

ICE Response Protocols for Higher Education Workers

An organizing guide for higher education workers who wish to provide rapid response and support for students and others on campus at risk of ICE targeting

This guide was made by library workers and therefore at times has a special emphasis on those contexts, but is aimed at all higher education workers. All campuses are different and face varying threats at this moment. This guide offers suggestions for a number of different contexts, in the following categories:

Organizing Your Colleagues	Page 2
Preemptive Defense	Page 4
Know Your Rights and Legal Support	Page 8
Talking Points	Page 10
Rapid Response	Page 11
When ICE Succeeds	Page 14
Self-Care and Mental Health	Page 15
Glossary	Page 16



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Organizing Your Colleagues

Who to organize with?

Who do you already organize with? Who do you know and trust? Most of us have campus groups that we're already involved with to some degree that have formed as an activist or information-sharing response to an issue. Use these existing groups to begin your work around immigration defense. Here are examples of groups that might already exist:

- A union caucus
- Fellow library workers who created a LibGuide about Palestine
- Faculty and Staff for Justice in Palestine
- The group chat where you complain about work (seriously, even if your group hasn't done anything yet, just having a group of people you talk to regularly is a basis for trust)

What should I say to get my group organized?

"I'm angry and scared about what's happening to immigrant students on campus. We should get a campus response organized. I learned about this immigrant defense toolkit created by other higher ed workers, and it gives us a lot of places to start taking action. Can I count on you all to join me?"

How should you and your colleagues organize your group?

This group should be independent of official campus entities to afford your group flexibility in organizing and in creating meaningful actions outside bureaucratic confinements.

Group discretion is key for safety. Keep your group reasonably small in size to create and maintain trust, which will help the group remain agile and encourage everyone to assume and be accountable for tasks.

Use physical proximity to encourage agility in mobilizing. For example, if your institution has more than one campus, even within the same town or city, consider creating "pods" for organizers on the same campus that are networked with other campuses.

Survey your group to surface your diversity of skills and identify external connections who can aid your organizing. Also, do a needs assessment with the group to figure out which skills and connections are most valuable at this moment! Ask yourselves and document:

- Which immigration lawyers do you know?
- What digital security skills do you already have? Which skills would be useful to gain?
- Who is trained as a street medic?
- What are your local bail funds, and who has connections to them?

Group risk assessments

It's important to conduct risk assessments, both personally and as a group, recognizing that these assessments are dynamic. When powerful structures are wielding their power rapidly, the costs and benefits of organizing change from moment to moment. Here are some considerations to make when assessing risk:

- Who are you, and who is in your small group? What makes you and your group members more or less at risk in this moment?
 - Immigration status
 - Race and/or gender
 - Economic status, including job security
 - Location, eg isolated campus in a conservative state
 - Broader community support
- What are possible consequences of this organizing?
 - Threats of job loss or actual job loss
 - Loss of federal funding
 - Doxxing or harassment
 - Alternatively, what are the consequences if you do nothing?
- Given your personal and group risk assessment, what lengths are you willing to go to with your organizing? What lengths are you willing to go to prevent possible consequences?
- How could circumstances change that would make your risk level change?
- What practical considerations should you make based on your risk assessment?

Having decided what's at stake collectively and personally, rapid response can be successful with accountability in the following areas:

- When there is ICE activity on or near your campus, rapid and ongoing readiness as part of your planning and actions.
- Specific tasks assigned to each person with realistic assessments of their capacities. This includes the ability to let someone in the group know if you *can't* fulfill a specific task so that it can be handed off to someone who does have capacity in the moment.
- Articulated and defined connections to larger organizing efforts, such as connections to groups with even broader networks.
 - For example, your rapid response group might connect and share information with a state-wide organization that has resources to share and a broader information network. Recognize that those who are liaisons with that larger network are assuming a higher risk in connecting with external networks.

Preemptive Defense

Info-sharing

A small group of people who share information and know what is happening can be extremely helpful in our current political environment. With proper preparation, your small group can be better positioned in case something happens on your campus. Here's some of the kinds of information your small group should be sharing:

- Familiarize your colleagues and yourselves with institutional, state, and federal policies regarding student privacy, including the Family Educational Rights and Privacy Act (FERPA). For more information about student privacy and immigration, read [Protecting Student Data by Higher Immigration Portal](#).
- What is FERPA? "The Family Educational Rights and Privacy Act (FERPA) for student privacy in higher education broadly prohibits schools from disclosing personally identifiable information from a students' education records without the consent of the student. An exception to FERPA exists when an institution discloses information pursuant to a lawfully issued subpoena." However, not all subpoenas qualify for this exception. For more information about FERPA and how it protects immigrant students, read [Guidance for Higher Education on Immigrant Student Privacy and FERPA](#).
- Minimize the amount of student data collected or stored on work computers and avoid using personal computers entirely. Here are ten steps you and your colleagues can take to protect the privacy of immigrant students: [10 Practices to Safeguard Undocumented Student Data in Higher Education](#).
- To track changes in federal policies and for more resources about supporting immigrant students, refer to the [Rights & Protections Hub: Guidance for Institutions and Non-Citizen Students by Higher Immigration Portal](#).
- Read and circulate the steps outlined in the [Checklist for Supporting Non-Citizen Campus Members](#), which include:
 - Create an immigration working group or assign an immigration coordinator
 - Review and update relevant campus policies
 - Develop a communication plan for your campus or institution
 - Circulate information about support services and legal assistance
- Does your locality or a neighboring locality have a [287\(g\) agreement](#) (an agreement that allows state and local government agencies to act as immigration enforcement agents)? [Check out this map](#) by the Immigrant Legal Resource Center that tracks 287(g) agreements across the country and offers resources for those who want to fight back.
- SEVIS (Student and Exchange Visitor Information System) is the student visa surveillance monitoring tool usually housed in the international student affairs or global offices. The system reports on the immigration status of international students, who need to maintain their current addresses, etc. There is usually a campus designee who has access to this system. Recent reports from some campuses have shared that the immigration status of students is being changed in the SEVIS system by DHS without informing campus officers.
 - Make sure someone at your institution is checking SEVIS regularly.
 - CAIR Michigan put together this helpful [SEVIS Legal Guide](#).
 - [International Student Visas Revoked Map and Other Data \(Inside Higher Ed\)](#).
- Circulate this Campus Defense Toolkit: [Protecting International Students, Staff, & Faculty at Universities](#)
- Circulate this script for instructors to use if/when immigration agents enter their classroom: [If ICE Shows Up At Your Classroom](#)

Data minimization institutionally

Every day, we create data. Information is power, but information can also be used as a weapon to target individuals, communities, and movements. It is important to think about the data we create, who has access to it, who owns it, and how they might use it.

- When thinking about the information or content you create and have access to, we should also think about the metadata collected about this information.
- As an organization, one way you can prepare is by reexamining your data collection and storage. Use these [Data Minimization Principles](#) to consider your data practices:
 - Purpose: the reason the data is being collected
 - Relevance: the relevance of the data to the stated purpose
 - Necessity: the necessity of the data to fulfill the stated purpose
 - Proportionality: the data collected should be proportionate to the stated purpose
 - Storage limitation: the data should be kept for no longer than is necessary for the stated purpose.
- Take measures to ensure data is accurate and up to date, erasing or rectifying inaccurate data.
- Wherever you can, stop collecting sensitive information unnecessarily as it may be used to harm our patrons in the future.
- Remember, if you do not own the hardware, network, or software, then you may not own that data or output, which will impact your ability to minimize that data.
- Read the [Library Freedom Project Data Privacy Best Practices Quick Reference](#) for more privacy principles.

Staff training and readiness

- What is already happening? Keep yourself informed of what is happening locally and nationally.
- What could happen? Understanding what has already happened in other places can help you consider what could likely happen in your community as well.
- Help your co-workers with risk assessment. Bring risk assessment into day-to-day work when related issues come up, or when you hear people talking about the news. Use the framework outlined here in the section “group risk assessments”.
- Know your institution’s ICE response policies and procedures
 - Who should you call/contact in the moment?
 - What documentation should you take? Who should you share it with?
 - Make sure that staff have time to practice what they should say or do.
- Review other relevant policy and documentation. Think creatively about what could come into play, including procedures around data security, what happens when law enforcement comes to the library, etc. Make policies public-facing and easily accessible to patrons. Update if needed.
- Review your collective bargaining agreement if you have one.
- Share relevant local resources:
 - Local/community contacts in addition to or instead of institutional ones.
 - Emergency contact for any rapid response group
 - Legal representation, if needed
 - Who to call that’s not the university’s lawyer
- You may consider specific training on the following topics (some of which are addressed in other sections of this guide):
 - Documenting ICE (taking videos or writing down what happened)
 - Knowing how to identify ICE and ICE vehicles
 - If you’re in a sanctuary state, state DOJ or other body may be available for trainings on the broader legal landscape
 - De-escalation tactics
 - [Bystander intervention](#)

Solidarity Building with Other Higher Ed Workers

- Mutual Academic Defense Compacts (MADCs). Signatory institutions pledge to provide “meaningful” support to other signatories that face federal government attacks on autonomy, academic freedom, free speech and assembly, and higher ed workers. Support may include financial, legal, public relations, legislative advocacy, or common strategies.
 - Established MADCs include the Big Ten, Public & Land Grant, Massachusetts, and New York.
 - See UMass Amherst’s [MADC tracker page](#) for lists of MADCs & signatories
 - This effort was begun at Rutgers University in March 2025. Faculty Senates have passed resolutions calling for their administrations to join the compacts. Whether and how the compacts are fulfilled is to be seen.
 - As the UE graduate locals note in [this statement](#), international workers experience particular risks. UE urges universities to commit to maintain financial and academic support for graduate student workers despite any challenges to legal status, provide legal counsel, and
- National umbrella groups: all of the following organizations have offered means of organizing and public support about federal issues that affect higher education.
 - The [AAUP](#) formed in 1915 to combat that era’s attempts to control faculty’s research, writing and teaching – their academic freedom (with shared governance and tenure related to it). Since 2022, AAUP has been affiliated with the American Federation of Teachers, part of the AFL-CIO.
 - [HELU](#) was formed in 2021 to begin to build a wall-to-wall and coast-to-coast union of workers in higher education. Individual workers as well as union locals can join their organizing efforts.

Programmatic Ideas

Passive programming

Less attention is drawn to workers and the community through passive programs. Additionally, it allows community members to engage asynchronously and anonymously. Here are some ideas for passive programming to support non-citizens.

- Provide Know Your Rights “red cards” at appropriate service desks or make them available through library displays, allowing anyone to take and share important information about constitutional rights when in contact with ICE.
- Consider including campus or localized community resources that support the scope of Know Your Rights information.
- Create book or information displays about privacy
 - Library Freedom Project has printable privacy resources
- Hotline numbers - note that there should be local/state/regional hotlines that could be more timely for you.
 - Faculty Legal Defense Fund (FLDF): 254-500-3533
 - Faculty First Responders (FFR): facultyfirstresponders@gmail.com
 - Immigrant Defense Project (IDP) Criminal-Immigration Helpline: 212-725-6422 [not live, leave a voicemail with name and number]
 - United We Dream’s hotline to report a raid: 1-844-363-1423 or or text 877877
 - American Immigration Lawyers Association (AILA): 1-800-954-0254
 - Dept of Justice Executive Office for Immigration Review (EOIR), if you have a case and wish to find out its status: 1-800-898-7180
 - Accessnow’s digital security helpline: help@accessnow.org

Active programming

Having completed personal and group risk assessments, there are more active, upfront programming options.

- Share Privacy 101 information in class or workshop formats, as well as through zine distribution.
- Host Know Your Rights workshops in your community.
 - Know Your Rights information should include information about ICE and federal rights that are the same nationwide, as well as research into local law enforcement context, such as this example of a Know Your Rights train-the-trainer toolkit for Californians.
- Recognizing that the current political environment is taking a serious toll on the emotional and mental health of community members, consider if your institution can safely support community care meetings, grief circles, and the like.

Know Your Rights and Legal Support

For non-citizens

- Know Your Rights basics
 - [Know Your Rights posters to embed and Red Cards](#)
 - [Know Your Rights tutorial videos in 7 languages](#)
 - [Make the Road NY deportation defense manual](#)
- Know Your Rights specific to higher education campuses
 - FERPA (The Family Educational Rights and Privacy Act): Educational institutions may disclose personally identifiable information from education records to comply with a judicial order or a lawfully issued subpoena. Without a subpoena, the student's written consent is required.
 - [More on FERPA](#) for “eligible students” (18+).
- Legal support
 - [Legal defense for immigrants](#) - specifically for non-citizens fighting deportation and visa rescission.
 - Join Temporary Restraining Order (TRO) Lawsuit, for example the [Kuck Baxter \(Atlanta\) lawsuit](#) that any international student who has had their visa terminated can join. Email Charles Kuck (ckuck@immigration.net) or Danielle Claffey (dclaffey@immigration.net) for more information.
 - Join a lawsuit supporting the [First Amendment rights](#) of immigrants on campus.

Institutional guidelines for supporting non-citizen students

- [FAQ from Presidents' Alliance on Higher Education and Immigration](#)
- [Non-citizen students registration enforcement](#)
- American Association of University Professors (AAUP) [Flyer with Campus Organizing Recommendations](#)

For workers

- Legal support through [Faculty Legal Defense Fund \(FLDF\)](#)
 - Public college and university faculty who face a threat of sanction by their institution or have been punished for expressive activity – whether it's instruction, scholarship, or speaking on issues of public concern – can submit matters for FLDF consideration. They can do so through FLDF's dedicated 24-hour Hotline at 254-500-FLDF (3533), or submit a case online.
- Get to know your relevant institutional policies regarding immigration raids and law enforcement responses.
- [A Guide for Employers: What to Do if Immigration Comes to Your Workplace](#)

For non-citizens

Collective bargaining agreements are another tool that can be used to safeguard our immigrant coworkers' rights. This section provides examples of articles that your union can fight to include in your collective bargaining agreement.

- **Barring ICE from entering the workplace:** The Employer will require that any federal agent, ICE agent, DHS agent, or State and Local law enforcement officials comply with legal requirements before they may be allowed to interrogate, search, or seize the person or property of any worker.
- **Protection of rights during workplace immigration enforcement:** The Employer will inform affected employees of any immigration-related warrant, subpoena, or other formal or information request by a government agency as soon as possible and give affected employees a copy of the request within three calendar days.
- **Absence from work due to immigration status:** The Employer will not discipline or discharge an employee who is prevented from working for 90 days or less due to arrest, detention, incarceration, or temporary national expulsion by law enforcement pursuant to the employee's citizenship or immigration status.
- **Employee privacy:** Immigration status is confidential, and the Employer will not divulge personal immigration status information of employees to any parties except as required for the immigration sponsorship process, as requested by the employees in question, as required by law, as required to defend the Employer or employee in legal proceeding, or as expressly stipulated in this agreement.
- **No-match letters:** The Employer agrees to promptly provide the union with all "no-match" information the Social Security Administration (SSA) provides the Employer. "No-match" information means employee names or social security numbers in the Employer's records did not match those in SSA's records.
- **Status verification and I-9 audits:** The Employer will not require or demand proof of immigration status, except as required by law. The Employer will not require an employee to re-verify their authorization to work except as required by law.
- **Non-retaliation policy:** The Employer shall not use an employee's immigration status or sponsorship as leverage to negotiate or coerce them into specific employment terms and conditions.
- **Immigration sponsorship:** The Employer will support every member of the bargaining unit, including foreign nationals, by ensuring that they have access to comprehensive immigration support and protection from deportation. Support includes sponsoring work authorization and other immigration-related legal processes.
- **Legal support:** The Employer shall assign an Immigration Liaison to each bargaining unit employee who is a foreign national. The Liaison will act as a primary contact for all immigration-related matters, ensuring that external counsel adheres to strict deadlines and providing the employee with updates through the process.
- **Language accessibility:** The Employer agrees to translate all employment-related documents, including disciplinary notices, policies, handbooks, procedures, notices, and a copy of the union contract, into the language spoken at home of its employees using a mutually acceptable translator.
- **Union participation in resolving immigration issues:** In the event that an employee has a problem with their right to work in the United States, the Employer shall notify the Union in writing prior to taking any action. The Employer agrees to meet with the Union to discuss the nature of the problem to attempt to reach a resolution.
- See [Labor Notes](#) for full examples of contract language, sanctuary union resolutions, and an immigrant worker organizing toolkit.

Talking Points

This section serves to provide individuals and groups with talking points to: inform on the current state of ICE targeting and actions; gain traction and buy-in from specific audiences; push for direct and concrete action to protect communities.

- **Fast facts about how ICE's efforts require our response and action**

- ICE is violating non-citizen civil rights with no due process.
- ICE is bypassing immigration court entirely, making it impossible for individuals to argue their case and violating the legal concept of "innocent until proven guilty."
- The mass amounts of data collected about individuals means that policing agencies like ICE do not require warrants or subpoenas for information such as someone's movements, the information they access, and their communications, violating their constitutional right to privacy.
- ICE is targeting individuals based on journalistic and scholarly outputs.
 - Violating the academic freedom of non-citizens puts all academic freedom at risk. Criminalizing certain fields of study or thought is a threat to all scholarly activity.
- Universities are losing federal funding whether they comply with ICE or not. They will lose further revenue by losing their international student body.

Speaking with a specific audience

When preparing to speak to a specific audience, take some time to anticipate their responses to your talking points and how you will in turn respond to theirs. For example:

- If your management is concerned active programming will bring negative attention, you might come prepared with examples of student or faculty pushback against a lack of transparency, and argue that negative attention does not outweigh our responsibilities to our immediate communities.
- Consider the following talking points for specific audiences:
 - College/University Administration
 - Press admin for clear protocols around ICE presence on campus. It's important to understand public spaces and private spaces and if your campus is an open campus or a closed, secure campus. For example, ICE can enter a public space without a warrant. If your campus is a closed campus, it's important to ask about bus stops, parking lots, and other areas around campus where students could be vulnerable going to and from the college.
 - Unit/department management
 - Press unit management for department-specific plans rather than relying on university-level guidance. If ICE enters the library, who can workers call besides campus police? Should they call their immediate manager or a library director or the dean? Be specific.
 - How will our unit management protect our workers? Are there library workers with visas? How is management planning on preemptively supporting workers? Will there be workshops on building out a support plan as outlined above? Has management spoken with people one-on-one to get a sense of people's concerns and needs?
 - Fellow workers
 - To prepare for organizing conversations with fellow workers, consider reviewing AAUP's guidelines. What are we concerned about? What is within our power to change? If it's not within our power, who can we pressure to act on our concerns?

Rapid Response

This section is about responding quickly and intentionally to ICE's immediate presence at your institution.

Rapid Response Best Practices

[National Immigration Law Center \(NILC\) factsheet](#) offers helpful best practices for what to do when ICE is seen on campus.

SALUTE

Misinformation about ICE raids and presence on our campuses is abundant, so it's important for higher ed workers to cut through the noise and document what we see with precision. To move past mis- and disinformation, we can use the **SALUTE** acronym (size, activity, location, unit, time, and equipment) to provide factual and actionable information to our rapid response networks.

S	<p>Size: how many ICE, law enforcement, "public safety" officers, etc. are currently present and actively surveilling a specific location.</p> <ul style="list-style-type: none">• Example: "There are two ICE agents sitting in an unmarked, black SUV on the traffic island at Street A and Street B, facing the campus gates and observing the security line."
A	<p>Activity: what, specifically, are the ICE agents doing to observe, stop, detain, or otherwise impede the movement of members of our community?</p> <ul style="list-style-type: none">• Example: "ICE agents wearing earpieces were pacing in front of the library around 3 pm, randomly stopping patrons and asking questions."
L	<p>Location: as precisely as possible, offer location information. What is best known for your campus context: a building named after a rich donor, naming the building by its function, and/or a street/pathway intersection?</p> <ul style="list-style-type: none">• Example, "In front of the Main Library at the northwest corner of Street A and Street B"
U	<p>Unit: research information regarding any visible branding, patches, logos, etc.</p> <ul style="list-style-type: none">• Example: an @nycicewatch Instagram post (01.21.25) illustrates the variety of logos, patches, and misdirections from local, state, and federal cop shops and agencies
T	<p>Time: noting the time is helpful for any campus regardless of size, as well as tracking movements and providing timely info</p> <ul style="list-style-type: none">• Example: "Seen at 3pm Tuesday, April 22nd"
E	<p>Equipment: what equipment, types of vehicles, etc. are present; these can be identification tools and also indicate what level of risk one is assuming by observing or being on campus</p> <ul style="list-style-type: none">• Example: "One van...one remotely controlled drone..."

Knowing how to identify ICE

- ICE agents often misrepresent themselves as local police or probation officers through uniforms and fake stories.
- To verify whether or not an officer is from ICE:
 - Look at their uniforms. ICE agents typically wear civilian or plain clothing. Their shirts may say “Police” on the front or back. Local police wear distinctive uniforms with a badge and other insignia.
 - Ask to see proof of who they are, such as a business card or badge.
 - Ask if the agents have a warrant signed by a judge. There are administrative warrants that ICE will try to pass off based on people not knowing the difference between a judicial and administrative warrant. This document includes [information and pictures of what to look for in an immigration warrant](#).
 - Look at their vehicle. ICE agents often use unmarked cars rather than police vehicles.

Broadcast

Rapid response will need efficient and accessible ways to communicate with your various community members. Seek connections in existing networks at your institution. Consider how to broadcast current and timely information to:

- Potentially impacted students
- Faculty and staff
- The wider campus community
- Local allies who want to help

Which tools can be helpful in coordinating rapid response? Different communities, age groups, and demographics pay attention to different tools, e.g. students might be sharing information on SideChat, while faculty might be using a Signal group chat. Consider creating or using secured networks and non-college/university-run tools to alert folks.

Consider creating a rapid response toolkit for your network. Your toolkit might include:

- The information shared in this section
- A list of trusted contacts who’ve consented to be included with their preferred phone number and/or username for messaging apps

Here’s an example of a rapid response toolkit from [Clinic Legal](#).

Rapid Response Tactics in Action

- Consider starting a hotline—either voice or text-based—and widely share the number with potentially affected communities. Some campus administrations recommend students who feel under threat call campus public safety or security, but this comes with various levels of personal safety and risk assessment. Here are some ways individuals and groups are mobilizing rapid response helplines.
- Rutgers University is offering free and confidential consultations through the [Rutgers Immigrant Community Assistance Project](#) (RICAP), particularly for students whose visas have been revoked or their student record terminated in the ICE Student and Exchange Visitor Information System (SEVIS). Given the back and forth of records being terminated and reinstated, a centralized rapid response line is helpful in keeping threatened communities up-to-date on the latest information, particularly as it affects students on your campus.
 - Rutgers also offers a 24/7 Rapid Response Emergency Hotline number at 973-803-8008 for those facing immediate ICE threat and encounters.
 - [The National Network for Immigrant and Refugee Rights \(NNIRR\)](#) is maintaining a list of local, state, and national hotlines for info-sharing about area raids, providing assistance for those under threat of detainment and/or deportation, and reporting missing persons.
- Build and fortify your rapid response networks and the tools used to activate them. For example, using encrypted messaging services, such as Signal, for group communication rather than Apple's iMessage or other text-based services. Develop and maintain an accurate phone tree for immediate activation around threats and quick mobilization.
- Build shared knowledge of local contacts in addition to, or instead of, institutional ones. Community members, rooted in consistency and long-term relationships, know who is trustworthy and reliable outside of institutions and organizations that are beholden to donors, self-interested criteria for measuring “impact,” and actions restrained by hierarchies and dedication to boards, missions, and values that may be counter to rapid and effective actions to help people in times of crisis.

When ICE Succeeds

When all else fails, and someone is deported or detained in an ICE holding facility, it's okay to take a moment to regroup for a next phase of thoughtful action. There are ways to attempt to attend to the immediate needs of the targeted person with the goal being mitigating harm while in custody and gaining their immediate release.

Actions include:

- Coordinating support around the targeted person by joining already existing legal defense funds or starting one. It's important to attempt to reach out to the targeted person's immediate family or community to collaborate respectfully and ethically.
- Raising awareness of the targeted person's disappearance, detainment, or deportation by creating shareable social media assets, and/or channeling the press to designated spokespersons.
- Learn about mutual aid, and then contribute to or establish mutual aid resources for targeted persons. Some models include the New York State Youth Leadership Council's (NYSYLC) immigration mutual aid intake form, which gives good ideas for skills needed in creating a mutual aid group. Examples for giving or structuring mutual aid campaigns that accept donations include the Immigrant Worker Safety Net Fund.

It is also critical to hold institutions accountable by demanding an institutional response. Those responses could be making a statement, such as Tuft's University's "Declaration for Rümeyşa Öztürk," declaring institutional protection for at-risk students, and/or organizing staff, student, and faculty walkouts or rallies both on campus and in surrounding communities.

Self-Care and Mental Health

Taking care of your mental and physical wellness allows you to better advocate for others.

Develop a mental health crisis plan in advance with the contact information of people in your personal support system and professionals you can turn to in a mental health emergency. Here is a crisis plan template you can use: [In Case of Mental Health Emergency: A Crisis Toolkit](#).

If you plan to use mental health resources provided by your higher education institution, check whether those resources are confidential. Many university employees are mandated reporters. Here are some other mental health resources that you may find helpful:

Crisis Support

- [988 Suicide & Crisis Lifeline](#) - A free, confidential lifeline you can call, text, or chat 24/7.

Care Providers and Therapists

- [Abolition Centered Care Provider Database](#) - A collective resource of abolition-centered, anti-carceral care providers (therapists, social workers, peer supporters, healers) that are dedicated to providing care outside of oppressive systems (i.e. law enforcement, forced hospitalization, the psychiatric industrial complex).

Healing Justice and Community Care

- [Active Minds: Self-Care](#) - Self-care recommendations.
- [Care Practices Guide: A Resource for Collective Care in Movement Building](#) by Latinx Therapists Action Network (LTAN) [English and Spanish].
- [UndocuHealth Program Resilience and Community Care Toolkit](#) [English].

Podcasts and Guided Meditations

- [Guided Meditations \(UCLA Health\)](#) - In audio and text. Available in different languages.
- [La Cura Podcast: Decolonizing Latinx Health and Reclaiming Traditional Healing](#)

Glossary

What is ICE?

Immigration and Customs Enforcement (ICE) was formed under the Homeland Security Act of 2002. The stated goal of ICE is “identifying and eliminating border, economic, transportation, and infrastructure security vulnerabilities.”

What is DHS?

The Department of Homeland Security (DHS) works in the civilian sphere to protect the United States within, at, and outside its borders. The stated goal of DHS is “to prepare for, prevent, and respond to domestic emergencies, particularly terrorism.”

What is a 287(g) Agreement?

A 287(g) Agreement allows DHS to enter into an agreement with local law enforcement and deputize those officers to perform interviews, execute warrants, and conduct checks that would normally be conducted by federal agents.

What is a MADC?

Mutual Academic Defense Compacts (MADCs) are agreements in which signatory institutions pledge to provide “meaningful” support to other signatories that face federal government attacks on autonomy, academic freedom, free speech and assembly, and higher education workers. Support may include financial, legal, public relations, legislative advocacy, or common strategies.

How does Signal work?

Signal allows users to send messages and make calls using end-to-end encryption. Communication through Signal is never tracked, making it a very secure way to share information and organize. Keep in mind that even very secure communication tools are only as secure as the precautions their users take.

What is mutual aid?

Mutual aid is an organizational model based on collective support from the public, rather than from official entities. This model emphasizes resource-sharing and collaborative action.

What is data?

Data is a unit of information; also used to describe an object of computations and algorithms.

What is a dataset?

A collection of data that can be used for computational analysis.

What is “Big Data”?

“Big Data” is a commonly used term for massive datasets used to power elaborate algorithms and algorithmic systems.

What is metadata?

Metadata is data about data or data about an information source. For example, metadata about a phone call could include the number that placed the call, the number that received the call, the cellphone towers pinged for that call, the location of the callers, the date and time of the call, and the call length, but the metadata would not contain information about the contents of the call.

What is PII?

Personally Identifiable Information (PII) is any data that can identify an individual person. Direct PII can be used on its own to identify an individual—social security and passport information, for example. Indirect PII is more generic, but can be used in combination with other information to identify an individual—date of birth or last name, for example.

What is doxxing?

Doxxing is the act of publicly revealing personal information about someone without their consent, often online.

What are 1st, 2nd, and 3rd party data?

1st party data is data you give the site, 2nd party data is data from a trusted partner, and 3rd party is data obtained from a data aggregator.

What are data brokers?

People, aggregators, companies, or other entities that collect and piece together data from different sources—including both online and offline sources—and sell this repackaged as data profiles or personas.

What is identity resolution?

Resolving or matching personal identifiers (email, address, name, number, etc.) to digital identifiers (cookie, IP, device number, location).

What is API?

Application Programming Interface (API) is a tool for accessing data hosted by a company or organization. Some examples include the New York Times APIs and the LinkedIn APIs. These tools give access to New York Times content and LinkedIn content so that a computer can analyze it.

What are cookies?

Cookies are data files that allow users to navigate smoothly between websites, return to previous site activities, and save site preferences.

What is SEVIS?

The Student and Exchange Visitor Information System (SEVIS) is a system that tracks and monitors exchange students, their dependents, and the schools they attend. The system reports on the immigration status of international students who need to maintain their current addresses and other information. This tool is usually housed in the international student affairs or global offices.

What is a sanctuary state?

A city, county, or state that has laws, ordinances, regulations, resolutions, policies, or other practices that can be used to obstruct ICE from operating in their jurisdiction.

What is FERPA?

“The Family Educational Rights and Privacy Act (FERPA) for student privacy in higher education broadly prohibits schools from disclosing personally identifiable information from a students’ education records without the consent of the student. An exception to FERPA exists when an institution discloses information pursuant to a lawfully issued subpoena.” However, not all subpoenas qualify for this exception.