Loyola University Chicago

The Dreamer Committee

Annual Report 2015-16

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The Dreamer Committee Annual Report 2015-16

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“Hospes venit, Christus venit”  
St. Benedict

“Education has a fundamental role in maintaining the fabric of our society" and "provides the basic tools by which individuals might lead economically productive lives to the benefit of us all... We cannot ignore the significant social costs borne by our Nation when select groups are denied the means to absorb the values and skills upon which our social order rests.”  
Justice Brennan, Plyler v. Doe (1982), Supreme Court of the United States

Introduction

As an outcome to the University Collaborative to Support Undocumented Students committee report (2015, See Appendix A) accepted by the President’s Cabinet and Council of Deans, the Loyola University Chicago Dreamer Committee was chartered in the Spring of 2015 by Provost John Pelissero. The purpose of the Committee is to support and advance our university efforts on behalf of undocumented students (including, but not limited to DACA [Deferred Action for Childhood Arrivals] and DACA-eligible individuals), and to advise senior University administration on matters related to applicants and students who have an undocumented immigration status. The mission of the Dreamer Committee is to assist the University in developing equitable policies and practices to promote educational opportunities and improve the lives of undocumented students at Loyola University Chicago. This is achieved through multidisciplinary collaboration, and the promotion of research, education, advocacy and service that is informed by the lives and experiences of undocumented students seeking higher education.

Undocumented immigrants require a special kind of attention from Loyola University Chicago for a variety of historical and mission-related reasons highlighted below. This report provides an overview of the Dreamer Committee’s progress the past year and provides recommendations for moving forward.

Immigrants, Loyola University Chicago, and Jesuit Institutions

Undocumented immigrants occupy a special place in the priorities of Loyola University Chicago for several reasons. First, Loyola University Chicago is a Jesuit and Catholic institution that has located social justice as the guiding principle of its strategic plan. This guiding ideal is deeply rooted in the modern history of Jesuit education and signifies a preference for serving persons who are marginalized. Educational opportunity enables marginalized persons to participate in the community to the extent of their abilities and respects their dignity and worth. Moreover, Plan 2020 emphasizes the need to educate underserved communities, and creates an Institutional Priority (1) to continue to prioritize access to education for underserved students, including undocumented students

With the exception of a few cases,¹ every Jesuit institution of higher education founded before 1900 had an immigrant as its first rector, president, or chief administrator. Jesuit education has historically manifested a firm commitment to first- and second-generation students, and Loyola is proud to be a gateway to the middle and professional classes among those who have not had such opportunities in the past. Finally, the Roman

¹ (Georgetown, Marquette, and Holy Cross)
Catholic Church in the United States and world-wide recognizes the special vulnerability of immigrants and refugees in the contemporary world and calls on Catholic institutions and persons of good will to be hospitable and work in solidarity with them.

The following highlights notable achievements to advance educational opportunities for undocumented students at Loyola prior to the creation of the Dreamer Committee:

- **Loyola University Chicago** took a leadership role in collaboration with five Jesuit colleges and universities to study the challenges confronting undocumented students (2010-13). This effort resulted in the co-authoring of the Immigrant Student National Position Paper (aka “The Fairfield Report”) in January 2013 (See Appendix C, Appendix item. This paper highlighted the widespread understanding that had developed of the mission of Jesuit education and its relation to the needs of this student population among faculty, staff, and students at Jesuit universities. And the report called on Jesuit and other Catholic universities to advocate for a path to citizenship for this population.

- Loyola University Chicago [Stritch School of Medicine](https://www.luc.edu/medicine) became the first medical school in the nation in 2012 to alter its admission policy to make undocumented students of DACA status eligible to apply and compete for admission. In 2012, President Obama created the Deferred Action for Childhood Arrivals (DACA) program that provides a significant portion of undocumented students with a two-year, renewable reprieve from actions on their cases such as deportation, as well as a work permit and social security number. Stritch leadership determined that such graduates would be able to become licensed physicians in Illinois and most other states and proceeded to work to create financial aid packages to enable successful applicants to attend school. Twenty-eight students of DACA status are currently matriculated at Stritch. [30 had originally matriculated and two have subsequently adjusted to the status of Legal Permanent Resident (LPR).]

- In March 2015, the undergraduate student body of Loyola University Chicago voted to add $2.50 to each student’s fees to fund the Magis Scholarship, a full-tuition scholarship for an undergraduate undocumented student.

- In Fall 2015, Loyola University Chicago created five full tuition scholarships for qualifying undocumented students at the undergraduate level.

- In November 2016, Loyola’s School of Law announced it would admit undocumented students with DACA status, and created five full-tuition scholarships for qualifying students. See [http://www.luc.edu/law/homenews/welcomingstudentswithdacastatus.shtml](http://www.luc.edu/law/homenews/welcomingstudentswithdacastatus.shtml)

Several tasks and functions were recommended to a standing committee by the UCUS task force convened to review Loyola’s progress. In particular, the following needs were identified:

1. **Continuity and Clearinghouse function** – A standing committee can provide institutional memory and promote continuity of leadership for an effort that seeks to support students whose needs often fall outside those of typical students. Furthermore, a standing committee comprised of faculty, staff, and students can work across campuses and academic “silos.” In this way, the efforts of all university faculty, staff, and students who seek to support this underserved population can be enhanced and multiplied.
2. Access to Knowledge and Resources - Adapting systems designed for a large volume of homogenous students to students with particular needs is an ongoing and haphazard project, a standing committee can simply provide visibility of persons who can serve as human resources to undocumented students as well as administrators and faculty who seek to support undocumented students.

3. Promote scholarship and research related to undocumented students and more broadly, regarding migrant populations - Jesuit education takes human experience as revelatory of the divine as manifest in Ignatius of Loyola's dictum to “find God in all things.” Thus, the encounter with immigrant students and communities should lead to scholarly reflection that creates impactful knowledge.

**National and State of Illinois Context for Undocumented Students**

It is estimated that more than 11 million unauthorized immigrants live in the United States. Illinois ranks fifth among states as a home to the undocumented population with more than half a million undocumented immigrants thought to be residing here. Between 2000 and 2009, the number of children of immigrants under 6 years of age grew by 37.2 percent nationally, from 4.5 to 6.1 million. Additionally, immigrants tend to be young, i.e., at an age when education and training is paramount to successful integration into the life of the society. More than 60 percent of unauthorized immigrants are believed to be between the ages of 25 to 44 years.²

Perhaps most striking is the fact that of Illinois immigrants (1.59 million), more than 90% live in the seven-county Chicago metropolitan area (Cook, Lake, McHenry, DuPage, Kane, Kendall, and Will). More than 60 percent of the state’s foreign-born (1.09 million) live in Cook County. Furthermore, this population is unlikely to decrease as Illinois generally ranks among the top six receiving states for new immigrants, following California, New York, Florida, Texas, and New Jersey.³

In June 2012, President Obama signed a memo calling for deferred action for certain undocumented young people who came to the U.S. as children and have pursued education or military service here. Applications under the program which is called Deferred Action for Childhood Arrivals (“DACA”) began on August 15, 2012. Deferred action is a discretionary form of relief granted to individuals who are in removal proceedings, who have final orders of removal, or who have never been in removal proceedings. Individuals who have deferred action status can apply for employment authorization and protected from deportation. However, there is no direct path from deferred action to lawful permanent residence or to citizenship and it can be revoked at any time. To date, over 750,000 unauthorized young people have received DACA. Early studies illustrate that DACA has improved the lives of its recipients and their families.⁴⁵ President-Elect Trump has vowed to terminate the program in 2017.

Loyola University Chicago is located within a vibrant urban center that attracts large numbers of young immigrants who work here and raise families. Loyola’s long-standing commitment to first generation college-goers places this immigrant population squarely within the university’s historical mission.

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⁴Wong, T, University of California, San Diego; the National Immigration Law Center (NILC); Center for American Progress (CAP)
⁵Id.
Dreamer Committee 2015-2016 Activities and Recommendations

At this time, the exact number of undocumented students at Loyola is unknown. This is due to the fact that many undocumented students select “international” in the admissions process or they don’t identify a designation at all for a variety of reasons. The estimates based on available data or best estimates provided by respective administrators show that Loyola University Chicago has an estimated 1356 undocumented students across all three campuses.

A. Committee Charge and Membership

In April 2015, Provost John Pelissero asked Katherine Kaufka Walts, JD (Director, Center for the Human Right of Children) and Mark Kuczewski, PhD (Director, Neiswanger Institute for Bioethics & Health Policy, Stritch School of Medicine) to Co-Chair the Dreamer Committee. He also appointed several faculty, staff, and students participation of faculty, staff, and students (including undocumented students) representing Maywood and Lakeside campuses, across various university departments and schools. See Appendix B for list of names, titles, and affiliations. A Sakai site was also created for the Dreamer committee members to share resources, materials, and ideas. Four subcommittees emerged from our discussions and work: 1) Enrollment Management, 2) Institutional Policies, Practices, and Student Development, 3) Research and Scholarship, and 4) Outreach. The following provides an overview of each subcommittee of goals, activities, and accomplishments to-date.

1. Enrollment Management

This subcommittee identified two main goals: 1) To develop the front facing web presence to help potential undocumented applicants see that applying to Loyola University Chicago is realistic, and 2) To make the application process to undergraduate and graduate programs user-friendly for undocumented students.

Accomplishments and Activities

- Revised Undergraduate Admissions Page - The undergraduate admissions page has been revised to include pertinent information for undocumented applicants, including information about restrictions for federal financial aid. See, http://www.luc.edu/undergrad/admission/undocumented-students/
- Loyola offers a total of five full-tuition scholarships for admitted freshmen and transfer students who are undocumented. The scholarships cover tuition, on campus room and board, and mandatory student fees. These scholarships are highly selective and finalists are required to attend an on campus interview. The funding for one of these scholarships, the Magis, is provided by a $2.50 student fee per semester that was voted in by Loyola’s student body in 2015.
- Recruitment messaging (presentations, pamphlets, etc.) currently includes messaging to signal that we are accepting of all students.
- Graduate Admissions Page provides links to resources for undocumented students, including a link to SDMA’s resource site. Links are also included in the post-admission communications that provide information on many of the various resources available to students.

6 There are two additional students who entered with DACA status but have adjusted to Legal Permanent Residents since admission.
Undocumented students (both DACA and non-DACA) are enrolled at Arrupe College for the 2016-2017 academic year. All of these students are on scholarship at the university – whether from funds raised by Arrupe College administration or through two outside organizations (Pritzker Access Scholarship or Dream US).

There is no accurate or single measure to estimate the undocumented undergraduate population.

2. *Institutional Policies, Practice, and Student Development*

The goals of this sub-committee are to create hospitable policies and practices to enable undocumented students to have a rich and rewarding educational experience at Loyola that minimizes the barriers created by immigration status.

**Accomplishments and Activities**

- Building off previous years’ ally trainings, in 2016, the office of Student Diversity and Multicultural Affairs (SDMA) provided training to the members of the Dreamer committee and a larger number of faculty and staff. SDMA provided 6 training sessions to faculty, staff, and students at the LSC and WTC, with 108 participants (staff, faculty, and Graduate Assistants). Total participants trained to-date are 475.
- New Stritch DACA Travel Policy (Advance Parole) for DACA students seeking to travel with the school. This policy meets both students and institutional needs. The policy features a screening process for the students and a FOIA request for information to ensure that no barriers to re-entry to the country exist for these students. See Appendix E for a copy of the policy.
- The Office of International Programs (OIP) is working with the Dreamer Committee to consider reconciling its policy with that of the Stritch policy so that there is a uniform approach to travel abroad for these students.
- New Internship Policy – the Office of Career Development has created an internship policy that is inclusive of all Loyola’s undocumented students regardless of immigration status and is in compliance with the limitations imposed by the differing statuses.
- Undocumented and Proud (UP) – since 2014, Student Diversity & Multicultural Affairs has facilitated monthly gatherings for students who are undocumented to find community and generate a network of support during their time at Loyola. These meet-ups have intentionally been held exclusively for students who identify as undocumented to protect their safety and ensure a safe and supportive environment. Throughout the fall 2016 semester, UP participants have met with greater frequency and have also extended an invitation for students from Arrupe College to also attend gatherings. Students have shared how beneficial the space is for them especially in a climate with so much uncertainty surrounding the future of the DACA program and negative portrayals of undocumented immigrants. Beyond safety, themes that have come up during UP gatherings have included employment opportunities, student involvement at Loyola, financial aid and scholarship opportunities, and navigating mental health concerns. Looking ahead, UP will seek to plan gatherings at the Water Tower Campus and more widely promote to staff & faculty who have completed the Share the Dream Undocumented Student Ally Training.
3. Research and Scholarship

The goals of this subcommittee are to foster scholarly and educational endeavors related to immigration. It promotes collaboration among faculty as appropriate and seeks to document the growing amount of research, scholarship and pedagogical efforts of the faculty of Loyola University Chicago.

Accomplishments and Activities

- Over the last year, there have been approximately 15 public events and 20 publications. Appendix A includes a list of related campus events. Appendix D includes a list of select Dreamer Committee members’ scholarship, events, activities related to undocumented students, migration, and immigration to demonstrate the breadth of work on these issues. A longer list of broader university efforts (since the passage of DACA/2012) is currently being compiled.
- The subcommittee is currently investigating whether it is possible to gather data on faculty publications related to migration in a more systematic way in the future. For instance, can the Faculty Activity System (FAS) be electronically searched and this data produced.

4. Outreach

The goals of this subcommittee are to connect faculty and students across campuses and to promote Loyola’s efforts related to research, education, and advocacy to relevant community organizations and the general public.

Accomplishments and Activities

- Began development of a communications strategy that included a broader social media platform to engage faculty, students, partners, and allies. A Dreamer committee Facebook page was created, with over 600 current followers. A Twitter account has been created with over 200 followers. There has been a spike in activities and followers since the 2016 Presidential election in November.
- Increased partnerships with various units of Loyola and outside organizations, e.g., hosting high school students from Solorio Academy at Stritch. A representative list is in the process of being produced.
- Continued to create awareness of the Magis Scholarship and issues facing undocumented students through classroom, student group, and conference presentations. Created a Magis Ambassador Committee.
- Published an article about the Magis Initiative in Conversations in Jesuit Higher Education

Recommendations

In the wake of the November 2016 Presidential election, policies targeting certain undocumented persons for deportation are likely to increase, and the DACA program\(^7\) is likely to be revoked, thus **our priorities and**

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\(^7\) The incoming administration has the power to revoke the executive order that created DACA/conferral of deferred action, allow it to expire, or keep the status quo.
recommendations must pivot to prioritize the support and protection of our undocumented students. These students (and their families) face enormous risk in the face of much uncertainty.

During the Presidential campaign, Mr. Trump publicly stated he planned to revoke executive actions protecting immigrants and undocumented persons, including DACA. President Trump will have the authority to revoke DACA, without a review period, with a stroke of a pen. The President could also allow the program to sunset, to grandfather current enrollees while closing it to new applications, or to retain the program as is. As of November 21, 2016 more than 90 university and college presidents have signed a statement calling for the continuation and expansion of DACA.8

In the last two weeks, Dreamer committee members have organized several short-term responses to better respond to student’s needs and questions. These include safe space student convenings at WTC and LSC campuses, the development of a “Post-election Resource Guide” (mental health, medical, legal), and established connections with national list services, advocacy, and professional groups to maintain the most up to date news, information, and resources related to issues faced by undocumented students under the next Administration.

The activities also included participation in a national conference call of AJCU schools (Friday, November 18, 2017), where Loyola was able to present highlights of its existing work and commitment to undocumented students (both historical and post-election) and participate in a convening to learn about what other institutions are doing and questions they are trying to address. The theme of the call was that currently, there are “more questions than answers” by both AJCU schools and administrators. Issues identified during this national call are included in the recommendations and considerations below. A list serve of participants and a googledoc of resources are being compiled.

Below are 10 recommendations, organized by priority.

1. **Immediate Priority – Make a Strong, Public Statement Supporting Undocumented Students**

   **UPDATE:** This section was drafted in parallel to the release of the statement of the AJCU Presidents and the Pomona letter. Thus, while the committee voted to make this recommendation, a new and separate declaration of sanctuary university status would not be prudent. However, we believe that the reasoning below is fairly compelling and would add to the understanding of the university community regarding our tradition in this matter. And, at some point, a representative of the university will be asked about the language of sanctuary and we believe that the relationship of that term to the AJCU statement and our current practices can be easily clarified. As a result, we provide a sample of what a clarificatory statement might look like that emphasizes the university’s many accomplishments and situates the AJCU commitments in the sanctuary context. [Appendix K]

Universities across the country are moving forward via two mechanisms – (1) via public statements focused on principles that support all students, regardless of immigration status, or (2) by explicitly labeling their university or campus as a “sanctuary.” A prompt, strong message of solidarity and support is critical at a time when students’ access to education, employment, and in some cases, livelihoods in the US are unknown. The

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8 https://www.insidehighered.com/news/2016/11/21/college-presidents-call-continuation-obama-administration-program-protecting#.WDLp64CmCT8.twitter
Committee recommends moving forward with a declaration of a “sanctuary university.” As part of our analysis, we explored the following two mechanisms for expressing solidarity with our undocumented students: 1) Position Statement (See Appendix I for samples). These statements vary in commitments, but generally summarize existing policies and practices employed by colleges and universities related to protecting undocumented students. Many of the terms and sentiments of these position statements are similar to those that use the term, “sanctuary.”; 2) “Sanctuary University” designation, alone or in tandem with other AJCU colleges and universities. (See Appendix “I” for samples)

What does “Sanctuary” mean? The Example of Sanctuary Cities. Generally, a sanctuary designation is understood to mean a policy or ordinance that limits cooperation of local law enforcement with federal law enforcement activities, including Dept. of Homeland Security. Currently, the City of Chicago is designated as a sanctuary city (See Appendix J). It does not protect citizens from federal law enforcement in that location. It provides clear roles between local and federal law enforcement officials. Such policies have been cited as providing increased trust between local law enforcement and immigrant communities, thus improving public safety. It is important to note that the practices of sanctuary cities are within established laws and there is no intent to imply civil disobedience to federal law. Chicago is one of approximately 39 self-designated sanctuary cities in the United States.

What does “Sanctuary Campus” or “Sanctuary University” mean? There are multiple possible meanings of the word sanctuary as applied to a campus or university. (a) The simplest one is a parallel to the meaning of sanctuary cities. That is, the school enables students regardless of undocumented status to access the full range of opportunities and services available to any member of the campus community without concern that the school will notify federal authorities of the student’s immigration status. As in the case of a sanctuary city, a sanctuary university would decline voluntary cooperation with federal immigration authorities acting without a legal warrant. And, as with a sanctuary city, a sanctuary university in this meaning is not implying civil disobedience, e.g., the school would intend to comply with a legitimate federal warrant issued by a court.

This parallel to sanctuary cities has been embraced by at least three leading universities and colleges at this point.9,10,11 Loyola University Chicago has implicitly been adhering to these standards and meets these criteria.

(b) Religious meaning – The concept of the church as proving sanctuary to persons from law enforcement has a long and ancient tradition. The church or holy ground was essentially designated as a space into which law enforcement was expected to refrain from entering. This practice was meant to have a civilizing influence as it limited overly harsh or cruel and unusual punishment. The person seeking sanctuary from the Church comes under the Church’s protection and is essentially a ward of the Church. This sense of sanctuary has had various levels of legal recognition in different times and places over the centuries. However, in the modern world, it is generally a religious and moral claim that has no standing in the law. While it need not entail civil disobedience, the word sanctuary carries this religious and moral connotation that has been used to explain

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9 Chris Lydgate, “Kroger Declares Reed a Sanctuary College.” Reed Magazine, 11/18/16.
acts of civil disobedience as acts of conscience such as those by leaders of the “Sanctuary movement” of the 1980s that provided sanctuary to refugees being targeted during the civil war in El Salvador.

The election of Donald Trump to the presidency has prompted a growing number of petitions signed by students, faculty members and alumni at colleges and universities across the country, including Loyola University Chicago, calling on their institutions to limit their cooperation with federal immigration enforcement authorities and to declare theirs “sanctuary campuses.” There are currently hundreds of petitions requesting college and university presidents to designate their campus as a “sanctuary” campus and the number seems to be increasing so quickly that we cannot provide a reliable tally.

While each sanctuary declaration/designation may be different, the designation of a “sanctuary campus” generally address three main categories of protection as University policy: 1) Stating that ICE will not come on their campus to do immigration enforcement without warrants unless there’s an exigent circumstance, 2) developing a policy that says a university police force will not act on behalf of federal agents to enforce immigration laws, and 3) Limiting sharing of information -- “to the extent that universities have any records that identify the immigration status of their students, to protect those if there were a request from ICE for those records.” Using the term “sanctuary” would not necessarily entail any declaration of civil disobedience or unwillingness to comply with federal law. However, it also has the strength of locating the university’s position within a religious and moral tradition that seeks to mitigate unduly or unjustly harsh punishment and to promote human dignity, mercy, and community.

What are the possible risks of a “sanctuary designation”? The legal and political risks of this are still unclear, but may include the following:

Risk 1: Making a promise the university cannot fulfill. The term "sanctuary" is often fraught with misunderstandings about the difference between "defying the law" or choosing not to implement discretionary practices, for policy, efficacy or other reasons. That is, students may assume that declaring our campuses to be sanctuaries means that they are safe from federal authorities under all circumstances. While the intent of such a declaration is to utilize moral suasion and public opinion to discourage ICE from coming on to campus in search of undocumented students, it is certainly no guarantee. Sanctuary ordinances and resolutions can make a public statement about standing “in solidarity” with a population. Nevertheless, it is important to acknowledge the limitations the university has in its ability to protect students. The university, for example, cannot legally impede the enforcement of a warrant. However, it may seek to set a standard that requires warrants for cooperation additionally, we must consider our primary audience and beneficiary of such a designation – our students. Currently, they are facing much uncertainty, risk, and anxiety over the future of their livelihoods at Loyola University Chicago and in the United States. It is still speculative as how a sanctuary designation affects other, “secondary” audiences (law enforcement, governmental agencies).

Risk 2: Potential loss of federal funding, including Title IV funding. The Trump Administration has publicly threatened to withhold federal funding to sanctuary cities, which may also impact college campuses with a similar designation. The legality of such a threat is still relatively unknown and still needs to be explored. At this time, there are no definitive answers/position on whether or not the federal government has the legal means to follow-through on a threat to withhold federal funds in exchange for cooperation. There has been

no precedent for such action with respect to institutions of higher education. Nearly 300 jurisdictions as well as the states of Colorado, California and Connecticut have adopted some form of “sanctuary” policy, including not cooperating with ICE detainers. Mayors in major cities including Chicago, San Francisco, Los Angeles, and New York have cited the benefits of an immigrant population in their cities and have not changed their sanctuary designation in the face of threats to withhold federal funding, stating they are “standing their ground.”

Why “Sanctuary University” declaration versus a general public (or “position”) statement of support? Several universities and colleges across the country have issued public statements versus a “sanctuary” declaration. These statement vary in commitments, but generally summarize existing policies and practices protecting undocumented and marginalized students. See Appendix I for examples. There are two reasons that the Dreamer Committee recommended embracing the language of Sanctuary University. First, as noted earlier, Loyola University Chicago has long met the criteria of what is meant by a “sanctuary university” in its most common meaning, i.e., as it parallels the idea of a sanctuary city.” This also has the advantage that the statement need not be a declaration that seems chest thumping in nature, but simply reaffirm our standard practices and assert this to be the meaning intended. This is reaffirmed by the UCUS report recommendation (See Appendix C), which recommended embracing the designation and term of “sanctuary.” Second, all statements on this issue take as their starting point our faith tradition and the values that spring from them. The word “sanctuary” carries a faith-based resonance and makes it worthy of embracing. A Jesuit university holds that our university is a kind of “holy ground” in which we “find God in all things.”” That revelation of God at a university is primarily intellectual in nature and requires a kind of calm in order to achieve its aim. In this way, it is a sanctuary.

Why “Sanctuary University” rather than “Sanctuary campus”? The Committee believes that the University’s obligations to students faced with the risk of immigration enforcement actions should have a realistic understanding of the scope of those risks. As noted above, there are common misconceptions associated with the term “sanctuary,” in particular the mistaken view that an individual’s presence inside the geographic space of a designated sanctuary can insulate that person from all law enforcement activity. Because the term “university” connotes the larger enterprise of an institute of higher education without regard to physical boundaries, the Committee believes that the use of the term “Sanctuary University,” as opposed to “Sanctuary campus,” will limit the risk of students overestimating the consequences of a sanctuary designation. The Committee acknowledges that the use of this term still entails some risk of fostering a false sense that a student enrolled in a sanctuary university is safe from all legal action. However, the Committee believes that much of this risk can be reduced or eliminated through a clear statement about the meaning of the designation, and that any remaining risk is outweighed by the importance of signaling to our students, and to the larger community surrounding Loyola, that we embrace and support all of our students without regard to their immigration status.

What should be included in a “Sanctuary University” declaration? The following are tangible items that show solidarity with undocumented students and protect their safety. Several of the items below are existing

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policies that can be more publicly amplified via a sanctuary university declaration. See Appendix A for model language.

- The declaration should echo those of other sanctuary colleges and universities that indicate the concept is based on the Sanctuary City model.
- Create a clear, written policy that Campus Police/Security does not cooperate with federal authorities in the absence of a warrant. Cite to 2011 DHS Memorandum - The U.S. Department of Homeland Security issued a policy memo outlining enforcement actions of ICE. This includes ensuring enforcement actions “do not occur at nor are focused on sensitive locations such as schools and churches unless (a) exigent circumstances exist, (b) other law enforcement actions have led officers to a sensitive location..., or (c) prior approval is obtained.” See https://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf

How Should a Sanctuary Designation (or any public declaration) Be Effectively Implemented? In order to address the issues identified above, we recommend the following steps:

- Share any final “Sanctuary University” declaration document with AJCU schools, and consult with other ACJU campuses to develop a national, Jesuit strategy to respond and protect undocumented students.
- Work with the Chicago and Illinois Jesuit community, Loyola University Marketing Communications, Loyola Campus Security, and various parts of the university, including faculty and students to ensure messaging and effects of a sanctuary declaration are consistent. Create a short video and FAQ re what a sanctuary designation does and does not do.
- Clarify and publicize existing technology and information sharing policies, including FERPA, cybersecurity best practices. Ensure student directories are not publicized.
- Create more safe places to talk to create a stronger sense of community and support for undocumented students.
- Disseminate resources addressing mental health, crisis, health, and legal to students, faculty and allies (ongoing). See “Post-Election Resource Guide,” Appendix F. This resource guide include advice cautioning undocumented students from traveling internationally, considerations for applying to renew DACA status, and others. This should be disseminated to Office of International Programs and all faculty taking students abroad on international trips.
- Pledge ongoing financial support to undocumented students.
- Continue to communicate with leadership from the City of Chicago, state of Illinois and Congressional members on this issue.

2. **Continue to support undocumented student scholarships and identify resources to address financial barriers, regardless of DACA status.** Research has demonstrated that undocumented students able to access higher education have positive outcomes on their communities, civil society, and the economy. Now, more than ever, our undocumented students will need our support to help them access higher education. The university should continue to engage with alumni, philanthropy organizations, among others, to identify funding sources.

3. **Commit financial support for critical short and long term tactical activities over the next year to protect our students, to advance the social justice mission of Loyola, and the mission of the Dreamer**
committee. With new challenges posed by an Administration targeting undocumented persons, more will need to be done to meaningfully support and protect undocumented Loyola students.

1. Hire a part-time Coordinator for the Dreamer Committee to provide critical administrative support, including scheduling meetings, compiling data and information, organizing workshops and convening, drafting reports.
2. Convene 2-3 “Know Your Rights” workshops for students, including how to avoid scams and notario fraud, accessing legal relief, and how to engage with law enforcement.
3. Convene 2-3 “Social Media Education” workshops. ICE has the capacity and history of identifying individuals to target via social media. Students need to be better informed about best practices and how to use social media safely.
4. Create partnership with legal services provider(s) to provide services to students
5. Increase resources to continue to conduct “Ally” and related activities supporting undocumented students on campus.
6. Travel to meet with other Jesuit schools, advocacy groups, etc. to ensure coordinated efforts are being made across ACJU schools to protect undocumented students.

Other Priorities and Recommendations

4. Establish a formal partnership with a local legal services provider(s) (e.g., Catholic Charities, National Immigrant Justice Center) to conduct “Know Your Rights.” In addition, some undocumented students may qualify for other forms of immigration relief if screened by a qualified attorney. Efforts to make such services available would be of significant assistance.
5. Improve clarity and transparency re ownership and administration of the Magis scholarship. Loyola University Chicago undergraduate members of SGLC and LASO created this initiative and scholarship, and the administration is tasked with implementing it. Better clarity and communication regarding the long-term purpose of the scholarship between the students who created and fund it, and the administrators who implement it, will help ensure that the scholarship remains true to the aims of the Magis Initiative.
6. Identify ways to gather data on faculty publications and scholarship related to immigration and migration in a more systematic way. For example, can the Faculty Activity System (FAS) be electronically searched and this data produced?
7. Fund research and scholarship opportunities to promote cross-disciplinary campus-activities and off-campus activities; number of activities are often currently silo-ed within a department or discipline.
8. Review wellness of undocumented students under current institutional practices. Ensure the wellness center and first points of contact for mental and physical wellness provide referrals safe and appropriate for undocumented student. This should include engage with University Ministry, pastoral studies, and Mission leaders as possible to both attend to students’ spiritual needs and to advance larger advocacy initiatives.
9. Identify ways to support (undocumented) Arrupe students upon graduation in order to achieve a bachelor level education.
10. Support a more public face of the Dreamer Committee – make a formal announcement of members and allies, highlight work being done; build connections and institutional support by presenting before other administrative bodies, including University of Senate and Council of Deans.

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15 A budget will be provided upon request.
Other Considerations

Financial impact on students if DACA is repealed. This includes graduate students losing graduate assistantships and scholarships based on DACA eligibility.

- What services can and should the university provide to students who may be impacted off-campus? What if a Loyola student is placed in detention or needs legal services?
- While the mandate of the Dreamer Committee is limited to issues affected undocumented students and DACA holders, we recognize undocumented students are not the only group at risk under the incoming administration. For example, many students of color, LGBTQ and Muslim students are anxious about post-inauguration policies that may affect their lives. We strongly recommend the University review current policies and practices as they affect all students, including anti-harassment, accessible financial aid, and confidentiality.

Conclusion

Recognizing the long standing Jesuit and Catholic commitment to immigrants and Loyola University’s commitment to undocumented students, we recommend Loyola take immediate, public action to protect and support our undocumented students. As one of the first universities in the country to formalize opportunities for undocumented students, a sanctuary university designation is an important opportunity to demonstrate Loyola’s continued leadership and commitment to Catholic and Jesuit values and the livelihoods of our students living “at the margins” of society. We also recommend Loyola continue to diligently monitor and respond to federal, state, and municipal policies as they affect this cohort of students.
APPENDIX A – DRAFT DECLARATION

a. Resolution format

“Hospes venit, Christus venit”

(“When a guest arrives, Christ arrives”)

- St. Benedict

“. . . the Church in America must be a vigilant advocate . . . Attention must be called to the rights of migrants and their families and to respect for their human dignity, even in cases of non-legal immigration”. (Ecclesia in America, 1999)

- St. John Paul II

Whereas Loyola University Chicago is a Roman Catholic university sponsored by the Society of Jesus (the “Jesuits”);

Whereas Loyola University Chicago’s Catholic and Jesuit heritage invites us to “find God in all things” and to engage in the promotion of justice;

Whereas Loyola University Chicago has a long history as a school of choice for first-generation college students and has been a point of entry to the middle and professional class for many immigrants and children of immigrants over the course of its 146-year history with this aspect of our mission being constant and continuing today;

Whereas Loyola University Chicago has long advocated for the rights of undocumented youth by supporting the initial introduction of the DREAM Act by Senator Dick Durbin (in collaboration with Senator Orrin Hatch) (2001);

Whereas Loyola University Chicago’s Office of Government Affairs issued a statement in support of the DREAM Act before the subcommittee on Immigration, Refugees, and Border Security Committee on the Judiciary U.S. Senate (2011);

Whereas the Loyola University Chicago Stritch School of Medicine became the first medical school in the United States to enable qualified students with DACA status to compete on a level playing field for admission (2012);

Whereas Loyola University Chicago believes it has more than 100 students with an undocumented immigration status among its student body;

Whereas the undergraduate student body was the first such student body to create and funded a scholarship for undocumented students by voting to increase their student fees for this purpose;

Whereas Loyola University Chicago fosters a welcoming, inclusive, and safe environment to promote learning and “care of the person” (cura personalis) for its students and all members of the university community;
Resolved, that Loyola University Chicago:

1. Seeks to preserve the ability of its undocumented students to continue to pursue an education at Loyola University Chicago without interruption;
2. Asks that federal authorities preserve or create new administrative mechanisms that enable the participation of undocumented students in society such as the Deferred Action for Childhood Arrivals (DACA);
3. Will utilize all lawful means to prevent any interruption of studies based upon immigration status;
4. Will provide access and/or referral to spiritual, psychological, financial aid, and legal resources within the university’s means to enable success in the continued pursuit of a Loyola education;
5. Proclaims itself to be a “sanctuary university” by which we mean that (a) we will not voluntarily cooperate with attempts by federal law enforcement to deport any students, faculty or staff without a warrant nor (b) provide information concerning undocumented students to immigration authorities without a subpoena;
6. Welcomes the understanding of “sanctuary” in the civic sense that sanctuary cities employ, e.g., as an indication of the separation of the duties incumbent upon our local university community from those of federal immigration officials;
7. Welcomes the religious connotation of sanctuary as seeking to provide a safe space free from the immediate fear of apprehension. However, Loyola University Chicago can only guarantee its support within the boundaries of the law and intends no claim of civil disobedience;
8. Calls upon all authorities to respect the values and purposes of Loyola University Chicago as a Roman Catholic and Jesuit university that promotes civility in social discourse and the dignity of all members of our community.

b. Discursive Format

‘Hospes venit, Christus venit”

(“When a guest arrives, Christ arrives”)

- St. Benedict

“. . . the Church in America must be a vigilant advocate . . . Attention must be called to the rights of migrants and their families and to respect for their human dignity, even in cases of non-legal immigration”. (Ecclesia in America, 1999)

- St. John Paul II

In this time of transition in our nation, we have heard many concerns from our students, faculty, and staff. Paramount among these are the concerns of our students who have an undocumented immigration status. I wish to reiterate the support of the Loyola University Chicago community who are in communion with them. Our commitment has been evident and unwavering throughout our 146-year history and is deeply rooted in our faith tradition and values. Our commitment is simply an expression of who we are as a Roman Catholic university sponsored by the Society of Jesus (the “Jesuits”).

Loyola University Chicago’s Catholic and Jesuit heritage invites us to “find God in all things” and to engage in the promotion of justice. The university has lived this commitment in a significant way by becoming a school of choice for first-generation college students. Our classrooms and laboratories have been a point of entry to the middle and
professional class for many immigrants and children of immigrants for a century and a half. This aspect of our mission has been constant despite fluctuations in the immigration laws of our nation and continues today.

More than two decades ago, St. John Paul II began calling attention to tightening immigration laws worldwide and the effect this had in jeopardizing the equitable and humane treatment of migrants. Loyola University Chicago has responded by advocating for the rights of our undocumented neighbors, especially those of undocumented youth. Our tradition affirms the dignity, i.e., the worth, of all human life and provided the impetus for Loyola University Chicago to support measures that would enable undocumented young people to contribute fully to our communities rather than be marginalized. Thus, we were early and vocal supporters of the initial introduction of the DREAM Act by Senator Dick Durbin and Senator Orrin Hatch (2001). We continued this advocacy through our university’s Office of Government Affairs which issued a statement in support of the DREAM Act before the Senate subcommittee on Immigration, Refugees, and Border Security Committee on the Judiciary U.S. Senate (2011).

Unfortunately, legislative remedies that affirm the dignity of these students has languished while generations came of age and our society has been in danger of allowing the talents and contributions of these neighbors to “whither on the vine.” As a result, Loyola University Chicago has taken numerous measures to assist undocumented students to procure an education and serve our communities. For instance, in 2012, the Stritch School of Medicine became the first medical school in the United States to enable qualified students with DACA status to compete on a level playing field for admission. In an amazing act of solidarity, accompaniment, and leadership, our undergraduate student body created and funded a scholarship for undocumented students by voting to increase their student fees for this purpose. Because of these and other acts of the Ignatian spirit that finds God in these moments of communion with our neighbor, we believe that our university now has well more than 100 students with an undocumented immigration status among our student body.

All members of the Loyola University Chicago know that we foster a welcoming, inclusive, and safe environment in order to promote learning and “care of the person” (“cura personalis”) among our students and all members of the university community. This commitment remains unchanged. And it is worth reviewing what has always been entailed by these values and ideals.

Loyola University Chicago

9. Seeks to preserve the ability of its undocumented students to continue to pursue an education at Loyola University Chicago without interruption;
10. Asks that federal authorities preserve or create new administrative mechanisms that enable the participation of undocumented students in society such as the Deferred Action for Childhood Arrivals (DACA);
11. Will utilize all lawful means to prevent any interruption of studies based upon immigration status;
12. Will provide access and/or referral to spiritual, psychological, financial aid, and legal resources within the university’s means to enable success in the continued pursuit of a Loyola education;
13. Calls upon all authorities to respect the values and purposes of Loyola University Chicago as a Roman Catholic and Jesuit university that promotes civility in social discourse and the dignity of all members of our community.

I have been asked if we will declare ourselves to be a “sanctuary university.” I believe that it is evident from the foregoing that in most ways, we are and have always been a sanctuary university. We are a “sanctuary university” by which we mean that (a) we never have and will not voluntarily cooperate with attempts to deport any students, faculty or staff without a warrant nor (b) will we provide information concerning undocumented students to immigration authorities without a subpoena. These are simply best practices that have enabled our university and many others to create a learning environment free from fear so that undocumented students might engage fully in learning and becoming a “man or woman for others,” an important goal of Jesuit education. While these ideals are rooted in our faith tradition, one can also view this understanding of “sanctuary” in the civic sense that sanctuary cities employ it, e.g., as
an indication of the separation of the duties incumbent upon our local community from those of federal immigration officials.

Of course, our faith tradition also contributes a resonance to this word “sanctuary” that suggests “holy ground.” We warmly embrace this religious connotation of sanctuary as seeking to provide a safe space free from the immediate fear of apprehension. A university manifests the divine in creating a space in which we can study and research the common good together without fear. In this sense as well, Loyola University Chicago has always been and commits to remain a sanctuary university. At the same time, we must be honest about the limitations of a university within a civil society. Manifesting a divinely-inspired mission does not confer on a university magical powers and members of our community should not assume our ability to create a safe space is unlimited. Loyola University Chicago can only guarantee its support within the boundaries afforded by the law.
## Dreamer Committee Members

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<th>Last Name</th>
<th>First Name</th>
<th>Credentials</th>
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<tr>
<td>Kaufka</td>
<td>Katherine</td>
<td>JD</td>
<td>Co-Chair, Director, Center for Human Rights of Children</td>
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<td>Walts</td>
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<tr>
<td>Kuczewski</td>
<td>Mark</td>
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<td>Co-Chair, Director Neiswanger Bioethics Institute, Chair, Department of Medical Education</td>
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<tr>
<td>Boyer</td>
<td>Bruce</td>
<td>BA, JD</td>
<td>Clinical Professor and Director, Civitas Child Law Clinic</td>
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<tr>
<td>Brinkley</td>
<td>Derek</td>
<td>B.S, and MS</td>
<td>Associate Director Admission Counselor [no longer at LUC]</td>
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<tr>
<td>Canaris</td>
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<td>Ph.D.</td>
<td>Assistant Professor, Institute of Pastoral Studies</td>
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<td>Chang</td>
<td>Aurora</td>
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<td>Friar</td>
<td>Tobyn</td>
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<td>Associate Director, Financial Aid</td>
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<tr>
<td>Gallegos</td>
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<td>Director, McNair Scholars Program [no longer at LUC]</td>
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<tr>
<td>Golden</td>
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<td>Hale</td>
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<td>Jackson</td>
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<td>Associate Professor, Director of the Acute Care Programs</td>
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<td>Martin</td>
<td>Ronald</td>
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<td>Interim Director of Graduate &amp; Professional Enrollment Management</td>
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<tr>
<td>Regan</td>
<td>Thomas</td>
<td>SJ, Ph.D</td>
<td>Dean, College of Arts &amp; Sciences; Associate Professor</td>
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<tr>
<td>Sanchez</td>
<td>Matthew</td>
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<td>Sanchez</td>
<td>Peter</td>
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<td>Professor of Political Science, Graduate Program Director</td>
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<tr>
<td>Saucedo</td>
<td>Joseph</td>
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<tr>
<td>Vidal de Haymes</td>
<td>Maria</td>
<td>Ph.D.</td>
<td>Professor, School of Social Work</td>
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I. EXECUTIVE SUMMARY

With the request of the University Cabinet, a “University Collaborative for Undocumented Students” (UCUS) was organized in the fall of 2013 to inventory current efforts on behalf of undocumented students and to propose ways the University could advance its efforts. The UCUS met five times, examined current activities, explored lacunae, and proposed recommendations. This report documents the work and proposed recommendations by the Collaborative.

The framework for the UCUS work is provided by the Catholic and Jesuit mission to promote social justice with the bedrock principle being one of acceptance of undocumented students as part of Loyola’s broader culture of acceptance, inclusion, safety and support.

The University has many current efforts regarding undocumented students, including the path-breaking work of the Stritch School of Medicine as the first medical school in the nation to openly accept qualified undocumented students, and provide ways to support them financially; the developing of “Share the DREAM” safe space and ally training through the Department of Student Diversity and Multicultural Affairs (SDMA); and the launch by SDMA in fall 2013 of an “Undocumented Student Resource” webpage.

The UCUS applauds those efforts and to build on them offers twenty recommendations. The first and overarching recommendation is this:

Create a University-wide Standing Committee charged with advancement of the goals articulated in this report and the implementation of any recommendations that flow from it. As part of its responsibility, the Committee should continue to seek equality of opportunity without regard to immigration status in all of Loyola’s initiatives.

The additional recommendations (the number in parentheses for each issue) fall into six categories:

1. Access to financial resources. (2)

2. Clarification and enhancement of navigating the admission process. (2)

3. The need, once admitted, for ongoing resources and support. (7)

4. Clarification of the hiring policies of the University and development of alum networking. (2)
5. The need for academic research and improved practices related to undocumented students. (2)

6. Collaboration with other AJCU schools to advance the cause of undocumented students. (2)

7. Working for policy to advance immigration reform. (2)

Building on recent efforts, the University can --- and must --- make its commitment to accepting and assisting undocumented students more fully embedded into the fabric of Loyola.

II. INTRODUCTION

B. Committee Charge and Membership

In the beginning of the 2013-2014 academic year, the President’s Cabinet asked that a University-wide group be created to assess the University’s current work regarding undocumented, Deferred Action for Childhood Arrivals (DACA), and DACA eligible students, and explore ideas from “Immigration: Undocumented Students in Higher Education,” a study authored by Fairfield University, Loyola University Chicago, and Santa Clara University Legal and Social Research Teams (January 2013), enhance collaboration, serve as a ‘point of contact’ for those inside as well as those outside the University, and provide recommendations for the University moving forward.

Kathleen Maas Weigert was invited to chair the group, to be called “University Collaborative for Undocumented Students” (UCUS). She appointed a Steering Committee (SC): Phil Hale (Government Affairs), Katherine Kaufka Walts (Center for the Human Rights of Children), Mark Kuczewski (Stritch School of Medicine) and Sadika Sulaiman Hara (Student Diversity and Multicultural Affairs).

The UCUS SC requested participation of faculty, staff, and students representing Maywood and Lakeside campuses, across various university departments and schools, and a final group was created; see Appendix A for list of names, title, and affiliations. A Sakai site was also created for UCUS members to share resources, materials, and ideas.

C. UCUS Process

The UCUS committee met five times to discuss their observations, experience, and reflections on their experience with undocumented students at Loyola and to review the Fairfield/Loyola/Santa Clara report (see Appendix B for Executive Summary of the report). Four subcommittees were created to reflect areas of focus emerging from our discussions: 1) Institutional Practices and Policies, 2) Website, 3) Resources for Students
and Faculty, and 4) Outreach. The outcomes of the meetings were two-fold: 1) a brief snapshot of current Loyola activities around the University addressing issues pertaining to undocumented and DREAMer students, and 2) recommendations for the University moving forward. Many of the recommendations developed by each subcommittee addressed similar themes and suggestions, which were integrated into twenty final recommendations.

D. VALUES AND PRINCIPLES

The recommendations contained in this report are grounded in the Catholic and Jesuit mission to promote social justice and in the bedrock principle that acceptance of undocumented students is part of Loyola University Chicago’s broader culture of acceptance, inclusion, safety and support. As a Catholic university that is sponsored by the Society of Jesus (the Jesuits), we firmly believe in the dignity of each person and in the promotion of social justice. The dignity of persons calls us to steward the talents of qualified applicants rather than reject their contributions for arbitrary and arcane reasons, including immigration status. Social justice requires that we foster the conditions for full participation in the community by all members of our community. Undocumented, DACA, and DACA eligible applicants are typically woven into the fabric of our communities and have a basic right to contribute to the fullest extent of their abilities. This approach echoes a long tradition articulated by the U.S. Conference of Catholic Bishops (USCCB) of advocacy for immigrant members of our communities. (Language adapted from the Stritch School of Medicine website.)

E. DEFINITIONS

Not all undocumented students plan to apply for or are eligible for DACA status. There are also legal distinctions related to the terms “undocumented,” “DACA,” and “DACA eligible” corresponding to eligibility for public, educational, and professional benefits. We recommend a review of any legalistic distinctions between these populations as it relates to the specific recommendations.

Deferred Action for Childhood Arrivals (“DACA”): In June 2012, President Obama signed a memo calling for deferred action for certain undocumented young people who came to the U.S. as children and have pursued education or military service here. Applications under the program which is called Deferred Action for Childhood Arrivals (“DACA”) begin on August 15, 2012. Deferred action is a discretionary grant of relief granted to individuals who are in removal proceedings, who have final orders of removal, or who have never been in removal proceedings. Individuals who have deferred action status can apply for employment authorization and are in the U.S. under color of law. However, there is no direct path from deferred action to lawful permanent residence or to citizenship and it can be revoked at any time.

DREAM Act: The Development Relief and Education for Alien Minors (DREAM) Act is a piece of legislation proposed to provide a pathway to permanent residency and U.S. citizenship for qualified undocumented immigrant students. The DREAM Act has been proposed several times in Congress but has not been approved.
DREAMers: “DREAMers” refers to students who are undocumented and are also part of the DREAM Act movement. DREAMer is a term commonly used by students who connect with the DREAM Act movement, and sometimes used as a way to navigate away from the negative connotations given to terms such as undocumented, immigrant, non-U.S. citizen and so forth.

Undocumented Student: “Undocumented” refers to students who are not U.S. citizens or Permanent Residents of the United States, who do not hold a visa to reside in the U.S. and who have not applied for legal residency in the U.S. In many, but not all, cases the term non-citizen refers to undocumented students. Undocumented students are eligible to apply for and be admitted to LUC. Undocumented students are not eligible for federal financial aid.

III. CURRENT LOYOLA EFFORTS

A. Stritch School of Medicine Initiative

In October 2012, the Stritch School of Medicine (SSOM) was the first medical school in the nation to openly accept qualified DACA students. With support from Trustee Bill Brandt and in partnership with the Illinois Finance Authority (IFA), a forgivable loan program was created. As a part of this program, graduates from SSOM who are DACA eligible are expected to provide service through practicing in underserved areas in Illinois.

www.stritch.luc.edu/daca

B. Training (e.g., “Share the DREAM” training)

In fall of 2012 the first “Share the DREAM” safe space and ally training was offered through the Department of Student Diversity and Multicultural Affairs. This training is a three hour training that seeks to provide participants, which include Loyola faculty, staff, and students, with foundational knowledge about the undocumented and/or DREAMer experience. Content includes an overview of terminology, national statistics, DACA, Loyola University Chicago support and timeline of efforts, and finally, an in-depth look at the emotional and psychological impact of this lived experience on DREAMers and or Undocumented students. Individuals who participate in the Training are eligible for an Ally card (participants must sign an Ally agreement that confirms their understanding of this role) to display in their office to show a visible safe space for members of this population at Loyola.

C. Undocumented Student Resource Webpage

In fall 2012, the Department of Student Diversity and Multicultural Affairs launched the Undocumented Student Resource Webpage. This webpage was developed in an effort to provide a centralized location for
Undocumented students and their families to find information about Loyola University Chicago support and efforts, in addition to links to both the Office of Admissions and the Office of Financial Aid.

http://www.luc.edu/diversity/resources/undocumentedstudentresources/

IV. RECOMMENDATIONS

The twenty recommendations are organized around several interrelated themes and issues representing areas in which the University can utilize its resources to promote educational opportunity and inclusion for undocumented undergraduate and graduate students, and graduates. The organizational framework of our recommendations follows the process of admission to, matriculation in, and graduation from the University. The recommendations include efforts to improve communication and resources, promote academic endeavors, develop appropriate policies and further research.

A. The first and overarching recommendation:

1. Create a University-wide Standing Committee charged with advancement of the goals articulated in this report and the implementation of any recommendations that flow from it. As part of its responsibility, the Committee should continue to seek equality of opportunity without regard to immigration status in all of Loyola’s initiatives.

B. Additional recommendations --- categorized by issue:

ISSUE: The largest hurdle for undocumented students to obtain higher education is access to financial resources. Undocumented students are not eligible for federal financial aid.

RECOMMENDATIONS:

2. Determine a specific number of undocumented students that the University can fully fund via internal resources and communicate this information to the University community and to our external constituencies.

3. Ensure that the necessary expertise exists in Admissions and Financial Aid and Student Services Hub offices to help undocumented, DACA, and DACA eligible students navigate the various systems and access all available aid. Counsel such students on financial aid eligibility and take steps to maximize financial aid opportunities for them.
ISSUE: In addition to financial aid, undocumented students often face uncertainties navigating the Loyola University Chicago admission process, including eligibility to apply and the online application system.

RECOMMENDATIONS:

4. As part of the recruitment and enrollment process, communicate clearly Loyola’s commitment to admitting undocumented students. Ensure that admissions personnel include undocumented students in their standard outreach and recruitment presentations.

   “Loyola welcomes applications from all potential students, including but not limited to, their race, ethnicity, religion, gender, disability, sexual orientation, or immigration status.”

5. Change the current online admissions process to facilitate applications from undocumented students without regard to immigration status, including information about restrictions for federal financial aid.

   Example: In the application management system, Slate, include “Please select the Visa you will be on to attend Loyola. If you are an undocumented student, a student eligible for deferred action or are uncertain, please select ‘other.’”

ISSUE: Admitted undocumented students face many challenges on campus, including continued financial support, social and emotional assistance, safety, and help integrating into academic, co-curricular, professional activities and other opportunities. These students need ongoing resources and support to participate fully in student life and to promote their right to safety, privacy and educational opportunities.

RECOMMENDATIONS:

6. Following the example of the Stritch School of Medicine, each College and School should explore the possibility of adopting the Medical School approach, which would include not only accepting DACA and DACA eligible students, but also providing financial support and opportunities for professional licensing
(including, but not limited to, nursing, law, social work, education, and psychology) to qualified persons with DACA immigration status or who are DACA eligible.

Example: Undocumented, DACA and DACA-eligible students are precluded from admission to practice law under most state bars (California being the current exception), in contrast to the path to practice medicine as identified by Loyola’s Stritch School of Medicine.

7. Identify a point of contact in each College and School to be informed of current federal and state laws regarding professional practice for this group of students, and to receive appropriate training regarding the rights and needs of undocumented students, including academic, professional, and co-curricular activities.

Example: Undocumented students are barred from federal employment (including research fellowships) and internships, but may be able to pursue both paid and unpaid employment at local and state public offices.

8. Explore an “exit interview” or similar opportunity to both learn about undocumented students’ experience at Loyola, and to provide career counseling about what professional and/or academic opportunities students are (and are not) eligible for upon graduation.

9. Building on the resources developed by Student Diversity and Multicultural Affairs (see http://luc.edu/diversity/resources/undocumentedstudentresources/), develop a comprehensive website addressing related topics, including definitions, federal and state laws, tuition, admissions and financial aid, student housing, student health insurance and support, academic and other specialized advising and counseling services, student leadership, experiential work opportunities, and other local and national resources, FAQs and Loyola contact information. This website should be readily available to prospective (including links to admissions) as well as current undocumented students, and updated annually.

10. Develop and offer “Know Your Rights” workshops and materials addressing resources, safety and well-being, and experiential learning and career opportunities (internships, externships, part-time or summer employment), that undocumented students can and cannot apply for. These informational workshops should also be available to faculty, staff, and students to broaden institutional knowledge and support networks for undocumented

11. Explore the possibility of creating a “sanctuary” campus for all first responders. Meaning, create a policy prohibiting all campus safety, medical, and wellness center staff from inquiring as to a student’s immigration status.
12. Ensure the Office for International Programs (and the counterpart at Medical School) and faculty leading international alternative service/immersion and study abroad trips include explicit policies alerting undocumented students to risks of traveling internationally, including potential bars to re-admission to the United States.

ISSUE: Hiring policies and alumni networking are important areas to make the University’s work comprehensive.

RECOMMENDATIONS:

13. Clarify Loyola’s Human Resources policies regarding hiring undocumented employees, including faculty and staff.

14. Encourage every College and School’s alumni unit to create a process for undocumented, or formerly undocumented, alums to mentor incoming students.

ISSUE: The challenges facing undocumented students and families in our communities require ongoing academic research to increase knowledge and improve practices related to undocumented students.

RECOMMENDATIONS:

15. Encourage and support faculty research, teaching, outreach, and service learning initiatives aimed at exploring or illuminating issues of relevance to migration, immigration and the lived experience of undocumented students. Assist faculty to secure external funding to support such endeavors.

16. Publish an annual report on the status of undocumented students at Loyola to support ongoing advocacy efforts (including Student Affairs and Enrollment Management among others) across both Maywood and Lakeside campuses. This process should include a review of policies, procedures, and resources to ensure they are current and accurate.

ISSUE: The importance of collaboration among the AJCU schools is imperative to advance the cause of undocumented students.
RECOMMENDATIONS:

17. As proposed in the Fairfield/Loyola/Santa Clara report, the University should look into the idea of “a Common Fund’ to raise money to support undocumented students at all Jesuit institutions” (p. 16).

18. To broaden our understanding of the issues, we recommend initiating a “Phase 2” of the Fairfield/Loyola/Santa Clara study, and survey Illinois institutions of higher education to identify current policies and practices related to DREAMer students.

ISSUE: The importance of working for policies to advance immigration reform is critical to advance meaningful, long term solutions to challenges facing undocumented students and their families.

RECOMMENDATIONS:

19. Publicize the fact that President Garanzini, SJ, along with over one hundred other Catholic College presidents, has signed onto a letter supporting immigration reform with a path to citizenship. (See Appendix C)

20. The University continue to contribute to local and national policy efforts that support undocumented students.

V. CONCLUSION

Undocumented students face daunting challenges in their quest to obtain higher education. Loyola has begun important work in helping these students know that they are welcome in our community and that Loyola will do all that it can to assist them in meeting the challenges.

The reason the University chooses to do this work is simple: As a Catholic and Jesuit university, it is grounded in the mission of promoting social justice and in the bedrock principle that acceptance of undocumented students is part of Loyola’s broader culture of acceptance, inclusion, safety and support.

There is much good work that has been done. There is much more to be done. The commitment of administrators, faculty, staff and students is strong and deep and this will enable the University to build on the good work already in place. As the University moves forward on this issue, the call is to embed that commitment more fully into the University as it welcomes and assists undocumented students in their goal of becoming educated, active, participating members of our University and our beyond.
VI. APPENDICES

A. UCUS Committee

Loyola University Chicago
University Collaborative for Undocumented Students
2013-2014

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Department/Unit School/College</th>
<th>Email</th>
<th>Phone Number</th>
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<td>312 915 7020</td>
</tr>
</tbody>
</table>

B. Immigrant Student National Position Paper Executive Summary of the study authored by Fairfield University, Loyola University Chicago and Santa Clara University.
C. Catholic College Presidents’ Letter (July 18, 2013)

Catholic College Presidents Call for Immigration Reform with a Path to Citizenship

July 18, 2013

As the House of Representatives begins debate on immigration reform, more than 100 Catholic university presidents were joined by dozens of academics in sending the following letter to every Catholic member of the House of Representatives, including House Speaker John Boehner and Minority Leader Nancy Pelosi.

Dear Representative:

As educators preparing the next generation of American leaders to serve the common good, we are deeply engaged in the current debate over immigration reform.

Catholic colleges and universities have a proud history of providing opportunities to immigrants who enrich our nation with creativity, hard work and public service. Together we represent universities that educate more than 290,000 students. Leaders on Catholic campuses advocated for the DREAM Act, and we stand with the U.S. Conference of Catholic Bishops in urging Congress to pass comprehensive immigration reform that includes a road to earned citizenship. Our broken immigration system, which tears parents from children, traps aspiring Americans in the shadows, and undermines the best values of this nation, is morally indefensible.

We hope that as you face intense political pressure from powerful interest groups, you will draw wisdom and moral courage from our shared faith tradition. Catholic teaching values the human dignity and worth of all immigrants, regardless of legal status. We remind you that no human being made in the image of God is illegal. The Vatican’s Compendium of the Social Doctrine of the Church warns against the exploitation of immigrant workers and says “immigrants are to be received as persons and helped, together with their families, to become a part of societal life.” We are part of an immigrant church in an immigrant nation.

As Catholics engaged in public service, you have a serious responsibility to consider the moral dimensions of policy decisions. Our immigration system is so deeply flawed, and in such urgent need of repair, that inaction is unacceptable. As Archbishop Jose Gomez of Los Angeles, the
Chairman of the U.S. Conference of Catholic Bishops’ Committee on Migration, said last month:

"Each day in our parishes, social service programs, hospitals, and schools we witness the human consequences of a broken immigration system. Families are separated, migrant workers are exploited, and our fellow human beings die in the desert. Without positive change to our immigration laws, we cannot help our brothers and sisters. Simply put, the status quo is morally unacceptable. This suffering must end."

You face a complex issue that defies easy solutions and narrow partisan agendas. The United States is a nation of laws. It is also a nation built by immigrants. Our faith tradition rejects false choices between freedom and responsibility, individual rights and collective obligations. We urge you to reject the false choices and divisive rhetoric that have too often characterized this debate. Protecting our borders and creating an earned path to citizenship for the 11 million undocumented immigrants already in this country are not competing interests.

Please be assured of our prayers as you put prudence, human dignity, and the common good at the center of your deliberations.

[Web Link]

Accessed May 30, 2014

D. Organizational Resources

Local resources to assist DACA students to renew DACA status eligibility (must be done every two years) and respond to other legal matter. (National Immigrant Justice Center, local immigration clinics, etc.)

The National Immigration Law Center tracks activities related to state funding of higher education for undocumented students.

The Mexican American Legal Defense and Educational Fund supplies a list of scholarships available to all students regardless of immigration status.

Beyond Deferred Action – Long Term Immigration Remedies every DREAMer Should Know About

[Web Link]

Latino Legal Voice for Civil Rights in America [Web Link]

Choose Your Future [Web Link]

Listing of DREAM Act Supporters in Higher Ed (PDF document, available upon request)
APPENDIX D

Dreamer Committee Institutional Research and Activities

The following provides an overview of various activities, including scholarship, conferences, and research, by select members of the Dreamer Committee. It does not represent the body of work of the entire committee or the University. It is intended to demonstrate the breadth of activities at Loyola to better learn, understand and advance issues related to immigration and migration.

A. Stritch School of Medicine


B. Center for the Human Rights of Children

Scholarship


Advocacy
1. 08/01/16 Published Research Briefing of needs and challenges facing Unaccompanied Alien Children (UAC) released into US communities: http://luc.edu/media/luceedu/chrc/pdfs/Final%20Research%20Brief%20MA.pdf

2. 07/01/16 Published review of the Catholic response to Unaccompanied Alien Children (UAC) migrating to the US: http://luc.edu/media/luceedu/chrc/pdfs/Crossing%20the%20Border%20Alone.pdf


Events
1. 09/29/16 Cosponsored event with the Law School about immigration reform, DACA, and the upcoming election: http://luc.edu/chrc/events/pastevents/september29--myamericanndreamdacaimmigrationreformandtheimportanceoftheupcomingelection/

2. 09/21/16 Director spoke on panel regarding migration and immigration at the Hank Center’s “Citizenship, Service, and the Public Good” event: http://luc.edu/chrc/events/pastevents/september21-22--citizenshipserviceandthepublicgood/
3. 09/19/16 Cosponsored event with National Immigrant Justice Center about the global refugee crisis: 
   http://luc.edu/chrc/events/pastevents/september19--protectrefugeesnowtheusresponsetotheglobalrefugeecrisis/

4. 09/18/15 Cosponsored event with the Frontera Players that involved a theater-based response to the UAC crisis at the US-Mexico border: http://luc.edu/chrc/events/pastevents/mydreamactanimmigrationhistory/

5. 04/24/15 Hosted author Margaret Regan to discuss her book Detained and Deported: Stories of Immigrant Families Under Fire:  
   http://luc.edu/chrc/events/pastevents/mychildisforgettingmethetragedyofimmigrantfamiliesseparatedbydetentionanddeportation/

6. 11/14/14 Hosted day-long symposium on child migrants entitled “Children Crossing Borders”:  
   http://luc.edu/chrc/events/pastevents/thechildmigrantchildrencrossingborders/

C. Department of Anthropology

Scholarship


**Guest Editor, Journal Special Issue**


13. Gomberg-Muñoz, Ruth, Laura Nussbaum-Barberena, and Angela Stuesse. (Eds.) "We Are All Arizona": Accelerated Immigration Enforcement and the Struggles of Unauthorized Immigrants in the U.S. Special issue of *City and Society*, 26(1).

**Public, Applied, and Other Work**


**Grants and Fellowships**

1. Center for Interdisciplinary Thinking, Loyola University Chicago. Funding Award for “Migration is Beautiful” Speaker Series. Dina Berger, Ruth Gomberg-Muñoz, María Vidal de Haymes, organizers. (2014-2015, $2,000)

Invited Presentations


Organized Symposia


Media Coverage


Immigration Related Student Research


D. School of Social Work

Scholarship


Grants and Fellowships

1. Loyola University Chicago, Center for the Human Rights of the Child, Faculty Research Fellowship for Study Titled: Violence and Displacement in a Latin American Context: The Experience of Youth and Young Adults, 2016-2017 Academic Year.


4. Orwat, John (PI) and Vidal de Haymes, M. (Co-PI). (September 30, 2014 – September 29, 2017). *Interprofessional Practice with At-Risk Youth (IPRY) Training Project*. Funding Awarded by the U.S. Department of Health and Human Services Health Resources and Services Administration, Awarded $1,440,000


8. Vidal de Haymes, Maria (September 1, 2010- August 30, 2014). Migration Studies Initiatives to Promote Curricular Development and a North American Community. Funding Awarded by the U.S. Department of Education, Awarded $190,000.


**Peer Reviewed Presentations**


E. **School of Education**


**Peer Reviewed Presentations**


F. 2016 Migration Focused Campus Lectures and Events

**Immigrant & International Women Audio Documentary**

November 22, 2016

Come and listen to 10 narrative-based audio documentaries featuring international and immigrant women living in Chicago. These documentaries were created by Loyola students as part of their projects for SOWK 663 Women, Policy, Institutions, and Media in a Global Context.
Post- Election Healing Circle to Support our Undocumented Students

Monday, November 20, 2016
Arrupe College

Children of Conflict: the Syrian War's Impacts on Child Health and Resettlement

November 15, 2016

In celebration of Universal Children's Day, the CHRC and its co-sponsors, Center for Community and Global Health, Neiswanger Institute for Bioethics, Health Sciences Division: University Ministry, and the Department of Public Health Sciences, present two events focusing on the Syrian war, its impact on children, and efforts to support Syrian children both locally and abroad.

- Conflict in Syria: #WhatIsAleppo? A Global Health Perspective
- It Takes a Community - #RefugeesWelcome

Undocumented Students and Allies Circle of Support

Sunday, November 13, 2016
DREAMer Committee

(Un)Documented: Human Impact of Our Immigration Policies and Advocacy Strategies

November 11, 2016
Loyola University School of Law

Share the DREAM Undocumented Student Ally Training

The dates are set for Share the DREAM Undocumented Student Ally Trainings taking place fall of 2016. This year's trainings will be held on:

- Wednesday, October 12, 12-3PM
- Wednesday, October 19, 12-3PM
- Friday, November 11, 2-5PM

Identities in Transition: The First South Asian Womanhood and Girlhood Conference

October 28-29
School of Social Work
Mock Border Wall Series

Building Understanding: The Facts and Faces of Immigration

October 18-20, 2016

Student Event

My American Dream: DACA, Immigration Reform, and the Importance of the Upcoming Election

September 29, 2019

The CHRC is also cosponsoring this event, which will be composed of the first public viewing of four short videos depicting personal experiences with DACA. These videos are accompanied by a panel of lawyers, nonprofit employees, and students, each of whom has experience with DACA personally or professionally.

Citizenship and the Common Good

September 21, 2016

Political Theater: My Dream Act

My Dream Act, performed by Martha Razo under the direction of Cecilie Keenan, is an unique piece of theater told in first person by a young woman (Razo) who has lived all her life as an undocumented citizen of the United States since she crossed the Rio Grande river at the age of one with her parents.

Protect Refugees Now: the U.S. Response to the Global Refugee Crisis

September 19, 2016

In September 2016, the CHRC cosponsored this event with the National Immigrant Justice Center. The event included a panel of speakers, including directly impacted people, which addressed the current state of play and what people can do to ensure that all refugees have access to protection.

Sean Carroll, S.J, Director of Kino Border Initiative

May 3, 2016

Lecture Luncheon

Department of Theology

Caring for Our Immigrant Neighbors

April 20, 2016, from 9:45 AM - 1:00 PM

Health Sciences Division

This program will provide an interactive overview of immigration law in the US enabling participants to develop
and apply knowledge using an audience response system. And you will have an opportunity to hear a narrative history of the exclusion of undocumented immigrants from our health care system from a leading national expert.

**Immigration and the Right to Health Care**  
April 20, 2016, from 12:00 PM - 1:00 PM  
Health Sciences Division  
Beatrix Hoffman, PhD, provides insights for changing the US health care system from a historical perspective.

**A Focus on Undocumented Youth in Education: Teach In**  
Wednesday, March 16, 2016  
School of Education

**2016 Wozniak Lecture**  
Wednesday, March 16, 2016  
Lauren Heidbrink, PhD, Assistant Professor, Chair of Social and Behavior Sciences National Louis University, Chicago, IL  
*Crossing Borders: Lessons from Unaccompanied Migrant Youth*

**DASO (Dreamers and Allies Student Organization) Weekly Meetings**  
Arrupe College

**UP (Undocumented and Proud Student Organization) Monthly Meetings**  
Loyola University

**Appendix E**

**Guidelines for Students of DACA Status Applying for Advance Parole for Participation in the International Service Immersion Program or International Electives**

Students who intend to apply for Advance Parole will be asked to agree to the following:

1. Contact the Director of the Department that offers the program for which you intent to apply and inform them of your DACA status in order to initiate the process of applying for Advance Parole.

2. Apply for participation in the program by the stated deadline.
3. Schedule a meeting with the designated immigration attorney within 10 days of acceptance for participation in the program. Any and all information shared with the designated immigration attorney is protected and will be held confidential by the attorney unless a release is signed by the student and corresponding parties.

4. Inform the corresponding department of your meeting date and time with the attorney. The department will provide a letter of support provided by the Dean that you will take with you to your appointment.

5. The total cost of application for Advance Parole, as of October 2015 is $500.00 dollars. This includes $140.00 dollar payment for attorney and processing fees to be paid to the designated attorney, and a $360.00 dollar payment to USCIS. The student is responsible for the $360.00 dollar fee only.

6. United States Citizenship and Immigration Services (USCIS) estimates the process takes three months.

7. Students must obtain and present approval for Advance Parole to the Director of the Department by March 31st for participation in the International Service Immersion program.

8. For the International Elective through the Center for Community and Global Health, students must obtain and present approval for Advance Parole to the Director 90 days prior to departure to be eligible for the program.

I agree to comply with the listed guidelines and time line. I recognize that failure to obtain Advance Parole within the stated window may preclude participation in the program. I am participating in the program of my own free will and understand the risks involved with traveling abroad.

Signature: _____________________________________________ Date: __________________

Name (printed): _________________________________________

Program of Interest: ____________________________________
Call for Scheduling:
Carlos A. Millan Cortes
DACA Volunteer Coordinator
Resurrection Project: Building Relationships! Creating Healthy Communities!
1818 South Paulina Street | Chicago, IL 60608
Main: 312-763-3487 Ext: 2077
E-mail: cmillan@resurrectionproject.org

Designated Attorney:
Julie Reiter Pellerite
Managing Attorney
Immigration Legal Services Dept.
The Resurrection Project
jpellerite@resurrectionproject.org
Additional Resources regarding Advance Parole:
http://www.uscis.gov/ > Forms > Apply for a travel document
http://www.uscis.gov/i-131
https://cliniclegal.org/resources/articles-clinic/advance-parole-daca-recipients

http://www.e4fc.org/images/E4FC_TravelingAbroad.pdf
http://www.nafsa.org/Resource_Library_Assets/Regulatory_Information/Resource_Page_On_Defered_Action_for_Childhood_Arrivals/
POST-ELECTION RESOURCES

The Center for the Human Rights of Children in collaboration with the Student Diversity & Multicultural Affairs (SDMA), and the Loyola University Chicago Dreamer committee has compiled the following list of resources from experts and organizations at the university, local, state, and national levels who are dedicated to protecting the rights of vulnerable populations including undocumented youth. This includes direct services (mental health, health, legal), advocacy organizations, as well as resources to support inclusive classrooms or organizations.

This list is not inclusive of all organizations, but can be a start to help respond to student needs and questions. We will do our best to update this list as resources are produced and shared.

LOYOLA UNIVERSITY CHICAGO RESOURCES


- UP (Undocumented & Proud): A closed group for undocumented students at Loyola to discuss shared experiences as undocumented students of higher education.
- Share the DREAM - Undocumented Student Ally Trainings: The three-hour training provides the Loyola community with skills to understand the value and importance of exploring the experiences and perspectives of undocumented students.
  - [http://www.luc.edu/diversity/resources/undocumentedstudentresources/sharethedreamundocumentedstudentallytraining/](http://www.luc.edu/diversity/resources/undocumentedstudentresources/sharethedreamundocumentedstudentallytraining/)
- Loyola trained allies for undocumented students are listed below:
  - [http://www.luc.edu/diversity/resources/undocumentedstudentresources/sharethedreamundocumentedstudentallytraining/](http://www.luc.edu/diversity/resources/undocumentedstudentresources/sharethedreamundocumentedstudentallytraining/)
- Magis Scholarship Fund: A student-led initiative to fund undocumented Loyola undergraduate students who demonstrate financial need but do not qualify for federal financial aid through the addition of a $2.50 tax on student development fees.

Arrupe College Chicago:

- Dreamers and Allies Student Organization, Yolanda Golden, ygolden@luc.edu; Staff Advisor
- Campus Ministry: [http://www.luc.edu/campusministry/](http://www.luc.edu/campusministry/)
  - Pastoral care and support for those in need.
  - Damen Student Center, Suite 271 – 773.508.2200
The Office of the Dean of Students: http://www.luc.edu/dos/
  o Provides advocacy, care and support
  o Damen Student Center, 3rd Floor – 773.508.8840 or DeanOfStudents@luc.edu

Student Diversity & Multicultural Affairs: http://www.luc.edu/diversity/
  o Damen Student Center, Suite 116 – 773.508.3909 or Diversity@luc.edu
  o Loyola allies for undocumented students are listed below:
    ▪ http://www.luc.edu/diversity/resources/undocumentedstudentresources/sharethedreamundocumentedstUDENTALLYtraining/

Health Sciences Campus:

  o Visit the Ministry, Student Affairs, Bioethics, and Diversity and Inclusion offices are available as resources for individuals and groups. Perspectives is also available 24 hours a day, seven days a week by calling 800.456.6327 or visiting perspectivesltd.com

The Wellness Center: http://www.luc.edu/wellness/

  o Granada Center, 3rd Floor – 773.508.8883

Crime: If you are a victim of crime, report the crime to police or 911 in case of an emergency

  o On-Campus Crime – including harassment and vandalism:
    ▪ Inform Police and Campus Safety at 773.508.6039
  o On-line Harassment:
    ▪ Loyola: Inform Campus Safety at asksaFety@luc.edu
      http://www.luc.edu/its/itspoliciesguidelines/policy_onlineharassment.shtml

CRIME & HARASSMENT

Schools and cities across the country have seen increases in crime ranging from harassment and vandalism, to threats and violent crime. Each of these is serious and must be reported.

  o Crime: If you are a victim of crime, report the crime to police or 911 in case of an emergency
  o On-Campus Crime – including harassment and vandalism:
    ▪ Inform Police and Campus Safety at 773.508.6039
  o On-line Harassment:
    ▪ Loyola: Inform Campus Safety at asksaFety@luc.edu
      http://www.luc.edu/its/itspoliciesguidelines/policy_onlineharassment.shtml
Youth throughout the nation are coping with uncertainty, apprehension, and fear following the election outcome. The centers below have offered crisis assistance by way of text, phone, or in-person support. Please contact them, as they are here to support you.

**CHICAGO-AREA IN-PERSON COUNSELING TO ALL, REGARDLESS OF DOCUMENTATION OR INSURANCE**

- Center on Halsted: [http://centeronhalsted.org](http://centeronhalsted.org)
- Latino Organization of the Southwest: [http://latinoorganizationofthesouthwest.blogspot.com](http://latinoorganizationofthesouthwest.blogspot.com)
- Community Health: [http://www.communityhealth.org](http://www.communityhealth.org)
- Heartland Health Center: [http://www.heartlandhealthcenters.org](http://www.heartlandhealthcenters.org)
- Community Counseling Centers of Chicago: [https://www.c4chicago.org/](https://www.c4chicago.org/)
- Association House Chicago: [http://www.associationhouse.org](http://www.associationhouse.org)
- Hamard Center for Health and Human Services: [http://www.hamardcenter.org](http://www.hamardcenter.org)
- World Relief Chicago: [http://worldreliefchicago.org](http://worldreliefchicago.org)
- Refugee One: [http://www.refugeeone.org](http://www.refugeeone.org)
- The Family Institute at Northwestern: [http://www.family-institute.org/therapy-counseling](http://www.family-institute.org/therapy-counseling)

**ILLINOIS CRISIS HELP WITH RESOURCES IN ENGLISH AND SPANISH**


**NATIONAL CRISIS HELP**

- Crisis Text Line: [http://www.crisistextline.org](http://www.crisistextline.org)
- National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- The Trevor Project: [http://www.thetrevorproject.org](http://www.thetrevorproject.org)
- To Write Love On Her Arms: [https://twloha.com](https://twloha.com)
SUPPORT FOR FAMILY/PARENTS/CAREGIVERS

- Look Through Their Eyes: [www.lookthroughtheireyes.org](http://www.lookthroughtheireyes.org)
- Huffington Post: What do we tell the children? [http://www.huffingtonpost.com/entry/what-should-we-tell-the-children_us_5822aa90e4b0334571e0a30b](http://www.huffingtonpost.com/entry/what-should-we-tell-the-children_us_5822aa90e4b0334571e0a30b)

SUPPORT FOR PROFESSIONALS WORKING WITH YOUTH

Professionals are confronting new issues in their classrooms and with their clients following the divisions in our nation. They are facing the difficult task of working with youth who fear deportation, discrimination, and violence. Below are some useful tools to assist your students and clients navigate those issues.

- Ann & Robert H. Lurie Children’s Hospital of Chicago, Center for Childhood Resilience and the Gender and Sex Development Program
- Illinois Childhood Trauma Coalition and the Ad-Hoc Committee on Refugee/Immigrant Children & Trauma
- The Center for Latina/o Mental Health at The Chicago School of Professional Psychology
- Youth Suicide Prevention Program (information on youth suicide): [http://yspp.org/about_suicide/statistics.htm](http://yspp.org/about_suicide/statistics.htm)
- Illinois Safe Schools (resources for creating gender inclusive schools): [http://illinoissafeschools.org](http://illinoissafeschools.org)
BEGIN HERE IF YOU NEED LEGAL ASSISTANCE WITH THE IMMIGRATION PROCESS OR IF YOU HAVE QUESTIONS ABOUT YOUR OPTIONS ONCE THE ADMINISTRATION CHANGES. THESE ORGANIZATIONS ALSO ADVOCATE FOR THE RIGHTS OF UNSUCCESSFUL STUDENTS THROUGH COMMUNITY ORGANIZING AND TRAINING.

HUMAN AND CIVIL RIGHTS ORGANIZATIONS

ILLINOIS

  - See Directory of legal service providers – please note the specific types of services each organization provides to ensure they you’re your needs http://www.icirr.org/content/documents/agency_referral_2016.pdf
- Mexican Consulate of Chicago https://www.embassypages.com/missions/embassy14189/
- National Immigrant Justice Center: dedicated to ensuring human rights protections and access to justice for all immigrants, refugees and asylum seekers: http://www.immigrantjustice.org/
- Illinois Refugee Mental Health Task Force: a volunteer task force committed to ensuring access and promoting awareness around mental health needs and services for refugees and immigrants in Illinois: http://www.ilrmh.org/
- Illinois Childhood Trauma Coalition, Ad-hoc Committee for Refugee/Immigrant Children & Trauma: The ICTC is a voluntary collaboration of organizations that tracks emerging trends, promotes education among professionals and the public, and offers support to a broad network of agencies that work with and for children and families who experience trauma: www.lookthroughtheireyes.org
- Illinois Business Immigration Coalition: provides a voice for Illinois businesses in support of common sense immigration reform that supports Illinois’ economic recovery, provides Illinois companies with both the high-skilled and low-skilled talent they need, and promotes the integration of immigrants into our economy as consumers, workers, entrepreneurs and citizens: http://www.illinoisbic.biz/

NATIONAL

- Catholic Immigration Legal Network (CLINIC): https://cliniclegal.org/
- Immigrant Legal Resource Center: https://www.ilrc.org/
- American Civil Liberties Union: works to defend individual rights and liberties guaranteed by the Constitution: https://www.aclu.org/action
• Anti-defamation League: fights against anti-Semitism and bigotry as one of the largest civil rights organizations in the country: http://www.adl.org/combating-hate/

• Border Angels: all-volunteer non-profit that advocates for immigration reform and social justice focusing on the U.S.-Mexico border. It offers educational and awareness programs and migrant outreach programs to San Diego County’s immigrant population. http://www.borderangels.org/

• National Association for the Advancement of Colored People: works to promote the civil rights of people of color and to eliminate race-based discrimination: http://www.naACP.org/about-us/

• NAACP Legal Defense Fund: fights for racial justice through litigation, advocacy and education: http://www.naacpldf.org/ways-get-involved

• National Immigration Law Center is dedicated to fighting for the rights of low-income immigrants through litigation, policy analysis and advocacy, and various other methods: https://www.nilc.org/get-involved/

• National Immigration Forum: is another leading immigrant advocacy group that offers various programs to integrate immigrants into the workforce and obtain citizenship: http://immigrationforum.org/about/

• Lambda Legal: mission is to achieve full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people, and those with HIV through impact litigation, education, and public policy work: http://www.lambdalegal.org/issues/transgender-rights

• United We Dream – the largest immigrant youth-led organization in the U.S. advocating for the rights and fair treatment of immigrants and undocumented students. The nonpartisan network includes over 100,000 immigrant youth and allies and 55 affiliate organizations in 26 states: http://unitedwedream.org

WHAT IMMIGRANTS CAN DO NOW

PEOPLE SHOULD GO TO A LEGAL SERVICES PROVIDER TO BE SCREENED FOR ANY POSSIBLE IMMIGRATION OPTIONS OTHER THAN DACA FOR WHICH THEY MAY ALREADY ELIGIBLE.

• See links above for providers.

• The Immigrant Legal Resource Center (ILRC) has a comprehensive client intake form to assist practitioners in screening. It can be found online at https://www.ilrc.org/screening-immigration-relief-client-intake-form-and-notes

• The Immigration Advocates Network maintains a national directory of more than 950 free or low-cost nonprofit immigration legal services providers in all 50 states. It can be found online at https://www.immigrationlawhelp.org; See also local legal service providers, including the National Immigrant Justice Center (http://www.immigrantjustice.org/) and those listed on ICIRR directory (http://www.icirr.org/content/documents/agency_referral_2016.pdf).

• Community members should be warned of fraudulent service provider schemes and
educated about how to seek competent immigration help. The ILRC has created community education flyers about this available in English and Spanish available online at https://www.ilrc.org/anti-fraud-flyers.

PEOPLE SHOULD KNOW THEIR RIGHTS WHEN IN CONTACT WITH AN IMMIGRATION AGENCY.

- The ILRC has created Red Cards to help both citizens and noncitizens defend themselves against constitutional violations during ICE raids. These cards provide citizens and noncitizens with information about how to assert their constitution rights and an explanation for ICE agents that the individuals are indeed asserting their constitutional rights. Go https://www.ilrc.org/red-cards for more information and contact us at redcards@ilrc.org to order. The ILRC also has information about raids and immigrants’ rights available online at https://www.ilrc.org/community-resources

See also https://www.immigrationadvocates.org/nonprofit/legaldirectory/

For attorneys/legal providers in Illinois, see http://www.icirr.org/content/documents/agency_referral_2016.pdf

People should continue to avoid negative interaction with law enforcement. Something like a DUI or conviction related to drugs can have irreversible negative immigration consequences.

IF FILING TO RENEW DACA, APPLICANTS NEED TO BE AWARE THAT THE FILING FEE INCREASES TO $495 ON DECEMBER 23, 2016.

- The Mission Asset Fund (http://missionassetfund.org/lending-circles-for-dreamers/), Self-Help Federal Credit Union (http://www.self-helpfcu.org/personal/loans/immigration-loans), the Mexican Consulate or local DACA service providers may have information about loans or grants to help with the filing fees.

FREQUENTLY ASKED QUESTIONS REGARDING IMMIGRATION (EXCERPTS FROM ILRC FACT SHEET)

THE FOLLOWING DOES NOT CONSTITUTE LEGAL ADVICE. PLEASE CONSULT WITH A QUALIFIED ATTORNEY ABOUT YOUR OPTIONS.

I AM UNDOCUMENTED / HAVE UNDOCUMENTED FAMILY MEMBERS. WILL WE BE IMMEDIATELY DEPORTED?

No. We do not know at this time what approach the Trump Administration will take toward undocumented families. Individuals without status who are present in the U.S. have certain legal and constitutional rights. You have a right to a hearing and to have a judge review your case. That process can take years in some cases, and you can remain in the U.S. until a final decision is made. Other constitutional protections prevent certain enforcement tactics, and may present a basis to challenge
overly aggressive attempts at immigration enforcement by the federal government.

I HAVE DACA. WILL MY DEFERRED ACTION BE TERMINATED WHEN TRUMP TAKES OFFICE IN JANUARY?

The new President may cancel DACA if he chooses. At this time, we do not know if Trump will immediately cancel the DACA initiative or when that might happen. Even if DACA is terminated, whether or not your lawful presence and work permit will cease right away depends on the announcement by the President and how it is implemented by the federal government.

I HAVE DACA. WILL THE FEDERAL GOVERNMENT USE MY INFORMATION TO FIND AND DEPORT ME?

Deporting over 700,000 DACA recipients would be very time-consuming and expensive. DACA recipients are also near the bottom of the government’s priority list for deportation. However, Trump’s actions are difficult to predict, so families should take precautions now by discussing other legal options with a qualified immigration lawyer. There would also certainly be a legal challenge to use of private data submitted under DACA for enforcement activity.

SHOULD I APPLY FOR DACA NOW?

The answer depends on your personal circumstances, which you should discuss with an immigration lawyer. Some considerations are your age, whether you need deferred action or work authorization urgently, and whether your situation would allow you to wait several months to see what happens to DACA. It is important to consider that applying for DACA will give your personal information to the government and may put you at risk should Trump rescind DACA. It is also important to note that current processing and review times indicate that any application filed now would not result in an answer until after the Trump Administration takes office.

SHOULD I RENEW MY DACA APPLICATION OR SEEK “ADVANCE PAROLE” TO TRAVEL AS A DACA BENEFICIARY?

If your deferred action is set to expire within 150 days, you should apply to renew it now. If you have urgent humanitarian reasons to travel outside the U.S., you may seek permission to travel by seeking “Advance Parole” with USCIS (Form I-131). The government already has your personal information, so you are not creating a new risk by applying for renewal unless your situation has changed in a way that you might not be eligible for DACA any more, for example, a criminal conviction. If you travel on “Advance Parole,” be sure to return before January 20, 2017.

WHAT WILL HAPPEN WITH DAPA / EXPANDED DACA (DACA 2014)?

Implementation of these initiatives has been halted by a lawsuit. The new President can rescind these initiatives if he chooses, effectively making that court process moot.
I HAVE A PENDING IMMIGRATION PETITION. WHAT WILL HAPPEN WITH MY APPLICATION?

For non-DACA applications pending with USCIS, there is no reason to believe that those applications will stop being normally processed according to current laws.

HOW CAN I FIND OUT IF I HAVE OTHER OPTIONS TO AVOID DEPORTATION?

Seek assistance from a reputable immigration lawyer. Avoid notario scams. Visit immigrationlawhelp.org for more information about non-profit legal service organizations by state.

I’VE BEEN PLACED IN REMOVAL PROCEEDINGS. WHAT CAN I DO?

Talk to an immigration lawyer immediately to plan your next steps. You have the right to a hearing before any decision is made about whether you have to depart the country. You also have the right to an appeal.

CAN MY CITIZENSHIP BE TAKEN AWAY IF MY PARENTS ARE UNDOCUMENTED?

No. The U.S. Constitution grants citizenship to all people born in the U.S. regardless of their parents’ immigration status. There is not enough support to amend the Constitution to remove birthright citizenship, and any attempt to amend the Constitution would take years and would likely apply only to those born after adoption of an amendment.

WILL IN-STATE TUITION / ADMISSION FOR UNDOCUMENTED COLLEGE STUDENTS END?

No. The laws that provide instate tuition/admission for students are passed by states and cannot be changed by the President.

SHOULD I WORRY ABOUT GOING TO THE HOSPITAL EMERGENCY ROOM?

No. Under federal law, your personal information should be kept private by doctors and staff.

SHOULD I STILL REPORT CRIME TO THE POLICE?

Yes. Most police officers are only interested in investigating crime and won't be interested in your immigration status. If you are a crime victim, you may be eligible for a visa that would allow you to stay in the U.S. Talk to an immigration lawyer about the facts of your case.

I PLAN TO FILE AN APPLICATION FOR VAWA / U VISA/ T VISA. SHOULD I WAIT?
No. There is no reason to delay filing for this relief. It is established in U.S. law and cannot be changed by the President acting alone.

**WHAT CAN MY FAMILY DO TO PREPARE FOR ANY INTERACTION WITH ICE, FOR EXAMPLE, IF MY WORKPLACE IS THE TARGET OF AN ICE RAID?**

The Immigrant Legal Resource Center has created Red Cards that provide information about how to assert your constitutional rights during a raid. Visit ilrc.org/red-cards for details. See also Know Your Rights Materials provided by organizations in Illinois.

**MY FAMILY SENDS MONEY TO RELATIVES IN MEXICO. CAN THE GOVERNMENT CONFISCATE THAT MONEY?**

No. Companies that transfer money among relatives from the U.S. to Mexico do not track their clients’ immigration status. Even if companies could distinguish between legal and undocumented immigrants in their clientele, seizing funds based on national origin or immigration status would be unconstitutional and would be immediately challenged in court.

**I’M A LATINX IMMIGRANT. DOES HALF OF THE U.S. HATE ME?**

No. A 2016 poll shows 79% of Americans favor providing a way for undocumented immigrants to become U.S. citizens or legal permanent residents.

**OTHER LEGAL RESOURCES AND INFORMATION:**

Immigration Post-Election, Penn State Law: https://www.pennstatelaw.psu.edu/immigration-after-election
Loyola University Chicago Sanctuary Campus Petition

Contact information:
Tisha Rajendra: Assistant Professor of Christian Ethics, trajendra@luc.edu

President Jo Ann Rooney, JD, LLM, EdD
Office of the President
Loyola University Chicago
1032 W. Sheridan Rd.
Chicago, IL 60660

November 2016

Dear President Rooney:
Thank you for your message of concern regarding the outcome of the recent U.S. Presidential Election. In light of this outcome, we, the undersigned members of the University community, urge Loyola University Chicago to declare itself a “Sanctuary Campus” where the human rights and dignity of all our members will be defended regardless of citizenship or immigration status. We join our voices to students, faculty and staff at other institutions across the country who are also urging their university leadership to create sanctuary spaces for the undocumented.

The University Strategic Plan 2020 calls upon the University to be a “transformative agent” for “a more just, humane, and sustainable world.” To be this transformative agent, we ask the University to pledge to do everything it can to protect the human rights of undocumented students, faculty, and staff. This defense of human rights must include protection from unjust deportation, physical harassment and intimidation, legal assistance, maintenance of the MAGIS Scholarship fund and the prioritization of the security of our most vulnerable members.

We await your action.
APPENDIX H

Statement of AJCU Presidents on Undocumented Students (November 30, 2016)

As Presidents of the Association of Jesuit Colleges and Universities we feel spiritually and morally compelled to raise a collective voice confirming our values and commitments as Americans and educators. We represent colleges and universities from across our nation with more than 215,000 students and 21,000 faculty, and over 2 million living alumni.

Grounded in our Catholic and Jesuit mission, we are guided by our commitment to uphold the dignity of every person, to work for the common good of our nation, and to promote a living faith that works for justice. We see our work of teaching, scholarship and the formation of minds and spirits as a sacred trust.

That trust prompts us to labor for solidarity among all people, and especially with and for the poor and marginalized of our society. That trust calls us to embrace the entire human family, regardless of their immigration status (1) or religious allegiance. And experience has shown us that our communities are immeasurably enriched by the presence, intelligence, and committed contributions of undocumented students, as well as of faculty and staff of every color and from every faith tradition.

Therefore, we will continue working:

- To protect to the fullest extent of the law undocumented students on our campuses;
- To promote retention of the Deferred Action for Childhood Arrivals Program (DACA);
- To support and stand with our students, faculty and staff regardless of their faith traditions;
- To preserve the religious freedoms on which our nation was founded.

As we conclude this Year of Mercy, we make our own the aims enunciated by Pope Francis: "Every human being is a child of God! He or she bears the image of Christ! We ourselves need to see, and then to enable others to see, that migrants and refugees do not only represent a problem to be solved, but are brothers and sisters to be welcomed, respected and loved." (2)

We hope that this statement will inspire members of our University communities, as well as the larger national community, to promote efforts at welcome, dialogue, and reconciliation among all that share our land. We welcome further conversation and commit ourselves to modeling the kind of discourse and debate that are at the heart of our nation’s ideals. And we promise to bring the best resources of our institutions – of intellect, reflection, and service – to bear in the task of fostering understanding in the United States at this particular time in our history.

Signed,
(1) AJCU Presidents Statement in Support of Undocumented Individuals, January 2013

(2) Message of His Holiness Pope Francis for The World Day Of Migrants And Refugees (5 August 2014).
The City of New York

Chancellor Milliken’s Statement on Immigrants

November 18, 2016

Dear Members of the CUNY Community,

Following the presidential election, many students at CUNY and at campuses across the country remain understandably anxious and concerned about the possible policies of the next administration. This is particularly true for the policies, which may not be articulated for some time, that could affect members of our community that CUNY has served since its founding – immigrants. Our immigrant community helps define who we are, where we have been and our future at this University. It brings passion, ambition, creativity and, perhaps most important, the dreams that are, in fact, the American dream. At CUNY, we have an unwavering commitment to providing opportunity to low income and underrepresented students and immigrants, a point of honor and strength that makes our mission so vital. As I wrote recently in a letter to all members of the CUNY community, this mission will not change, and the city and the country will be much better for it.

CUNY is the undisputed leader among universities in this country in the support and services we provide to immigrants on our campuses and throughout the city. That will remain the case. We have led the nation in the number of undocumented students with special scholarships to support their studies. We operate the extremely effective Citizenship Now! program, which has offices in all five boroughs, providing an array of one-on-one legal services, referrals to needed social services, reviews of legal status and assistance with applications. We also provide counseling for students on immigration issues on our campuses. This support is among the clearest statements we could make of the value we place on educating and assisting the people who have proven generation after generation that they will take their places among the greatest New Yorkers and sustain New York as one of the greatest cities in the world.

In response to the questions and concerns that have been raised by the recent election, we are taking a number of steps to support in every way we can our immigrant community. As we initiate these measures, CUNY will continue to review applicable laws and do all we can within the bounds of the law to ensure the security of all our students. Our colleges have been active in providing opportunities for counseling of students and staff, and have held forums for discussion and support.

As part of our “Immigrants Matter@CUNY” steps, we will be holding a two-hour Facebook Live session on Monday, November 21st, from 11:00 a.m. to 1:00 p.m. to answer questions and address concerns. We will have lawyers, student affairs advisors and other specialists on hand to provide advice and referrals where necessary. We expect to hold another Facebook Live session later. All CUNY campuses will be publicizing our counseling services and ensuring that all students are aware of the resources on
which they can draw for support. We will be posting a document with frequently asked questions and answers, which will be updated as needed.

We hope all affected students will take advantage of CUNY and college resources and appreciate the great importance we place on providing you with the support and services that will help you build your futures and strengthen our university and our city.

James B. Milliken
Chancellor

Columbia University

November 21, 2016

Dear fellow members of the Columbia community:

The presidential election has prompted intense concern for the values we hold dear and for members of our community who are apprehensive about what the future holds. Some of this concern is focused on possible changes to immigration laws and to the federal enforcement of those laws. Some is due to possible changes elsewhere in federal law and policy. Reports of bias crimes and harassment occurring since the election are also deeply disturbing, particularly so when those who feel threatened are part of a community like ours, committed to tolerance and reason.

President Bollinger has asked me to work with the University administration and our community to develop a response to these concerns. I am writing to share information about relevant policies and our plans for ensuring that every person at Columbia feels safe, is able to proceed unimpeded with their studies and their work, and understands beyond question that Columbia’s dedication to inclusion and diversity is and will remain unwavering.

First, you should know that the University will neither allow immigration officials on our campuses without a warrant, nor share information on the immigration status of students with those officials unless required by subpoena or court order, or authorized by a student. Moreover, New York City continues to be a sanctuary city, with special protections for undocumented immigrants, and Mayor de Blasio recently affirmed that local law enforcement officials will continue to operate consistent with that commitment.

If the Deferred Action for Childhood Arrivals (DACA) policy is terminated or substantially curtailed and students with DACA status lose the right to work, the University pledges to expand the financial aid and other support we make available to undocumented students, regardless of their immigration status. It is of the utmost importance that federal policies and laws do not derail the education of students whose enrollment at Columbia and other colleges or universities is made possible by DACA. We subscribe to the view of the Association of American Universities that “DACA should be upheld, continued and expanded,” and we will continue to express that commitment in the future.
To provide additional support, the Office of University Life is hosting a series of small-group, private information sessions specifically for undocumented students in our community, including DACA recipients, to provide support and guidance regarding possible changes in the law. Affected students can contact the Office directly for more information. Separately, our International Students and Scholars Office (ISSO) is also scheduling information sessions and prepared to provide assistance via its telephone helplines to any of our international students with questions or concerns. For more information about resources, support and reporting options regarding discrimination and harassment, please see http://universitylife.columbia.edu/news/2016/11/resources-students-and-other-columbia-community-members.

The commitments outlined above emerge from values that define what we stand for and who we are as a University community. Indeed, Columbia College and the School of Engineering and Applied Science have amplified their commitment to undocumented undergraduate students pursuing their first degrees by continuing to meet their full financial aid needs as has long been our policy and also by treating applications of undocumented students no differently than those of students who are U.S. citizens or permanent residents. The experience of undocumented students at the College and Columbia Engineering, from the time they first seek admission through their graduation, will not be burdened in any way by their undocumented status.

This is a moment for us to bear in mind how important it is to protect all who study and teach in our community and to defend the institution and the values it embodies.

Sincerely,

John H. Coatsworth

**Portland State University**

Dear PSU community,

We as a community share a commitment to the protection and support of all of our students, regardless of immigration status, national origin, religion, or any similar characteristics. Therefore, we declare that Portland State University is a sanctuary campus dedicated to the principles of equity, diversity and safety.

In recent days, concerns have been raised by some students, faculty and other members of the University community regarding possible immigration law changes and the potential impacts of such changes on our students and those covered by the Deferred Action for Childhood Arrivals (DACA) program.

Although we don’t know what the future may hold, PSU is a sanctuary campus for its students.

That means:
The Portland State University Campus Public Safety Office does not and will not enforce federal immigration laws as required by state law.
Portland State University will not facilitate or consent to immigration enforcement activities on our campus unless legally compelled to do so or in the event of clear exigent circumstances such as an imminent risk to health or safety of others.
Portland State University will not share confidential student information, such as immigration status, with the federal government unless required by court order.

Together, I ask that we reaffirm our unequivocal commitment to each other. All Portland State students, regardless of national origin or immigration status, should be welcome, safe and able to pursue their higher education as full members of the PSU family. That is who we are as a university and that who we must remain.

Reed College
John R. Kroger
I hereby declare that Reed College is a sanctuary college for the purposes of immigration. We steadfastly support all members of our community regardless of their immigration status.

As a sanctuary college, Reed will not assist Immigration and Customs Enforcement in the investigation of the immigration status of our students, staff, or faculty absent a direct court order.

In addition, Reed College does not discriminate in admission on the basis of immigration status. We meet the full financial need of all admitted students, including undocumented students. This means we provide institutional financial aid to make up for the federal aid that these students are unable to apply for, such as Pell Grants.

As you may know, Portland is a sanctuary city and Multnomah is a sanctuary county. We’re proud of that fact. If for some reason that designation changes, it will not alter our policy.

If you have additional thoughts about how to support our undocumented students, please contact Santi Alston, deputy Title IX coordinator.
College Presidents Call for Continuation of Obama Administration program Protecting Undocumented Students

Elizabeth Redden

November 21, 2016

More than 90 college and university presidents have signed a statement calling for the continuation and expansion of the Deferred Action for Childhood Arrivals program, under which more than 700,000 young people who were brought to the U.S. illegally as children have registered with the federal government in exchange for temporary relief from the possibility of deportation and a two-year renewable work permit. President-elect Donald J. Trump has said he would end the DACA program, which was authorized by President Obama by executive action.

The statement from college presidents, organized by Pomona College President David Oxtoby, says that since the start of the DACA program in 2012, “we have seen the critical benefits of this program for our students, and the highly positive impacts on our institutions and communities. DACA beneficiaries on our campuses have been exemplary student scholars and student leaders, working across campus and in the community. With DACA, our students and alumni have been able to pursue opportunities in business, education, high tech and the nonprofit sector; they have gone to medical school, law school and graduate schools in numerous disciplines. They are actively contributing to their local communities and economies.”

The statement continues, “To our country’s leaders, we say that DACA should be upheld, continued and expanded. We are prepared to meet with you to present our case. This is both a moral imperative and a national necessity. America needs talent -- and these students, who have been raised and educated in the United States, are already part of our national community. They represent what is best about America, and as scholars and leaders they are essential to the future.”

The full text of the statement and the list of the presidents who signed as of Sunday night may be found at the bottom of this article. New signatories will be added here through Tuesday.

"The DACA program has been really important to us,” said Pomona’s Oxtoby. “We have close to 4 percent of our students who are on DACA or undocumented. When you think that 750,000 people have registered with DACA, this is a huge resource for our country, and we just feel that it’s critical that people be allowed to continue doing what they’re doing, continue their studies, graduate and succeed and get jobs.”

Oxtoby said that, having met with students Friday morning, “there is considerable anxiety” about what will happen under the new administration, and that Trump’s pick for attorney general had “expanded that anxiety.” Trump announced on Friday he would nominate as attorney general Senator Jeff Sessions, of Alabama, who has opposed DACA as "mass backdoor amnesty" and describes himself on his Senate website as "a leading opponent of President Obama’s unconstitutional executive amnesties."

The concern among many in higher education is that what Obama’s executive power giveth, Trump’s can just as easily take away -- and what would happen then to the hundreds of thousands of DACA recipients who have registered their personal information, including
biometric information, with the federal government in exchange for the program’s protections and benefits?

Post-election talking points issued by the Immigration Legal Resource Center emphasize that applicants or recipients of DACA “will not necessarily be targeted for deportation. Administrative programs like this have never been used for wholesale deportation in the past. It would be extremely costly for the government to try to deport all 700,000-plus DACA recipients. However, Trump is more unpredictable than past presidents, so we do not really know what to expect.”

“I think we’ve had more calls and emails this week about DACA and students who are in that database than any other single issue,” said Terry Hartle, the senior vice president of the American Council on Education. “What we’re dealing with is uncertainty. Any presidential transition raises questions about how things will change in the months and years ahead, and I think particularly with the transition that we’re seeing form the Obama administration to the Trump administration there’s more controversy than we’ve seen in a long time.”

Hartle said there’s a “widespread consensus” among college presidents “that DACA has been very beneficial. It’s helped roughly three-quarters of a million Americans begin to find a path toward a better future. The higher education community has long believed that DACA is very beneficial and a good step. The problem is DACA provided ‘quasi-legal’ protection -- and you can put quasi-legal in quotes. Quasi-legal is meaningless. You either have legal protection or you don’t.”

Hartle continued, “DACA has created a database that has been used to help a large number of people. It could obviously be used now in a way that could harm those people, and that is the concern. We have been underscoring that it is not clear what, if anything, the Trump administration is likely to do with DACA. On 60 Minutes [on Nov. 13] President-elect Trump was very clear that they were going to start by going after drug dealers, criminals and gang members. By definition if you are in DACA, you are none of those things.” (To be eligible for DACA, applicants must not have been convicted of a felony, significant misdemeanor, or three or more other misdemeanors, or otherwise be deemed a threat to national security or public safety.)

Trump’s choice for incoming White House chief of staff, Reince Priebus, appeared on CNN’s State of the Union on Sunday. When he was asked whether DACA recipients would lose their protected status, Priebus replied, "This president is going to do a couple things first. First, what he is going to do is start working on legislation to build a border wall between Mexico and the United States .... Secondly, he has said that we are going to do our best and get the best and brightest people together to remove the criminal elements .... But thirdly what he's also made clear is after all those things are done, he will then look at what we are going to do and how we're going to deal with the fact that there are millions and millions of people here that aren't bad people and in many cases [were] brought here by their parents when they were little. But that's a subject that's going to come up after those first two things are taken care of." Since Trump’s election, students, alumni and faculty at many universities have pushed for their institutions to limit their voluntary participation with federal immigration authorities and declare themselves “sanctuary campuses.”

Reed College on Friday announced it would go that route and declare itself a sanctuary college. In a statement, Reed President John R. Kroger said the college would "not assist Immigration
and Customs Enforcement in the investigation of the immigration status of our students, staff or faculty absent a direct court order."

Wesleyan University has also declared itself a sanctuary campus. President Michael S. Roth wrote on his blog Sunday that the institution "will not voluntarily assist in any efforts by the federal government to deport our students, faculty or staff solely because of their citizenship status."

Other college and universities, while not declaring themselves sanctuary campuses, have pledged to do many of the things the movement is asking of college leaders. California State University’s chancellor told the Los Angeles Times last week that the system would not help deport undocumented students under a Trump administration. "Our police departments will not honor immigration hold requests," the chancellor, Timothy P. White, told the paper. "Our university police do not contact, detain, question or arrest individuals solely on the basis of being ... a person that lacks documentation."

The joint letter from college presidents seeking the continuation and expansion of DACA does not reference the sanctuary campus movement. Pomona's Oxtoby said in an interview that the college is "certainly looking at many of the aspects of what might be included in [being] a sanctuary campus. There are particular proposals about ways we might support students, whether it's providing legal aid, things like that. We’re exploring all those ideas, the ways in which we might be able to help our undocumented students and DACA students. Whether that gets collected together into something that is called a sanctuary campus, I’m not sure."

In a follow-up email sent by a Pomona spokesman, Oxtoby noted that campus security officers "are specifically directed not to ask" about individuals' legal status and that the law "does not require us to share the immigration status of students -- with regard to whether they are undocumented or DACAmented -- with the federal government, with any federal, state or local agency or with law enforcement agencies, and we do not do so."

"We neither share such immigration status information nor permit ICE (Immigration and Customs Enforcement) or any law enforcement agency to conduct immigration enforcement activities on our campus," Oxtoby wrote. "If government agencies act to compel us to do so, we will use our voice in the community and our legal resources in support of our students, staff and faculty."

Michael A. Olivas, an expert on higher education and immigration law and a longtime advocate for undocumented students, who is now serving as interim president of the University of Houston Downtown, said he had been "inundated" with dozens of sanctuary campus proposals. "My view on these proposals is that they provide a chimera for people who are frustrated and have no other pathways to ameliorate the situation," Olivas, who signed the presidents' letter, wrote via email, "but the term 'sanctuary' is a term that is too fraught with restrictionist meanings or misunderstandings about the difference between 'defying the law' and choosing not to implement discretionary practices, for policy, efficacy or other reasons."

Olivas, who is on leave from the UH Law Center and who emphasized that he is speaking only on behalf of himself and not his institution, wrote that the term ‘sanctuary’ “has no legal meaning, and the admonitions are vague and impossible to implement, which will only frustrate people more. I have urged all those who have called me to be very cautious in suggesting that a legal cocoon is possible or even needed for students, who are not lawbreakers. Of course,
institutions should provide support and services, as they would for all their students, especially vulnerable ones, but exacting pledges that cannot be kept will do no one any good.”

Text of Presidents’ Open Letter
The core mission of higher education is the advancement of knowledge, people and society. As educational leaders, we are committed to upholding free inquiry and education in our colleges and universities, and to providing the opportunity for all our students to pursue their learning and life goals.

Since the advent of the Deferred Action for Childhood Arrivals (DACA) program in 2012, we have seen the critical benefits of this program for our students, and the highly positive impacts on our institutions and communities. DACA beneficiaries on our campuses have been exemplary student scholars and student leaders, working across campus and in the community. With DACA, our students and alumni have been able to pursue opportunities in business, education, high tech and the nonprofit sector; they have gone to medical school, law school and graduate schools in numerous disciplines. They are actively contributing to their local communities and economies.

To our country’s leaders, we say that DACA should be upheld, continued and expanded. We are prepared to meet with you to present our case. This is both a moral imperative and a national necessity. America needs talent -- and these students, who have been raised and educated in the United States, are already part of our national community. They represent what is best about America, and as scholars and leaders they are essential to the future.

We call on our colleagues and other leaders across the business, civic, religious and nonprofit sectors to join with us in this urgent matter.

Presidents and Chancellors Who Signed (alphabetical by institution)
- James Mullen, Allegheny College
- Jeff Abernathy, Alma College
- Biddy Martin, Amherst College
- Paul Pribbenow, Augsburg College
- Leon Botstein, Bard College
- Debora Spar, Barnard College
- Clayton Spencer, Bates College
- Mariko Silver, Bennington College
- Clayton Rose, Bowdoin College
- Christina Paxson, Brown University
- Kimberly Cassidy, Bryn Mawr College
- Steven Lavine, California Institute of the Arts
- Chris Kimball, California Lutheran University
- Mildred García, California State University, Fullerton
- Barbara Snyder, Case Western Reserve University
- Brian Casey, Colgate University
- Sarah Bolton, College of Wooster
- Katherine Bergeron, Connecticut College
- Yves Salomon-Fernandez, Cumberland County College
- Phil Hanlon, Dartmouth College
- Carol Quillen, Davidson College
- Claire Sterk, Emory University
- Daniel Porterfield, Franklin & Marshall College
- Elizabeth Davis, Furman University
- John J. DeGioia, Georgetown University
- Janet Morgan Riggs, Gettysburg College
- Jose Antonio Bowen, Goucher College
- Raynard Kington, Grinnell College
- David Wippman, Hamilton College
- Drew Faust, Harvard University
- James Troha, Juniata College
- Sean Decatur, Kenyon College
- Teresa Amott, Knox College
- Randal Wisbey, La Sierra University
- Jonathan Burke, Laguna College of Art and Design
- Barry Glassner, Lewis & Clark College
- Timothy Law Snyder, Loyola Marymount University
- Brian Linnane, S.J., Loyola University Maryland
- Brian Rosenberg, Macalester College
- Lucas Lamadrid, Marymount California University
- Richard Moran, Menlo College
- Laurie Patton, Middlebury College
- Beth Hillman, Mills College
- Sonya Stephens, Mount Holyoke College
- Morton Schapiro, Northwestern University
- Judith Maxwell Greig, Notre Dame de Namur University
- Marvin Krislov, Oberlin College
- Jonathan Veitch, Occidental College
- Lawrence Schall, Oglethorpe University
- Michael Sorrell, Paul Quinn College
- Eric Barron, Pennsylvania State University
- Melvin L. Oliver, Pitzer College
- David Oxtoby, Pomona College
- Christopher Eisgruber, Princeton University
- John Kroger, Reed College
- David Lebron, Rice University
- Eugene Cornacchia, Saint Peter's University
- Michael Engh, Santa Clara University
- Karen Lawrence, Sarah Lawrence College
- Lara Tiedens, Scripps College
- Kathleen McCartney, Smith College
- Edward B. Burger, Southwestern University
- Satish K. Tripathi, State University of New York at Buffalo
- Samuel Stanley, State University of New York at Stony Brook
- Valerie Smith, Swarthmore College
- Joanne Berger-Sweeney, Trinity College
- Danny Anderson, Trinity University
- Anthony Monaco, Tufts University
- Ralph Hexter, University of California, Davis
- Howard Gillman, University of California, Irvine
- Pradeep Khosla, University of California, San Diego
- Michael A. Olivas, University of Houston Downtown
- Bernadette Gray-Little, University of Kansas
- Devorah Lieberman, University of La Verne
- Wallace Loh, University of Maryland, College Park
- Mark Schlissel, University of Michigan
- Amy Gutmann, University of Pennsylvania
- Isiaah Crawford, University of Puget Sound
- Ralph Kuncl, University of Redlands
- James Harris, University of San Diego
- Paul Fitzgerald, University of San Francisco
- Denise Doyle, University of the Incarnate Word
- Pamela Eibeck, University of the Pacific
- Stephen Morgan, University of the West
- Jonathan Chenette, Vassar College
- Tori Haring-Smith, Washington & Jefferson College
- Kenneth Ruscio, Washington and Lee University
- Paula Johnson, Wellesley College
- Michael Roth, Wesleyan University
- Sharon Herzberger, Whittier College
- Stephen Thorsett, Willamette University
- Adam Falk, Williams College
- Peter Salovey, Yale University
FOR IMMEDIATE RELEASE
November 13, 2016

CONTACT:
Mayor’s Press Office
312.744.3334
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MAYOR EMANUEL REITERATES CHICAGO’S STATUS AS SANCTUARY CITY
Urges Residents with Questions to Call 311

Mayor Rahm Emanuel today reiterated Chicago’s commitment to being a sanctuary city for immigrants and announced the city’s 311 operators have been given special instruction to assist anyone with concerns or questions about their status in Chicago or the United States.

“Since the Presidential Election, there has been a sense of uncertainty among many immigrant communities in Chicago and across the nation. I want to assure all of our families that Chicago is and will remain a Sanctuary City,” said Mayor Emanuel. “Chicago has been a city of immigrants since it was founded. We have always welcomed people of all faiths and backgrounds, and while the administration will change, our values and our commitment to inclusion will not.”

Residents are encouraged to call 311 for information about legal resources, as well as other supportive services. Families can also learn more about Chicago’s upcoming Municipal ID program by calling 311. Under a provision in the Mayor’s recently announced budget, the City will begin issuing Municipal IDs in late 2017 to ensure all Chicago residents have access to official identification. Community meetings will be scheduled throughout next year to provide more information.

To learn more about the Municipal ID program or for a list of community meetings, visit https://www.cityofchicago.org/officeofnewamericans, or call 311.

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APPENDIX K

Proposed clarificatory statement of support for undocumented students

‘Hospes venit, Christus venit”
("When a guest arrives, Christ arrives")

- St. Benedict

“... the Church in America must be a vigilant advocate ... Attention must be called to the rights of migrants and their families and to respect for their human dignity, even in cases of non-legal immigration”. (Ecclesia in America, 1999)

- St. John Paul II

As you know, Loyola University Chicago recently joined in a statement http://www.ajcunet.edu/press-releases-blog/2016/11/30/statement-of-ajcu-presidents-november-2016 with the Presidents of 27 other Jesuit universities in the United States to affirm our support for all members of our diverse university communities including our undocumented students. We will continue working

- To protect to the fullest extent of the law undocumented students on our campuses;
- To promote retention of the Deferred Action for Childhood Arrivals Program (DACA);
- To support and stand with our students, faculty and staff regardless of their faith traditions;
- To preserve the religious freedoms on which our nation was founded.

The statement made clear that these commitments flow from our shared values as faith-based institutions in the Catholic and Jesuit tradition. As Loyola University Chicago has often been a leader in seeking justice for undocumented students, I think it is worth taking a moment to further recount the basis of that leadership role and the ways we have manifested it. In other words, I hope to further our common understanding of the ways our community has contributed to the development and implementation of this aspect of our mission. I wish to reiterate the support of the entire Loyola University Chicago community who are in communion with our undocumented students and neighbors.

Our commitment has been evident and unwavering throughout our 146-year history and is deeply rooted in our faith tradition and values. Our commitment is simply an expression of who we are as a Roman Catholic university sponsored by the Society of Jesus (the “Jesuits”).
Loyola University Chicago’s Catholic and Jesuit heritage invites us to “find God in all things” and to engage in the promotion of justice. The university has lived this commitment in a significant way by becoming a school of choice for first-generation college students. Our classrooms and laboratories have been a point of entry to the middle and professional class for many immigrants and children of immigrants for a century and a half. This aspect of our mission has been constant despite fluctuations in the immigration laws of our nation and continues today.

More than two decades ago, St. John Paul II began calling attention to tightening immigration laws worldwide and the effect this had in jeopardizing the equitable and humane treatment of migrants. Loyola University Chicago has responded by advocating for the rights of our undocumented neighbors, especially those of undocumented youth. Our tradition affirms the dignity, i.e., the worth, of all human life and provided the impetus for Loyola University Chicago to support measures that would enable undocumented young people to contribute fully to our communities rather than be marginalized. Thus, we were early and vocal supporters of the initial introduction of the DREAM Act by Senator Dick Durbin and Senator Orrin Hatch (2001). We continued this advocacy through our university’s Chicago’s Office of Government Affairs which issued a statement in support of the DREAM Act before the Senate subcommittee on Immigration, Refugees, and Border Security Committee on the Judiciary U.S. Senate (2011).

Unfortunately, legislative remedies that affirm the dignity of these students has languished while generations came of age and our society has been in danger of allowing the talents and contributions of these neighbors to “whither on the vine.” As a result, Loyola University Chicago has taken numerous measures to assist undocumented students to procure an education and serve our communities. For instance, in 2012, the Stritch School of Medicine became the first medical school in the United States to enable qualified students with DACA status to compete on a level playing field for admission. In an amazing act of solidarity, accompaniment, and leadership, our undergraduate student body created and funded a scholarship for undocumented students by voting to increase their student fees for this purpose. Because of these and other acts of the Ignatian spirit that finds God in these moments of communion with our neighbor, we believe that our university now has well more than 100 students with an undocumented immigration status among our student body.

All members of the Loyola University Chicago know that we foster a welcoming, inclusive, and safe environment in order to promote learning and “care of the person” (cura personalis) among our students and all members of the university community. This commitment remains unchanged.

I have been asked recently if we will declare ourselves to be a “sanctuary university.” I believe that it is evident from the foregoing that in most ways, we are and have always been a sanctuary university. We are “sanctuary university” by which we mean that we will protect our undocumented students to the fullest extent of the law as reaffirmed in the statement of the AJCU presidents. For instance, we never have and will not voluntarily cooperate with attempts to deport any students, faculty or staff without a warrant nor will we provide information concerning undocumented students to immigration authorities without a subpoena. These are simply best practices that have enabled our university and many others to create a learning environment free from fear so that undocumented students might engage fully in learning and becoming a “man or woman for others,” an important goal of Jesuit education. While these ideals are rooted in our faith tradition, one can also view this understanding of “sanctuary” in the civic
sense that sanctuary cities employ it, e.g., as an indication of the separation of the duties incumbent upon our local community from those of federal immigration officials.

Of course, our faith tradition also contributes a resonance to this word “sanctuary” that suggests “holy ground.” We warmly embrace this religious connotation of sanctuary as seeking to provide a safe space free from the immediate fear of apprehension. A university manifests the divine in creating a space in which we can study and research the common good together without fear. In this sense as well, Loyola University Chicago has always been and commits to remain a sanctuary university. At the same time, we must be honest about the limitations of a university within a civil society. Manifesting a divinely-inspired mission does not confer on a university magical powers and members of our community should not assume our ability to create a safe space is unlimited. Loyola University Chicago can only guarantee its support within the boundaries afforded by the law.