

Building Effective Support for UndocuEducators in Higher Education

Undocumented educators (or “UndocuEducators”) are vital to undocumented student success in higher education. Their **shared lived experiences** provide them with **special expertise and cultural competency** to effectively guide students through college. However, UndocuEducators face challenges that make it difficult for them to retain or thrive in their roles. Their **high turnover** rate means that institutions are **losing out on valuable guides and mentors** for their students. See our [full guide](#) for more recommendations on supporting UndocuEducators.

When colleges and universities champion UndocuEducator success, they equip their undocumented and first-generation students with some of the best support possible. Together, we can transform the culture of support for undocumented immigrants in our institutions!

Below we have identified **six tangible recommendations for supervisors** to better support and retain UndocuEducators.

1. Allocate Adequate Funding

Challenge: Oftentimes undocumented student centers receive limited funding that covers only part-time personnel. Therefore, UndocuEducators in these roles routinely extend beyond their job responsibilities and outside of their paid hours. Institutions also often scramble to come up with a programming budget, making it hard to develop and sustain adequate services.

Recommendation: Allocate funding that is equitable and aligns with the institution's mission to support students while retaining current staff members.

Take action: Include UndocuEducators in the decision-making process regarding program funding and be transparent about operational budgets. Develop action plans with them for potential budget changes.

2. Classify Roles Accurately

Challenge: As first-generation professionals, UndocuEducators often have less traditional work experience or credentials, and so tend to be hired in temporary or lower paid positions that do not reflect their unique expertise. Their drive to serve their students and community, combined with their responsibility to financially support loved ones, make them more likely to accept these undercompensated positions.

Recommendation: Support and advocate for the appropriate classification of all undocumented student support staff across California’s higher education institutions to be in alignment with their job responsibilities.

Take Action: Advocate for fair compensation, additional staffing, and proper classification. Mentor UndocuEducators to orient them in their roles and provide professional development opportunities.

3. Share Responsibility Campus-Wide

Challenge: UndocuEducators are often the only people considered responsible for meeting the needs of undocumented students. Their intimate understanding of their students’ challenges gives them unique insight,



UndocuEducator

/,ən'däkyə, 'ejə,kādər/

UndocuEducators are formerly or currently undocumented individuals who work in higher education, which includes DACA recipients and those in the process of adjusting their immigration status. They are often most visible when working at Dream Resource Centers or Undocumented Student Programs.

but a lack of cross-departmental collaboration produces piecemeal and unsustainable efforts to address student issues. This results in UndocuEducators being overworked and feeling burnout.

Recommendation: Establish liaisons in key departments to share responsibilities and educate other staff members about undocumented issues and tasks they can take on. Develop or expand a **strong undocumented student task force** that builds institutional support for undocumented students.

Take Action: Have 1:1 conversations with UndocuEducators to identify staffing needs and areas to support or engage allies on. Help determine and approach campus partners that can champion undocumented issues.

4. Address the Impact of Immigration Status

Challenge: Lack of institutional awareness around immigration status and legal policies places undue burden on UndocuEducators who are affected personally and professionally. While institutions have improved their legal support for undocumented students, UndocuEducators are often left out of accessing these benefits.

Recommendation: Create, support, and promote awareness and understanding about the complex immigration policies UndocuEducators are confronted with. Develop action plans that include financial, legal, professional, and emotional support for UndocuEducators when their immigration status is affected.

Take Action: Be vocal about the resources available to staff regardless of immigration status and collaborate with campus entities to create an action plan should an UndocuEducator's status change.

5. Offer Suitable Health Benefits

Challenge: Since many UndocuEducator positions are temporary, part-time and/or grant funded, employers often are unable to offer health benefits to undocumented educators, creating a challenge to prioritize their well-being. If they do receive health benefits, they may be limited to options that do not fully support their needs.

Recommendation: Allocate funding for adequate health benefits for all UndocuEducators, including temporary and part-time employees. Create partnerships with organizations that assist undocumented people in finding accessible healthcare options including suitable mental health care.

Take Action: Advocate for fair health benefits and provide mental health check-ins during 1:1 meetings. Create a culture that validates what they share and offer time off for self-care.

6. Recognize the Whole Person

Challenge: UndocuEducators experience secondary trauma when working with undocumented students as they face similar issues. They often support the needs of their students while not receiving adequate support themselves. This creates a barrier that prevents UndocuEducators from prioritizing their needs as undocumented people, regarding their students' status as more important than their own.

Recommendation: Build awareness of the challenges UndocuEducators face and promote understanding of what they offer to the campus. Provide UndocuEducators with professional development opportunities designed to help them build a sense of belonging, center their own needs, and find collaborative solutions.

Take Action: Provide individual support through regular check-ins, monthly goal-oriented meetings, and 1-on-1s. Provide time for UndocuEducators to participate in relevant professional development opportunities. Offer hands-on mentorship with insight on campus policies, politics, and navigating higher education as professionals.

Building Effective Support for UndocuEducators in Higher Education

Undocumented educators (or “UndocuEducators”) are vital to undocumented student success in higher education. Their **shared lived experiences** provide them with **special expertise and cultural competency** to effectively guide students through college. However, UndocuEducators face challenges that make it difficult for them to retain or thrive in their roles. Their **high turnover** rate means that institutions are **losing out on valuable guides and mentors** for their students. See our [full guide](#) for more recommendations on supporting UndocuEducators.

When colleges and universities champion UndocuEducator success, they equip their undocumented and first-generation students with some of the best support possible. Together, we can transform the culture of support for undocumented immigrants in our institutions!

Below we have identified **six tangible recommendations for task force/advisory group members** to better support and retain UndocuEducators.

1. Allocate Adequate Funding

Challenge: Oftentimes undocumented student centers receive limited funding that covers only part-time personnel. Therefore, UndocuEducators in these roles routinely extend beyond their job responsibilities and outside of their paid hours. Institutions also often scramble to come up with a programming budget, making it hard to develop and sustain adequate services.

Recommendation: Allocate funding that is equitable and aligns with the institution's mission to support students while retaining current staff members.

Take action: Advocate for sustainable personnel and programmatic budget allocations.

2. Classify Roles Accurately

Challenge: As first-generation professionals, UndocuEducators often have less traditional work experience or credentials, and so tend to be hired in temporary or lower paid positions that do not reflect their unique expertise. Their drive to serve their students and community, combined with their responsibility to financially support loved ones, make them more likely to accept these undercompensated positions.

Recommendation: Support and advocate for the appropriate classification of all undocumented student support staff across California's higher education institutions to be in alignment with their job responsibilities.

Take Action: Mentor UndocuEducators to help them navigate their institutions and ensure they are connected with leadership that can advocate on behalf of them and their students.

3. Share Responsibility Campus-Wide

Challenge: UndocuEducators are often the only people considered responsible for meeting the needs of undocumented students. Their intimate understanding of their students' challenges gives them unique insight,



UndocuEducator

/,ən'däkyə, 'ejə,kādər/

UndocuEducators are formerly or currently undocumented individuals who work in higher education, which includes DACA recipients and those in the process of adjusting their immigration status. They are often most visible when working at Dream Resource Centers or Undocumented Student Programs.

but a lack of cross-departmental collaboration produces piecemeal and unsustainable efforts to address student issues. This results in UndocuEducators being overworked and feeling burnout.

Recommendation: Establish liaisons in key departments to share responsibilities and educate other staff members about undocumented issues and tasks they can take on. Develop or expand a **strong undocumented student task force** that builds institutional support for undocumented students.

Take Action: Share responsibilities and tasks by assigning departmental liaisons to ensure that not all undocumented-related things are handled by the center/program.

4. Address the Impact of Immigration Status

Challenge: Lack of institutional awareness around immigration status and legal policies places undue burden on UndocuEducators who are affected personally and professionally. While institutions have improved their legal support for undocumented students, UndocuEducators are often left out of accessing these benefits.

Recommendation: Create, support, and promote awareness and understanding about the complex immigration policies UndocuEducators are confronted with. Develop action plans that include financial, legal, professional, and emotional support for UndocuEducators when their immigration status is affected.

Take Action: Be vocal about support for UndocuEducators by including their needs in your advocacy efforts. Commit to developing an action plan that supports the retention of UndocuEducators when their immigration status is affected.

5. Offer Suitable Health Benefits

Challenge: Since many UndocuEducator positions are temporary, part-time and/or grant funded, employers often are unable to offer health benefits to undocumented educators, creating a challenge to prioritize their well-being. If they do receive health benefits, they may be limited to options that do not fully support their needs.

Recommendation: Allocate funding for adequate health benefits for all UndocuEducators, including temporary and part-time employees. Create partnerships with organizations that assist undocumented people in finding accessible healthcare options including suitable mental health care.

Take Action: Be vocal about the need for appropriate health care benefits for all UndocuEducators and include staff in self-care events for the campus community.

6. Recognize the Whole Person

Challenge: UndocuEducators experience secondary trauma when working with undocumented students as they face similar issues. They often support the needs of their students while not receiving adequate support themselves. This creates a barrier that prevents UndocuEducators from prioritizing their needs as undocumented people, regarding their students' status as more important than their own.

Recommendation: Build awareness of the challenges UndocuEducators face and promote understanding of what they offer to the campus. Provide UndocuEducators with professional development opportunities designed to help them build a sense of belonging, center their own needs, and find collaborative solutions.

Take Action: Provide a safe space for UndocuEducators to seek mentorship and guidance on ways to navigate their experience and the campus.

Building Effective Support for UndocuEducators in Higher Education

Undocumented educators (or “UndocuEducators”) are vital to undocumented student success in higher education. Their **shared lived experiences** provide them with **special expertise and cultural competency** to effectively guide students through college. However, UndocuEducators face challenges that make it difficult for them to retain or thrive in their roles. Their **high turnover** rate means that institutions are **losing out on valuable guides and mentors** for their students. See our [full guide](#) for more recommendations on supporting UndocuEducators.

When colleges and universities champion UndocuEducator success, they equip their undocumented and first-generation students with some of the best support possible. Together, we can transform the culture of support for undocumented immigrants in our institutions!

Below we have identified **six tangible recommendations for administrators** to better support and retain UndocuEducators.

1. Allocate Adequate Funding

Challenge: Oftentimes undocumented student centers receive limited funding that covers only part-time personnel. Therefore, UndocuEducators in these roles routinely extend beyond their job responsibilities and outside of their paid hours. Institutions also often scramble to come up with a programming budget, making it hard to develop and sustain adequate services.

Recommendation: Allocate funding that is equitable and aligns with the institution's mission to support students while retaining current staff members.

Take action: Advocate for and be transparent about budget and funding allocations. Develop budget proposals that adequately take into account program and staffing needs.

2. Classify Roles Accurately

Challenge: As first-generation professionals, UndocuEducators often have less traditional work experience or credentials, and so tend to be hired in temporary or lower paid positions that do not reflect their unique expertise. Their drive to serve their students and community, combined with their responsibility to financially support loved ones, make them more likely to accept these undercompensated positions.

Recommendation: Support and advocate for the appropriate classification of all undocumented student support staff across California's higher education institutions to be in alignment with their job responsibilities.

Take Action: Ensure proper classification, fair compensation, and adequate staffing. Validate the expertise of the UndocuEducators. Facilitate proper communication and respect among department heads and undocumented student personnel.

3. Share Responsibility Campus-Wide

Challenge: UndocuEducators are often the only people considered responsible for meeting the needs of



UndocuEducator

/,ən'däkyə, 'ejə,kādər/

UndocuEducators are formerly or currently undocumented individuals who work in higher education, which includes DACA recipients and those in the process of adjusting their immigration status. They are often most visible when working at Dream Resource Centers or Undocumented Student Programs.

undocumented students. Their intimate understanding of their students' challenges gives them unique insight, but a lack of cross-departmental collaboration produces piecemeal and unsustainable efforts to address student issues. This results in UndocuEducators being overworked and feeling burnout.

Recommendation: Establish liaisons in key departments to share responsibilities and educate other staff members about undocumented issues and tasks they can take on. Develop or expand a **strong undocumented student task force** that builds institutional support for undocumented students.

Take Action: Ensure adequate staffing that matches undocumented student needs. Identify campus partners to support in undocumented-related responsibilities.

4. Address the Impact of Immigration Status

Challenge: Lack of institutional awareness around immigration status and legal policies places undue burden on UndocuEducators who are affected personally and professionally. While institutions have improved their legal support for undocumented students, UndocuEducators are often left out of accessing these benefits.

Recommendation: Create, support, and promote awareness and understanding about the complex immigration policies UndocuEducators are confronted with. Develop action plans that include financial, legal, professional, and emotional support for UndocuEducators when their immigration status is affected.

Take Action: Work with HR to create and adhere to a straightforward and equitable hiring and onboarding process centered around a clear understanding of immigration policies. Create a pipeline of **inclusive fellowships** that provides paid professional development opportunities for all students and alumni, regardless of immigration status.

5. Offer Suitable Health Benefits

Challenge: Since many UndocuEducator positions are temporary, part-time and/or grant funded, employers often are unable to offer health benefits to undocumented educators, creating a challenge to prioritize their well-being. If they do receive health benefits, they may be limited to options that do not fully support their needs.

Recommendation: Allocate funding for adequate health benefits for all UndocuEducators, including temporary and part-time employees. Create partnerships with organizations that assist undocumented people in finding accessible healthcare options including suitable mental health care.

Take Action: Ensure your institution is vocal in supporting undocumented educators and provides for their unique needs such as mental health services that center the undocumented experience.

6. Recognize the Whole Person

Challenge: UndocuEducators experience secondary trauma when working with undocumented students as they face similar issues. They often support the needs of their students while not receiving adequate support themselves. This creates a barrier that prevents UndocuEducators from prioritizing their needs as undocumented people, regarding their students' status as more important than their own.

Recommendation: Build awareness of the challenges UndocuEducators face and promote understanding of what they offer to the campus. Provide UndocuEducators with professional development opportunities designed to help them build a sense of belonging, center their own needs, and find collaborative solutions.

Take Action: Ensure that UndocuEducators are able to participate in and allocate paid work time for professional development opportunities designed for them.

Building Effective Support for UndocuEducators in Higher Education

Undocumented educators (or “UndocuEducators”) are vital to undocumented student success in higher education. Their **shared lived experiences** provide them with **special expertise and cultural competency** to effectively guide students through college. However, UndocuEducators face challenges that make it difficult for them to retain or thrive in their roles. Their **high turnover** rate means that institutions are **losing out on valuable guides and mentors** for their students. See our [full guide](#) for more recommendations on supporting UndocuEducators.

When colleges and universities champion UndocuEducator success, they equip their undocumented and first-generation students with some of the best support possible. Together, we can transform the culture of support for undocumented immigrants in our institutions!

Below we have identified **six tangible recommendations for Human Resources (HR)** to better support and retain UndocuEducators.

1. Allocate Adequate Funding

Challenge: Oftentimes undocumented student centers receive limited funding that covers only part-time personnel. Therefore, UndocuEducators in these roles routinely extend beyond their job responsibilities and outside of their paid hours. Institutions also often scramble to come up with a programming budget, making it hard to develop and sustain adequate services.

Recommendation: Allocate funding that is equitable and aligns with the institution's mission to support students while retaining current staff members.

Take action: Provide effective guidance on position classification that actually matches job responsibilities.

2. Classify Roles Accurately

Challenge: As first-generation professionals, UndocuEducators often have less traditional work experience or credentials, and so tend to be hired in temporary or lower paid positions that do not reflect their unique expertise. Their drive to serve their students and community, combined with their responsibility to financially support loved ones, make them more likely to accept these undercompensated positions.

Recommendation: Support and advocate for the appropriate classification of all undocumented student support staff across California's higher education institutions to be in alignment with their job responsibilities.

Take Action: Create and implement a straightforward and equitable hiring and onboarding process for UndocuEducators. Recognize the expertise of UndocuEducators (including non-paid professional experiences).

3. Share Responsibility Campus-Wide

Challenge: UndocuEducators are often the only people considered responsible for meeting the needs of undocumented students. Their intimate understanding of their students' challenges gives them unique insight,



UndocuEducator

/,ən'däkyə, 'ejə,kādər/

UndocuEducators are formerly or currently undocumented individuals who work in higher education, which includes DACA recipients and those in the process of adjusting their immigration status. They are often most visible when working at Dream Resource Centers or Undocumented Student Programs.

but a lack of cross-departmental collaboration produces piecemeal and unsustainable efforts to address student issues. This results in UndocuEducators being overworked and feeling burnout.

Recommendation: Establish liaisons in key departments to share responsibilities and educate other staff members about undocumented issues and tasks they can take on. Develop or expand a **strong undocumented student task force** that builds institutional support for undocumented students.

Take Action: Create a process to support staff in including the roles of departmental liaisons in their job descriptions.

4. Address the Impact of Immigration Status

Challenge: Lack of institutional awareness around immigration status and legal policies places undue burden on UndocuEducators who are affected personally and professionally. While institutions have improved their legal support for undocumented students, UndocuEducators are often left out of accessing these benefits.

Recommendation: Create, support, and promote awareness and understanding about the complex immigration policies UndocuEducators are confronted with. Develop action plans that include financial, legal, professional, and emotional support for UndocuEducators when their immigration status is affected.

Take Action: Implement hiring and onboarding practices that avoid processing DACA recipients as international employees. Identify and use promising practices to inform UndocuEducators about their work authorization expiring that does not center fear or lack of support.

5. Offer Suitable Health Benefits

Challenge: Since many UndocuEducator positions are temporary, part-time and/or grant funded, employers often are unable to offer health benefits to undocumented educators, creating a challenge to prioritize their well-being. If they do receive health benefits, they may be limited to options that do not fully support their needs.

Recommendation: Allocate funding for adequate health benefits for all UndocuEducators, including temporary and part-time employees. Create partnerships with organizations that assist undocumented people in finding accessible healthcare options including suitable mental health care.

Take Action: Allow for the provision of health benefits for temporary staff. In the meantime, provide a list of healthcare resources people can access if they are not eligible for full-time benefits.

6. Recognize the Whole Person

Challenge: UndocuEducators experience secondary trauma when working with undocumented students as they face similar issues. They often support the needs of their students while not receiving adequate support themselves. This creates a barrier that prevents UndocuEducators from prioritizing their needs as undocumented people, regarding their students' status as more important than their own.

Recommendation: Build awareness of the challenges UndocuEducators face and promote understanding of what they offer to the campus. Provide UndocuEducators with professional development opportunities designed to help them build a sense of belonging, center their own needs, and find collaborative solutions.

Take Action: Include the experiences of undocumented students and staff in Diversity, Equity, and Inclusion trainings.

Building Effective Support for UndocuEducators in Higher Education

Undocumented educators (or “UndocuEducators”) are vital to undocumented student success in higher education. Their **shared lived experiences** provide them with **special expertise and cultural competency** to effectively guide students through college. However, UndocuEducators face challenges that make it difficult for them to retain or thrive in their roles. Their **high turnover** rate means that institutions are **losing out on valuable guides and mentors** for their students. See our [full guide](#) for more recommendations on supporting UndocuEducators.

When colleges and universities champion UndocuEducator success, they equip their undocumented and first-generation students with some of the best support possible. Together, we can transform the culture of support for undocumented immigrants in our institutions!

Below we have identified **six tangible recommendations for presidents and chancellors** to better support and retain UndocuEducators.

1. Allocate Adequate Funding

Challenge: Oftentimes undocumented student centers receive limited funding that covers only part-time personnel. Therefore, UndocuEducators in these roles routinely extend beyond their job responsibilities and outside of their paid hours. Institutions also often scramble to come up with a programming budget, making it hard to develop and sustain adequate services.

Recommendation: Allocate funding that is equitable and aligns with the institution's mission to support students while retaining current staff members.

Take action: Allocate a fair and sustainable operating budget and salaries that adequately support UndocuEducators and their programs.

2. Classify Roles Accurately

Challenge: As first-generation professionals, UndocuEducators often have less traditional work experience or credentials, and so tend to be hired in temporary or lower paid positions that do not reflect their unique expertise. Their drive to serve their students and community, combined with their responsibility to financially support loved ones, make them more likely to accept these undercompensated positions.

Recommendation: Support and advocate for the appropriate classification of all undocumented student support staff across California's higher education institutions to be in alignment with their job responsibilities.

Take Action: Validate UndocuEducators' work and expertise on campus. Ensure fair compensation, adequate staffing, and proper classification for them. Uplift the undocumented narratives of staff and students.

3. Share Responsibility Campus-Wide

Challenge: UndocuEducators are often the only people considered responsible for meeting the needs of



UndocuEducator

/,ən'däkyə, 'ejə,kādər/

UndocuEducators are formerly or currently undocumented individuals who work in higher education, which includes DACA recipients and those in the process of adjusting their immigration status. They are often most visible when working at Dream Resource Centers or Undocumented Student Programs.

undocumented students. Their intimate understanding of their students' challenges gives them unique insight, but a lack of cross-departmental collaboration produces piecemeal and unsustainable efforts to address student issues. This results in UndocuEducators being overworked and feeling burnout.

Recommendation: Establish liaisons in key departments to share responsibilities and educate other staff members about undocumented issues and tasks they can take on. Develop or expand a [strong undocumented student task force](#) that builds institutional support for undocumented students.

Take Action: Support the creation of a sustainable undocumented student task force and funding allocation to hire full-time staff. Call on all campus members to create a safe and welcoming environment. Build institutional practices that do not rely on the goodwill of one or two people.

4. Address the Impact of Immigration Status

Challenge: Lack of institutional awareness around immigration status and legal policies places undue burden on UndocuEducators who are affected personally and professionally. While institutions have improved their legal support for undocumented students, UndocuEducators are often left out of accessing these benefits.

Recommendation: Create, support, and promote awareness and understanding about the complex immigration policies UndocuEducators are confronted with. Develop action plans that include financial, legal, professional, and emotional support for UndocuEducators when their immigration status is affected.

Take Action: Ensure your institution adheres to the [model policies by the CA Attorney General](#) to provide for the safety of UndocuEducators on your campus. Create awareness of and provide for the unique needs of undocumented educators by allocating funding to cover legal services and fees.

5. Offer Suitable Health Benefits

Challenge: Since many UndocuEducator positions are temporary, part-time and/or grant funded, employers often are unable to offer health benefits to undocumented educators, creating a challenge to prioritize their well-being. If they do receive health benefits, they may be limited to options that do not fully support their needs.

Recommendation: Allocate funding for adequate health benefits for all UndocuEducators, including temporary and part-time employees. Create partnerships with organizations that assist undocumented people in finding accessible healthcare options including suitable mental health care.

Take Action: Champion adequate health benefits for all UndocuEducators. Implement programs and promising practices that offer health support for part-time and temporary employees.

6. Recognize the Whole Person

Challenge: UndocuEducators experience secondary trauma when working with undocumented students as they face similar issues. They often support the needs of their students while not receiving adequate support themselves. This creates a barrier that prevents UndocuEducators from prioritizing their needs as undocumented people, regarding their students' status as more important than their own.

Recommendation: Build awareness of the challenges UndocuEducators face and promote understanding of what they offer to the campus. Provide UndocuEducators with professional development opportunities designed to help them build a sense of belonging, center their own needs, and find collaborative solutions.

Take Action: Acknowledge the important role, expertise, and valuable service UndocuEducators bring to your campus (e.g. make a statement and post it on your website).