undocumented students. They have worked with over 75 partner colleges to ensure financial and academic support for over 4,000 undocumented students. Eastern worked with TheDream.US to welcome their first cohort of "Opportunity Scholars" in 2016 and have served over 200 undocumented students from outside Connecticut through the program.

Many undocumented students who come to Eastern through TheDream.US program were involved with community organizations in their home states. For example, many students were part of Freedom University in Georgia, a modern-day freedom school for

University Presidents' Collaboration with Undocumented Students

undocumented students. Freedom schools were originally organized by Black Americans to offer a liberatory education to their community during the Civil Rights Movement in the 1960s when Black students were banned from some public universities (Soltis, 2015). Drawing inspiration from these freedom schools, Freedom University was founded by undocumented students and professors in 2011 in response to the state's banning of undocumented students from public universities. Freedom U. offers courses in social justice, literature, science, and art, all with an aim of empowering undocumented youth and fulfilling their human right to an education. Freedom U. collaborates with veteran Black organizers of freedom schools to address equity for both Black and undocumented student populations (Soltis, 2015). Upon arriving at Eastern, many students from Georgia drew on their experiences with Freedom U. to found Freedom at Eastern, a student led organization that advocates for undocumented students and creates a safe space for undocumented students. They organized rallies, workshops, and trainings, and provided information and mentorship to undocumented students from their home states—effectively creating a youth-run pipeline of support between their home states and the university.

The production team for this film was led by Rachel E. Freeman (PhD candidate at UCLA), Brenda Y. Lopez (PhD candidate at UCLA and professional filmmaker), Mohammad

Tavakoli (professional filmmaker), Daniela Iniestra Varelas and Daniel Castillo, (student leaders with Freedom at Eastern), and Professor Robert T. Teranishi. Daniela and Daniel were key members of the coproduction team as they led the process of building a narrative around the importance of collaboration between student activists and university presidents. In this way, our team “studied up” from students’ perspective to better understand how university leaders can work with student activists.

Policy Landscape at the Federal, State, and Institutional Level

While the Supreme Court case *Plyler v. Doe* in 1982 ensured access to free public K-12 education for undocumented children nationwide, the federal government has done little to expand access to higher education. The Deferred Action for Childhood Arrivals program (DACA), an executive order announced by the Obama administration in 2012, expanded access to higher education by providing some undocumented youth with opportunities to work (Gonzales et al., 2016). Moreover, the TPS program provides similar opportunities as DACA to immigrants from particular countries that have experienced environmental or political crises. However, neither DACA nor TPS directly address equity in higher education. With the lack of clear direction from the federal government, states determined their own policies. About 15 states offer both the more affordable in-state tuition rates and financial aid; about four

University Presidents' Collaboration with Undocumented Students

states offer in-state tuition, but do not offer financial aid; several states only offer more affordable tuition to students with DACA; and about 15 states exclude undocumented students by requiring them to pay the more expensive out-of-state tuition and prohibiting their enrollment in public universities (Presidents' Alliance on Higher Education and Immigration, 2021).

Our case study is located in Connecticut, which has more equitable policies for undocumented students compared to other states. In 2015, thanks to undocumented activists' mobilization particularly from the organization Connecticut Students for a Dream, Connecticut House Bill 8844 allowed undocumented students to pay in-state tuition. Furthermore, Connecticut Public Act 18-2, enacted in 2018, provides access to institutional financial aid for undocumented students. While these state policies in Connecticut expanded access for students who went to high school in Connecticut, students who went to high school outside the state are required to pay the more expensive out-of-state tuition. Many similar state policies across the country only apply to undocumented students who went to high school in the state. Therefore, university leaders play an important role in working with programs such as TheDream.US program to expand equity to out-of-state students.

Literature Review on Undocumented Student Activism

As of 2020, about 454,000 undocumented students are studying in higher education in the United States (Feldblum et al., 2020). Undocumented students face xenophobic barriers in pursuing a college education including hearing messaging from college counselors that undocumented students cannot go to college (Negrón-Gonzales, 2017). After surmounting barriers to access college admission, undocumented students continue to face challenges in college including exclusionary campus climates and high levels of stress and anxiety in part linked to the constant fear of deportation and concerns tied to financial difficulties (Perez, 2009; Gonzales, 2015; Suárez-Orozco et al., 2015; Abrego, 2006; Negrón-Gonzales, 2017).

To ameliorate these barriers, undocumented youth and students have advocated for equity for undocumented students in higher education (Nicholls, 2013; Negrón-Gonzales, 2014). The contemporary movement of undocumented youth organizing for the past twenty years builds on a tradition of immigrant youth organizing for equity in the education system for more than 100 years. For example, in the 1970s, the Young Lords, a group of mostly Black Puerto Ricans, pushed for more Black and Latina/o faculty and the development of courses on racial and ethnic studies on university campuses (Ogbar, 2006).

University Presidents' Collaboration with Undocumented Students

Building on this history, researchers have explored how the contemporary undocumented youth-led movement organized for change in educational policies and programs at the federal, state, and institutional levels (Escudero, 2020; Muñoz et al., 2014; Negrón-Gonzales, 2014; Muñoz, 2015; Nicholls, 2013; Soltis, 2015). Scholars have focused on undocumented youth's organizing for federal policies, such as numerous iterations of the Dream Act since 2001 that would provide a pathway to citizenship for undocumented young adults (Galindo, 2012; Nicholls, 2013). For example, Galindo (2012) documents undocumented youth's acts of civil disobedience in 2010 in Tucson, Arizona where they sat in Senator John McCain's office on May 7, 2010 to demand McCain support the passage of the Dream Act. However, the Dream Act has never been passed. At the state level, researchers explored how undocumented youth advocated for state governments to pass legislation allowing undocumented students to access the more affordable in-state tuition and financial aid (Negrón-Gonzales 2014).

At the university level, scholars explored how undocumented students organize for institutional support (Galindo, 2011; Galindo, 2012; Nicholls, 2013; Chen & Rhoads, 2016). Undocumented students advocated for administrators to develop institutional support (Chen & Rhoads, 2016; Cisneros & Valdivia, 2020), staging actions just to get a meeting with an administrator (Sanchez & So,

2015). For example, in 2010, UC Berkeley undocumented students had a nine-day hunger strike to demand a meeting with the university's chancellor to discuss the importance of building programs for undocumented students. Following the students' action, the Chancellor formed a task force composed of students, staff and faculty that worked to develop institutional support (Sanchez & So, 2015). Undocumented students have also built community on campus by forming student organizations (Galindo, 2011; Galindo, 2012; Nicholls, 2013). While students have done most of the work to build institutional support, administrators, staff, and faculty play a key role in leveraging their influence to implement programs (Sanchez & So, 2015; Cisneros & Valdivia, 2020).

Legacy of Media Activism

Our team made a film showcasing President Núñez and the students at Eastern Connecticut because documentary films can be powerful tools for inspiring activism. The goal of the film is to inspire university leaders to work in collaboration with undocumented student activists. Researchers have explored how films can be influential mediums for storytelling about human and civil rights because they can incite strong responses (Hinegardner, 2009; Cizek, 2005). Films are also powerful tools as they portray humanizing stories in the first person and films can reach a wider audience than other mediums.

University Presidents' Collaboration with Undocumented Students

Since our film was born from a collaboration between undocumented student leaders and allies, we seek to honor a powerful tradition of immigrant and undocumented activists and artists who produced films to reclaim how undocumented immigrants' stories are told. We drew inspiration from Tam Tran (ie: Lost and Found), Set Hernandez Rongkilyo (COVER/AGE), Rahi Hasan, Nancy Meza, Linett Luna, Luna X Moya, Julio Salgado and Jesus Iñiguez (Dreamers Adrift), Armando Ibañez (Undocumented Tales), Ju Hong (Halmoni), Jose Antonio Vargas (Documented), and Marcos Nieves. We also drew inspiration from the film *The Unafraid*, co-directed and produced by Anayansi Prado and Heather Courtney, about three undocumented students with DACA from Georgia who organized for immigrant rights with authors of our article. While many documentary films portray the experiences of undocumented immigrants, few documentaries capture the complex relationship between university presidents and undocumented student activists. Seeking to build on this legacy of undocumented filmmaking, our film addresses the nuances of collaboration between university leaders and student activists from the students' perspective.

Co-Production Team of Undocumented Student Leaders and Allies

The production team of the film was designed to reflect our values of centering and honoring undocumented student leadership. Rachel E. Freeman, a Ph.D. candidate at UCLA's Graduate School of Education, led

the development of the production team with support from Professor Robert T. Teranishi. Then Brenda Y. Lopez, a fellow Ph.D. candidate at UCLA and professional filmmaker, and Mohammad Tavakoli, a professional filmmaker, were brought onto the team for their professional filmmaking skills and experience in producing films about social justice.

Rachel, Brenda, and Mohammad then sought to connect with undocumented student leaders at Eastern Connecticut State University. Through Rachel's experiences working with undocumented youth from Georgia, students at Freedom University suggested that Rachel connect with Daniel Castillo and Daniela Iniestra Varelas, leaders with Freedom at Eastern, to co-produce the film. All members of the production team were compensated by The UndocuScholars Project at professional rates.

Rachel first met with Daniel and Daniela to tell them about the goals of the film and to ask if they endorsed uplifting President Elsa Núñez as a model leader in the field. Both Daniel and Daniela felt that President Núñez had supported their advocacy and were keen to highlight President Núñez. Upon completing filming, Rachel, Mohammad, Brenda, Daniel, and Daniela wrote a storyboard for the arc of the narrative. Before finalizing the film, we showed it to President Núñez and her communications team to make sure the film resonated with them. The resulting film is ten minutes long: short

University Presidents' Collaboration with Undocumented Students

enough to be viewed over social media and just long enough to capture the nuances of this story.

Upon completing the film, we posted it to YouTube on February 27th, 2019 (UndocuScholars IGE, 2019) and published the film with a corresponding blog post on My Undocumented Life, a website with almost two million views that provides up-to-date information and resources for undocumented immigrants. Sharing the film on a platform with such a large viewership allowed the film to reach a wide audience of undocumented youth and educators with almost 800 shares on social media. With the goal of reaching university leaders, the film was also showcased at a conference hosted by the Presidents' Alliance on Higher Education and Immigration, an "alliance of American college and university leaders dedicated to increasing public understanding of how immigration policies and practices impact our students, campuses and communities (Presidents' Alliance on Higher Education and Immigration, 2021)."

The film received positive responses from students, staff, and university leaders. We received feedback from undocumented youth in Georgia that the film inspired them to consider leaving the state to pursue college. In addition, several college and university presidents contacted us to inquire how their work and institution could be featured in future films in the series. Moreover, many college professors across the country reported

sharing the film, along with the corresponding blog post, in their college classrooms.

Portrait of an Impactful University President

President Núñez has worked alongside students, community groups, and legislators to bring equity in education. She is available to meet with students directly in person which makes students feel valued. Furthermore, President Núñez allocates resources and staff for the "Opportunity Scholars," undocumented students who attend the university through TheDream.US program. Not only did she open Eastern's doors to undocumented students, but she advocates outside the university by fighting for equal access in Connecticut and supporting in-state tuition rates and institutional aid. In this section, we discuss examples of President Núñez's collaboration with undocumented student activists showcased in our film and additional examples beyond our film.

Pilot of New Program

Before her undocumented students through TheDream.US program even arrived to campus, President Núñez supported access to higher education for undocumented students. She played an influential role in advocating for the passage of Connecticut Public Act 18-2 allowing undocumented students to access institutional financial aid, collaborating hand in hand with Connecticut Students for a Dream to support this bill. President Núñez

University Presidents' Collaboration with Undocumented Students

says in the film, "I knew that we could make a reasoned argument to the American public in Connecticut that they were worthy of getting these dollars and so we made not only the political argument but we also made the important argument on moral grounds." She used this same argument when proposing the collaboration with TheDream.US.

While in search of potential universities to lead the Opportunity Scholarship, TheDream.US contacted several state governors. Immediately, Connecticut's former Governor Dannel Malloy took interest. The governor then worked with Connecticut State Colleges & Universities President Mark Ojakian to find the most suitable college for the program. President Núñez took initiative and requested that the Opportunity Scholarship be piloted at Eastern Connecticut State University. She argued that Eastern, being the only public liberal arts college in Connecticut, would be the best option because the philosophy behind a public education is its availability to everyone no matter their immigration status. Eastern became one of only two universities nationwide to initially partner with TheDream.US and successfully launch the Opportunity Scholarship on their campuses. President Núñez and her team discussed what they needed to do to set the students up for success. In the film, she describes how it was a multiyear process to build institutional support on campus. She says, "There's a culture on every college campus – a university campus – and that culture is in

many ways shaped by the leadership of the institution. We weren't pushing people into accepting undocumented students, we were asking them to consider the political, economic, and moral arguments that I was making. And eventually everybody came on board."

Institutional Response to Student Need

President Núñez and her team were committed to undocumented students' success and realized the importance of cultivating a community around inclusion. However, the first cohort of Opportunity Scholars presented new challenges and needs to Eastern that had never been considered before. Such challenges included the need for mental, emotional, financial, and academic support. President Núñez ensures that staff working directly with scholars receive proper training pertaining to their issues, as well as workshops to better understand and support the diversity undocumented students bring to campus.

She appointed a full-time staff member on campus, Maribel Sanchez, as the key go-to figure. Maribel is knowledgeable about the ever-changing policies for undocumented students and cares deeply about her students' success. She is also at times the facilitator between the students and administration. The students trust Maribel as she is willing to work for the students against any form of prejudice on campus as well as work with other staff members to provide resources for the students. The students at Eastern call

University Presidents' Collaboration with Undocumented Students

Maribel their “Connecticut Mom,” for she is also the motherly figure for many whose parents are hundreds of miles away. Maribel not only works as an avid supporter for her students, she has also taken her advocacy off campus and participated in direct actions in Washington, D.C.

Many of the students who came from Georgia were involved with the organization Freedom University. Being graduates of the organization, they saw the need to create their own safe space and replicate that foundation where undocumented youth are able to share their mental, emotional, and academic thoughts with each other. There was debate among the students on whether they should move forward with creating their student-led club as it could risk exposing themselves under the Trump Presidency. After much discussion, the students agreed that although they might face backlash, they would not go back into the shadows. Rather they realized there was an even more compelling need to start the club. The students who began Freedom at Eastern understood the complications and feelings of their fellow peers following the election and realized all the scholars would have to lean on one another to be able to advocate and care for each other. They effectively created a peer network to share ideas about how to navigate their upcoming years at Eastern and their troubles that would soon start with Trump threatening to end DACA and TPS.

Freedom at Eastern has garnered a great reputation for providing a welcoming and supportive environment for undocumented students. Their mission is to use dialogue, education, and activism to raise awareness about immigration issues on campus. This is done through organizing rallies, hosting events which bring exposure to the Eastern population, and working alongside administrators. The students active in Freedom at Eastern have proven themselves as leaders who will not stop bringing their shared vision with President Núñez of creating equity for all. With over 205 Opportunity Scholars on Eastern’s campus at the time of writing this article in 2021, the students are some of the fiercest voices on campus- voices that are necessary in order to ensure the needs of the scholars are being met.

Supporting Student Activism

President Núñez thinks deeply about how to continually support her undocumented students in being successful as they engage in political and civic activism. Most higher education institutions that are active in supporting undocumented students have issued public statements of support, but President Núñez does much more to support undocumented students.

After President Trump’s inauguration, undocumented students on campus experienced high levels of anxiety and stress as their protection from DACA and TPS was constantly under attack. Upon the Trump

University Presidents' Collaboration with Undocumented Students

administration's announcement to rescind DACA in September 2017, Freedom at Eastern immediately began organizing. They called on all students, allies, and media to join them on campus to "Defend DACA." For many undocumented students, this was their first time involved in a direct action, but they saw this as a fight for their lives. With Freedom at Eastern, the students realized the power of their voices and how they must never remain silent. Their small group was a reflection of their community and everyone they were fighting for. They gathered at the student center, painted posters, and made huge banners. A student's father designed shirts with a butterfly on the back, symbolizing the beauty of migration. That evening they rallied across campus. President Núñez stood alongside the scholars and gave a fiery speech that empowered everyone to keep fighting, a moment showcased in our film. When the rescinding of DACA went to the Supreme Court in June 2020, a time beyond the production of our film, Eastern Connecticut State University hosted a press conference in support of DACA. The press conference included Connecticut Attorney General, President Mark Ojakian, President Núñez, and three Opportunity Scholars, with the purpose of voicing their support for the DACA program on a united front. President Núñez also signed a letter along with other presidents of universities in Connecticut in support of DACA.

Leaders at Freedom at Eastern believe the butterfly knows no borders, but it knows

survival. The Trump administration was tirelessly trying to dehumanize the scholars, but they could not crush their spirits. The government can take DACA away, but they will never take away the students' dreams.

Direct Resources for Students

President Núñez helped foster opportunities for the scholars to network with scholars at other partner universities, an example of support beyond what we showcased in the film. Since the students who founded Freedom at Eastern were the first cohort from the Opportunity Scholarship, they sought to connect with additional cohorts at Delaware State University, Trinity Washington University in Washington, D.C., and Christian Brothers University in Tennessee. They organized together across the four universities to have an "Opportunity Conference" for the cohorts to learn from each other how they organize at their respective campuses. The students at Eastern sought to find out what knowledge they could take back to Eastern and implement on their own college campus. Organizing a conference at this scale was something very new to them. In 2016, they began planning for the conference two years in advance. They had a budgeting committee in charge of raising funds, a media team which created an itinerary, a logo, and name tags, and a third committee that communicated with the other universities to see if they needed financial assistance.

President Núñez provided the majority of the financial support for the conference. Upon

University Presidents' Collaboration with Undocumented Students

speaking to her about the conference, she decided it was an opportunity worth investing in. President Núñez asked where the most support was needed, and the scholars responded they would like help with transportation because they wanted the majority of the scholars at Eastern to be able to attend since the conference was in Delaware. She provided all the finances for a charter bus and the Vice President of Student Affairs, Walter Diaz, provided additional financial support totaling \$15,000 for the entire conference including lodging for hotel rooms. Freedom at Eastern fundraised for the food and Delaware State University provided the space. A co-founder of TheDream.US, Donald E. Graham, was the keynote speaker for the conference. Following the conference and the networks built, Freedom at Eastern was further driven to improve resources for upcoming scholars.

Compassion in Times of Crisis

With the onset of the pandemic in 2020, after we published our film, the spring semester was very harsh for the scholars. This was the graduating semester for the pioneering cohort of the Opportunity Scholarship. President Núñez's administration acted fast to protect the students. Following spring break, they decided to continue with virtual learning for the remainder of the semester. Many of the scholars are from out of state and since everything changed so suddenly, it was hard for students to get plane tickets and make travel arrangements to go back home. President Núñez and her administration

provided travel and financial support by allocating finances to students to get plane tickets back home. Freedom at Eastern worked with President Núñez to facilitate the move out process and helped coordinate rides. If students had a car with extra space, they coordinated to take additional scholars home. Furthermore, President Núñez and her staff hired moving companies to carefully pack everyone's belongings so the scholars would not feel pressured to return to Connecticut to retrieve their belongings. Even though President Núñez was not able to support all the scholars at this time because of limited funds, she and her administration tried their best to support all scholars in getting home safely.

Ultimately, when provided with the opportunity to receive a college education, TheDream.US scholars have proven that they are able to succeed. The evidence of support can be seen in the retention and graduation of the students. Of the original 47 students who started with the Opportunity Program in the fall of 2016, 46 graduated in 2020. The first cohort excelled in classes with an average GPA of 3.5. Scholars were additionally inducted into honor societies as an acknowledgement of academic merit and prestige. They also attained high positions of student leadership within the campus with the Student Government Association, the Center for Community Engagement, the Senior Class Committee, the University Residential Outreach Council, and the Unity Wing. Thanks to President Núñez's advocacy

University Presidents' Collaboration with Undocumented Students

for undocumented students, this pioneering cohort leaves a legacy of inclusion and academic excellence.

Recommendations for Colleges and Universities

President Núñez provides an example of how university leaders can take action to work with undocumented student activists. We hope these recommendations empower university leaders to make change on their campuses:

1. See Student Activists as your Collaborators.

Much of the time when undocumented students start their college careers and become involved with activism, they are seen as an issue, especially in today's world where immigration remains a controversial subject. It is necessary to understand these young activists need to be heard and be seen in order to build equity in a system that was intentionally designed to function against them. No one will be able to better educate on the needs of undocumented students than undocumented students themselves.

2. Better Understand Your Undocumented Student Population.

Undocumented college students are a diverse and heterogeneous group. They are Latinx, African, Caribbean, Asian, European. They arrived in the U.S. from the age of a few months to over 40 years old. They speak over 30 languages (The UndocuScholars Project, 2015). Talk to your undocumented students to

get to know them better.

3. Research the Policy Landscape in Your State.

Research policies in your state to better understand how these policies might impact your undocumented students. The Presidents' Alliance on Higher Education and Immigration has an online portal with a comprehensive map of state policies.

4. Take Action.

Work with student activists, staff, faculty, and administrators to provide resources to undocumented students such as a physical space on campus specifically for undocumented students (for example, Undocumented Student Resource Centers) and full-time staff positions for working with undocumented students. Colleges and universities can also provide meal packages, financial assistance with DACA applications, and funding for traveling back home. Explore partnerships with non-profit organizations such as TheDream.US program and the Presidents' Alliance on Immigration and Higher Education.

5. Advocate Beyond Your College/University.

Use your platform to influence state and national level policies. Be aware there are undocumented students in numerous states who are banned from higher education altogether. For both private and public colleges and universities, see what you can do to build equity for students in locked-out

University Presidents' Collaboration with Undocumented Students


states.

Conclusion

Undocumented college students have been fierce in organizing for increased institutional support for undocumented students on

college and university campuses. University leaders play a key role in leveraging their power and influence to work in collaboration with these student activists to build equitable programs and policies for undocumented students. In our film series *College Presidents with Undocumented Students*, we highlight university presidents who have led the field in building equity with undocumented students. We focus on President Elsa Núñez of Eastern Connecticut State University, telling from the students' perspective how she supported student

activists. President Núñez provides a model example for how other university leaders can follow in her footsteps to work with and for undocumented students. As President Núñez says, "It is really important in this political climate where people are expressing points of view that are hateful, that are filled with anger, and displaced fear.

I think it's important for us to keep our voices strong and to make sure that we are Americans who protect the rights of everyone." 

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"It is really important in this political climate where people are expressing points of view that are hateful, that are filled with anger, and displaced fear. I think it's important for us to keep our voices strong and to make sure that we are Americans who protect the rights of everyone."

-President Núñez

University Presidents' Collaboration with Undocumented Students

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