

## Refugee Services in Public Libraries

Our country is currently facing a tidal wave of refugees from other countries, Afghanistan in particular. What we do to help them resettle and integrate into our society has been brought under the national spotlight. Limited attention has been devoted to refugee services in public libraries in the past (Lloyd, 2016). This planning grant seeks to investigate the current status and conditions of refugee services in public libraries across the country and propose a prototype for a refugee service program based on the data and findings. The project addresses the IMLS National Leadership grant program Goal #1, Objective 1.3, *Create and/or facilitate opportunities for continuous learning for families, groups, and individuals of diverse cultural and socioeconomic backgrounds and needs*, and Goal #2, Objective 2.1, *Develop or enhance replicable library programming, models, and tools that engage communities and individuals of diverse cultural and socioeconomic backgrounds*.

The project team consists of three researchers from the University of Oklahoma. We plan to conduct a two-year *planning grant project* with the goals of determining: 1) the existence and extent of refugee services in public libraries, 2) the accessibility of services for refugees, 3) the needs of refugees, including parents and children, and 4) the challenges of providing services targeting the needs of refugees. Our last goal (Goal #5) involves the development of a prototype of a refugee service program that is accessible, trauma-informed, and culturally responsive, which could lead to a future research project. We are requesting \$149,994 to fund this two-year planning grant project, which will be conducted from August 1, 2022 to July 31, 2024. The results of the project will generate valuable new knowledge and insights that can be used to inform public libraries in their development and delivery of much needed services targeting the unique needs of refugees and to effectively facilitate refugee resettlement and integration into their communities and their new home country.

### PROJECT JUSTIFICATION

In 2020, 82.4 million people were forcibly displaced worldwide, mostly because of persecution, conflict, violence, and human rights violations (<https://www.unhcr.org/60b638e37/unhcr-global-trends-2020>). The Biden administration significantly raised the number of refugee admissions in 2021 from the historically low number of 1,500 set by the Trump administration to 62,500, aiming to reach the goal of 125,000 in the coming year (<https://www.whitehouse.gov/briefing-room/statements-releases/2021/05/03/statement-by-president-joe-biden-on-refugee-admissions/>). In addition, about 5 million displaced Afghans have had to leave their home country since May 2021 due to the abrupt ending of the 20-year US war in Afghanistan (<https://www.unhcr.org/en-us/>), and some of them will come to our country and resettle. The American Library Association calls on public libraries to operate under a social justice framework that highlights equity, diversity, and inclusion (<https://www.ala.org/pla/initiatives/edi>). Public libraries have the obligation to provide equitable, culturally sensitive, and inclusive services to support refugees' needs during the challenging process of resettlement and integration in the United States.

### Unfamiliar Information Landscape and Resettling Refugees

Unlike voluntary immigrants, refugees are forced to leave their countries not of their own will and, thus, the route to take and the country in which to resettle cannot be decided by them. This means that ad hoc decisions and the collection of information, for survival purposes, regarding the transit process and resettlement is more pronounced than with voluntary immigrants. In the process of refugee resettlement, including time spent by those refugees in transit and host countries, information is considered a lifeline to survive in a constantly changing environment (Kosciejew, 2019). To be able to not only have access to, but also understand and use the information of communities in which they resettle as newcomers is paramount. This is important, not only for the refugees themselves, but also for both transnational and domestic non-governmental agencies active in the transit and host countries who support refugees and their human rights.

Refugees suffer from disconnected information landscapes in their countries of origin, as well as disconnected information as newcomers in unfamiliar environments (Kosciejew, 2019; Lloyd, et al. 2013). Thus, information communication, especially in a resettlement community in a host country, empowers refugees to rebuild their world with human dignity through the creation of information resilience, helping them become accustomed to new and unfamiliar information landscapes, adjusting old knowledge to new situations, and transitioning to their new environment. Public libraries have been perceived as safe and trusted spaces by refugees in which they can expand social capital by gaining access to information and sharing available meeting spaces (Sharkey, et al., 2021; Vårheim, 2014b). After experiencing constantly shifting information landscapes, refugees need a trusted space to obtain valid and accurate information for their survival in a new linguistic and cultural environment.

Existing research projects about refugees' access to and use of information have been limited in both quantity and scope. They tend to focus on how refugee populations use and share information via technology or social media during

the process of shifting information landscapes, starting from the time they fled their countries of origin to the time they resettled in their new country (Lloyd, 2016). Another big problem with the existing research is that the researchers tend to mix immigrants and refugees in the same research group, which could lead to skewed results or even serious misinformation because refugees usually are people who have gone through tragic, terrifying, and traumatic experiences. They are among the most vulnerable and disadvantaged group of people, and they have very distinct needs compared with voluntary immigrants (<https://www.unhcr.org/4ca34be29.pdf>). In recent decades, public libraries have devoted much effort to improve services for immigrants, broadly defined. However, considering the paucity of knowledge regarding if and how public libraries design and provide services that specifically target the unique needs and challenges of refugees, there is a need for an in-depth investigation of the types of services or lack of them for the refugees in public libraries (Lloyd, 2016).

### **Significant Potential Role of Public Libraries for Refugees as Newcomers**

To help achieve the integration of refugees into new host communities, supporting them in navigating the new information landscapes, having access to critical information, and dealing with information problems is imperative (Caidi & Allard, 2005; Lloyd, et al., 2013). A study conducted to understand the needs of newcomers, both immigrants and refugees, indicated that it is important for libraries to understand these newcomers' needs, search behaviors and the process of adaptation to new lifestyles (Shepherd et al., 2018). However, the needs of newcomers are different, depending on the stages of resettlement: immediate use of information upon arrival (e.g. information regarding accommodations, transportation, schools for their children, etc.) and use of information while they are settling down in a community, (e.g. resources for obtaining legal status, English proficiency classes, internet use, and employment opportunities, etc.) (Kennan et al, 2011; Lloyd, 2013). Most newcomers, especially immigrants, rely on friends and relatives for their information needs (Quirke, 2012; Khoir et al., 2015). However, refugees usually do not have relatives living in the host community upon their arrival. Refugees are therefore compelled and forced to seek out information sources other than from families and friends, sometimes through religious communities (George & Chaze, 2009). This means that refugees with minority religious affiliations, especially non-Christians, experience greater difficulties in obtaining necessary information. Newcomers in a resettling country who are older, less educated and with non-dominant religious group affiliations tend to face greater challenges. The information newly arrived immigrants and refugees need in a community may be broadly categorized as follows: compliance information and everyday life information. The first informs how to comply with and function legally as a member of this new society; the latter provides understanding of customs and culture which host community people would take for granted, e.g., tipping (Kennan et al., 2011).

Shepherd, et al. (2018) defined public libraries as a place where newcomers meet with strangers in a safe setting to build stronger connections with people from other groups and develop feelings of belongingness. It is an ideal space for refugees who need to become members of a community quickly and gather necessary information to survive. Public libraries can play two significant roles: as agents for creation of social trust; and, as information providers to connect refugees to the mainstream community through providing access to information, resources, and services available in the community. In Vårheim's (2014a) study, findings show the significant role of public libraries as facilitators and enhancers of the trust-creating process of refugees in the new community. Public libraries provide refugees information and services including "government documentation, legal and policy compliance, housing, health care, and employment opportunities" (Kosciejew, 2019, p. 13). Public libraries can be a place that creates belongingness (Rodriguez, 2019) and fosters a sense of inclusion (Lloyd, et al., 2013) for refugees struggling to survive in and adapt to their new environment.

A unique way that public libraries promote social justice for those otherwise marginalized is through providing a neutral, safe environment where everyone is treated equally with equal access to resources and opportunities for informal meetings with others (Vårheim, 2011) and facilitating informal social contacts among visitors to help reduce prejudice against refugees (Vårheim, 2014b). Growing out of health care and social work, trauma-informed practice has gained growing attention in education and public libraries. Some public libraries have started to adopt a trauma-informed approach to providing services to support patrons who have gone through traumatic events and experiences, including adults and children suffering from Adverse Childhood Experiences (ACEs). Public libraries can offer refugees safety, connection, and possibly support for emotional management, which are three pillars of trauma-informed care (Tolley, 2020). The Substance Abuse and Mental Health Services Administration (SAMHSA, 2014) outlines six principles for trauma-informed practice which include a) safety; b) trustworthiness and transparency; c) peer support; d) collaboration and mutuality; e) empowerment, voice, and choice; and f) cultural, historical, and gender issues. Tolley (2020) offers excellent recommendations on how public libraries can apply these principles to transform library services, and her recommendations can be used to inform library services for refugees.

A serious void exists in the research on public library services and programs specifically designed to help refugees assess resources and facilitate resettlement and integration. Given the important role public libraries play in the

lives of this extremely vulnerable population, there is a strong need for research that investigates libraries' roles and practices in meeting the needs of refugees. Furthermore, because refugees have gone through extremely traumatic experiences, it is also critical to investigate if and how public libraries serving refugee communities adopt and implement trauma-informed and culturally sensitive practices and programs to meet their needs.

Further, no study or systematic data is available about programming and services for refugees in public libraries across the nation. In preparation of this planning grant proposal, the project team conducted a review of various resources (including public library websites, library Facebook pages, and other resources related to public library services to refugees) to preliminarily determine the prevalence of public library programming and services for refugees. While by no means an exhaustive sample, the findings indicate that very few public libraries, approximately 15 in our sample of 188 (approximately 2% of US public libraries), have programming or services for refugees and 63 in our sample of 188 have programming or services for immigrants listed on their library website or Facebook page. Programs offered are primarily, English as Second Language literacy classes, citizenship and naturalization programs and assistance, and websites which offered a variety of links to national and local community resources. We included programming and services for immigrants in our sampling because we found that most public libraries did not differentiate between the two populations when developing programming and services. We acknowledge that this information may not be publicly available on public library websites or that these programs may not be offered during the pandemic, which would of course affect this sampling and review. However, this limited review of public libraries that include programs or services for refugees (and/or immigrants) demonstrates the critical need for this project. There is no comprehensive source currently that provides this data about public library refugee (and/or immigrants) programming and services. Goal 1 (Research question 1) will provide such data to librarians and researchers.

Of additional importance to addressing the goals of this project, but more importantly to the community of public libraries and library staff, is the need to uncover the challenges libraries face when designing and providing inclusive programming for refugees. Two studies (George & Chaze, 2009; Singh, Sylvia & Ridzi, 2015) have discussed linguistic and cultural barriers libraries encountered while developing their own inclusive programming for refugees, but this area has not been explored systematically. Even less is known about how refugees or immigrants contribute to the development of inclusive, culturally sensitive, or trauma-informed programming. We found six publications about public library programming for refugees, and they all emphasize the importance of including refugees in programming decisions and call for more work in this area of library programming and services (e.g. Fisher, 2020; Hakala-Ausperk, 2019; Martzoukou & Burnett, 2018; Rodriguez, 2019; Singh et al., 2015; Vårheim, 2014b). Goals 1, 2 and 3 (Research questions 1, 2 and 3) of this project will provide a deeper understanding of the challenges libraries face when developing and delivering inclusive, culturally sensitive, and trauma-informed programming *and* the valuable contributions refugees can provide.

Available practice-oriented and research literature also provides discussion about how programming should be guided by trauma-informed care approaches (Sharkey, et al., 2021; Tolley, 2020). Tolley calls for libraries to take such approaches to serve all patrons who have experienced traumas. Sharkey and her associates implemented a pilot program that integrated a trauma-informed care framework and social work field placement to provide greater social and library services to all patrons. Yet neither specifically addressed the needs of refugees. Newsum and Delker (2020) offered an example of implementing Trauma-Informed Educational Practices (TIEP) in school libraries as an intervention for students who suffered from racial disparities and trauma, and found the practices were effective in terms of helping the youth overcome traumas and form positive racial identity. We argue that these practices can also be used in public libraries to help refugees recover from not only traumas endured in their countries of origin but also in their new resettling community.

### **IMLS Support for Refugees in Public Libraries**

IMLS has a rich history of providing funding to immigrant and refugee initiatives. Since 2013 IMLS has signed a Memorandum of Understanding with the U.S. Citizenship and Immigration Services to help “museums and libraries to provide accurate and useful information for lawful permanent residents interested in becoming U.S. citizens. USCIS supports this partnership by designing trainings and content tailored to librarians and museum educators on topics including citizenship education programming, electronic filing of immigration benefits, and the expansion of digital tools and resources.” (<https://www.imls.gov/news/imls-uscis-directors-sign-memorandum-understanding-ellis-island-national-museum-immigration>). Their joint program, Operation Allies, is an ongoing effort across the federal government to support vulnerable Afghans as they safely resettle in the United States (<https://www.imls.gov/our-work/partnerships/serving-new-americans>). Also, by searching the IMLS grants database, we found that between 2010-2022 IMLS funded approximately 22 grant projects to enhance libraries' and museums' efforts to provide services or programs to immigrant and refugee communities, with only *six* of these 22 grants having an explicit focus on refugees.

Among these six IMLS has funded projects to develop exhibits to share stories of a diverse group of refugees, to digitize historic collections and small traveling exhibits about support for Jewish refugees, and workforce development projects to train refugee women for positions in daycares and to share their cultures through music and song. To our knowledge, Project Welcome (IMLS Planning Grant: LG-82-16-0059-16), funded in 2016, is the only grant project seeking to identify challenges and help libraries provide better services to support the resettlement and integration of refugee and asylum seekers. In this project, the PI and Co-PI conducted listening sessions and a two-day summit to identify challenges and explore solutions/best practices by consulting and learning from 12 thought leaders/representatives from selected libraries in the United States and three from European countries that have had extensive experience serving refugees, as well as from action partners from refugee organizations. Their website: <https://publish.illinois.edu/projectwelcome/> includes more information on the project and resources for libraries.

Thirteen out of 22 projects aimed at developing and/or implementing programs that either involved both immigrants and refugees (e.g., training immigrants and refugees as volunteers as support and resources for new arrivals, providing a safe space for learning and also access to museum and art as a resource, working with refugee/immigrant/African American youth through on-site internships, hiring and training immigrants and refugees as global guides for a gallery, increasing the number of immigrant and refugees in community college librarianship, etc.) or served their needs in some capacity (e.g., a program integrating library services with work force development and adult education for immigrants and refugees, an interdisciplinary program focusing on English language acquisition, digital/information literacy skills, leadership development for 180 immigrant and refugee youth, hosting a national forum to discuss removing barriers and improving experiences of new immigrants and refugees, and a play-based program for foster and refugee families, etc.).

The rest of the grants (3) funded the development of a new interpretation plan for a historical house for audience including immigrants and refugees, a website to expand the reach and impact of an exhibit featuring immigrant and refugee writers for middle and high school students, and developing a curriculum exploring the culture, immigrant and refugee history, and APA experiences in Washington.

The review of the above 22 IMLS grants identified a serious gap in IMLS funding opportunities in terms of projects specifically aiming at providing trauma-informed and culturally responsive library services for refugees. These funded projects also demonstrate that libraries and IMLS recognize that serving refugees (and immigrants) is a critical need, thereby further supporting the proposed project which will have direct impact on libraries, library staff, and refugee communities.

## PROJECT WORK PLAN

This two-year *planning grant project* will be led by Drs. June Abbas (an expert in library services to marginalized populations and in libraries as transformative organizations), Chie Noyori-Corbett (an expert in community participatory research with refugee populations, with practice experiences at refugee resettlements through NGOs), and Jiening Ruan (an expert in literacy and reading education, culturally responsive teaching, and teacher education). (For details about team members, see the Project Staff and Management section below). **Year 1:** The first year will be devoted to assessing the prevalence of public library programming and services for refugees. A national survey will be developed and distributed through ALA/PLA listservs, other professional social media channels, and emailed directly to U.S. public libraries. Focus groups with librarians will also take place in year 1. **The survey and focus groups will achieve Goals #1-4 and Project Questions 1-4.** **Year 2:** The second year of the project will focus on conducting focus groups with refugee groups, data analysis, community building, and prototype development **Goal #5 and Question 5.** We will also begin to disseminate findings from the planning grant by publishing articles in scholarly and practice-oriented publications and disseminate our findings through the project website and conferences.

**Research Questions:** The following research questions will guide the study:

- 1) What kinds of refugee services are available in public libraries across the country?
- 2) How accessible are these services to refugees?
- 3) What are the needs of refugees (including adults and children) that can be met by public libraries?
- 4) What are the challenges of providing services targeting the needs of refugees? and
- 5) How can libraries develop and deliver refugee programs and services that are both accessible, trauma-informed, and culturally responsive?

**Theoretical Framework:** Trauma-informed care promoted by Substance Abuse and Mental Health Services Administration (SAMHSA) (2014) serves as the framework for the development and implementation of this grant project. This project will investigate how public libraries provide services to refugee communities that address the principles of a)

safety; b) trustworthiness and transparency; c) peer support; d) collaboration and mutuality; e) empowerment, voice, and choice; and f) cultural, historical, and gender issues. The framework will also help us identify areas needing improvement and enable public libraries to reimagine, design, and offer services that are trauma-sensitive, culturally responsive, inclusive, and empowering.

**Appropriateness of Research Methods:** Survey data will be appropriate because we want to collect a large-scale national dataset so that we can determine the prevalence of public library programming and services for refugees across the U.S and the types of programs and services currently provided. The focus group sessions with librarians and refugees, as well as the forums with librarians, will complement this nationwide data by adding concrete examples and voices from librarians who work with refugees, and from refugees experiencing integration and resettlement issues in their new communities about their information needs and their experiences using public library services.

**Year 1 Planning Grant Activities:** The first year will be devoted to assessing the existence and availability of refugee services and programs. A national survey will be developed and distributed through ALA/PLA listservs and professional social media channels, as well as emailed directly to all public libraries in the United States. The survey questionnaire will include questions designed to learn if a library has programs or services for refugees (and immigrants), specifics of each program and/or service including whether trauma-informed practices were followed, and challenges the library encountered when developing the programs and/or services. For libraries that do not currently include programs or services for refugees (or immigrants) questions will focus on reasons for not providing programs and services and the library's plans to do so. (See Supportingdoc2 for sample survey.) We will analyze the survey data for preliminary findings and identify potential library sites where we will choose librarian participants for follow-up focus groups. We will conduct five focus groups with 25 librarians who develop or manage service provision for immigrants/refugees in areas where there is a significant refugee population. The focus groups will be conducted during the ALA conference and will focus on learning more about program and service development by the libraries, barriers or challenges when developing programs and services, experiences working with refugee (and immigrant communities) and librarians' perspectives of refugee and immigrants' most critical information needs. If necessary, we will also conduct at least one or two focus groups using video conference technology (e.g., Zoom) for participants who may not be attending ALA. *The survey and focus groups will achieve Goals #1-4 and Project Questions 1-4.*

1) The survey and focus group protocols will be developed by the project team. Also, other materials for research, including recruitment emails and consent forms, a protocol and forms to receive informed consent from the librarian and refugee participants will be developed. The informed consent forms will assure protection of participants' privacy.

(August – October 2022)

2) Application for Institutional Review Board (IRB) approval will be submitted and processed. (November 2022 – January 2023)

3) A project website will be launched to provide updates on our project. (January 2023)

4) The national survey will be distributed through ALA/PLA listservs, other professional social media channels and emailed directly to public libraries using the IMLS Library Survey data. The main purpose of the survey is to attain an overview of if and how public libraries nationwide are providing intentional, targeted programming and services to refugees. Thus, the survey will target librarians and staff working in or for public libraries. For sample questions asked in the survey, please refer to Supportingdoc2. It is difficult to estimate the response rate of the online national survey. According to the IMLS Library Survey data, in 2019 there were 9,057 public libraries in the United States (and Washington, D.C.). An acceptable response rate for an online survey is 15% so it could be estimated that we may receive 1,358 responses, however, as we are interested in determining which public libraries provide services and programming for refugees, libraries that do not currently provide these programs or services may not respond, so the response rate may be lower. (February – March 2023)

5) The national survey data will be analyzed by the project team. Survey data will be analyzed through descriptive statistical methods and content analysis. The survey data will also be used to identify 25 librarians from public libraries who report that they provide services and programming for refugees to participate in focus groups. (April 2023)

6) Focus group data will be collected with 25 librarians during focus groups conducted at the American Library Association conference. Each focus group will take about 1 hour and will be audio- and video-recorded. Recordings of the focus group interviews will be transcribed by the project graduate assistant. (June – July 2023)

7) Focus group librarian data will be analyzed through qualitative content analysis and thematic analysis (Corbin & Strauss, 2015; Glesne, 2016) to identify common and distinct operating practices, methods, and barriers in programming for refugees. (July 2023)

**Year One Planning Grant Project Outcomes:**

- 1.1) Database of U.S. public libraries with applicable programming for refugees;
- 1.2) Analysis of how public libraries in the U.S. deliver accessible, trauma-informed, and culturally responsive programming for refugees;
- 1.3) Analysis of the needs of refugees (including adults and children) that can be met by public libraries;
- 1.4) Assessment of the challenges of providing services targeting the needs of refugees;
- 1.5) Development and regular update of project website; and
- 1.6) Performance measures evaluation report.

**Year 2 Planning Grant Activities** The second year of the project will focus on conducting focus group interviews with refugees, data analysis, community building, and prototype development. We will identify refugee communities and work with local non-governmental organizations to recruit 20 adult refugees to participate in four focus groups. We plan to recruit refugee participants from several geographic regions in or close to our home state (Oklahoma). We will include refugees who are in various stages of integration ranging from transition, settling-in, and integration/being settled. For example, Oklahoma has recently welcomed about 1,000 Afghan refugees into the Oklahoma City area, and about 1,000 in the Tulsa area. We will also recruit refugees from the Dallas Vickery Meadows refugee community, with which Dr. Noyori-Corbett has close contacts due to her prior experience working in this community. Please refer to our Diversity Plan for a more detailed explanation of how we plan to represent diversity in our sample of focus group participants.

We will continue to analyze both survey and librarian focus group data. We will also convene virtual forums with librarian participants to review our findings but also to elicit additional information about their needs for serving members of refugee communities. These virtual forums will focus on learning about community resources and integration efforts within the community, the role public libraries have played, and challenges they have encountered. The findings from the survey, focus groups, and forums will **achieve Goals #1-4 and Research Questions 1-4**. Based on the findings of each data collection activity, we will develop a prototype of an accessible, trauma-informed, and culturally responsive refugee service program to achieve **Goal #5 and Research Question 5**. In addition, we plan to publish articles in scholarly and practice-oriented publications and disseminate our findings through the project website and conferences.

- 1) We will recruit 20 refugees to participate in focus groups. Recruitment of refugee participants will be conducted in three U.S. locations (Oklahoma City and Tulsa in Oklahoma and Dallas in Texas). Working with nongovernmental refugee organizations known to Co-PI Noyori-Corbett, and with an interpreter, we will first find participants from different backgrounds, as stated in our Diversity Plan, through purposive sampling. We will then use the snowball sampling method to find participants in groups of the same origins by asking them to introduce their acquaintances. Recruiting of refugees for the focus groups will consider the following: 1) length of time the refugee has lived in the US; 2) reasons the refugee had to leave their countries (e.g., civil war or persecution); 3) English proficiency; and 4) educational levels when they were still in their countries of origin. Gathering this background information is important as some refugees may have never experienced formal education and these considerations may make a big difference in their learning process or information behavior as they adapt to their new lives in the U.S. Please refer to our Diversity Plan for a more detailed explanation of how we plan to represent diversity in our sample of focus group participants.
- 2) Focus groups interviews with refugees will be conducted in a semi-structured interview format using an interview protocol after participants complete a pre-focus group questionnaire (See Supportingdoc3 for the sample protocol and Supportingdoc4 for sample focus group interview questions.) Each focus group will take about 1.5-hours, considering the time needed by the interpreter if interpretation of questions or refugee responses is needed. Each focus group will be audio- and video-recorded. (Aug - Sept 2023)
- 3) Complete analysis of the refugee focus group data. Data from the focus groups will be analyzed by the PIs and graduate assistant through qualitative content analysis and thematic analysis (Corbin & Strauss, 2015; Glesne, 2016;) to identify common and distinct practices, programs, and services as well as challenges. (Aug 2023 – Dec 2023)
- 4) A follow up virtual forum with librarian participants will be conducted to verify and expand upon focus group data gathered in the librarian focus groups from year one. The forums will also focus on learning more about how libraries are assisting with refugee integration efforts. (Dec 2023 – Jan 2024)
- 5) Data analysis of forum data (Feb 2024 – March 2024)
- 6) Develop prototype training modules after reviewing all data from the focus groups and forums. (Feb – July 2024)
- 7) The team will begin sharing the findings from the project (a) on our project website and social media channels (e.g., Facebook, Twitter), (b) by writing articles for practice-oriented publications and academic journals, and (c) by delivering presentations at regional, state, and national conferences. (May – July 2024)

**Year Two Planning Grant Project Outcomes**

- 2.1) Analysis of how public libraries in the U.S. deliver accessible, trauma-informed, and culturally responsive programming for refugees;
- 2.2) Analysis of the needs of refugees (including adults and children) that can be met by public libraries;
- 2.3) Assessment of the challenges of providing services targeting the needs of refugees;
- 2.4) Suggestions of practical and applicable design for accessible, trauma-informed, and culturally responsive library programming for refugees;
- 2.5) Prototype of replicable training modules to train librarians to develop and deliver trauma-informed, and culturally responsive library programming for refugees;
- 2.6) Disseminate findings in at least two practice-oriented publications and two scholarly peer-reviewed publications and conference presentations;
- 2.7) Updates on the project website and social media channels to provide up-to-date information on project activities and to disseminate the findings, publications, and presentations; and
- 2.8) Performance measures evaluation report.

**Table 1. Planning Grant Project Activities, Products, Contributors, and Completion Dates**

Activity	Product	Who Is Involved	Date Range
<i>Year 1 (Goals #1-4 and Project Questions 1-4)</i>			
Develop national survey, interview protocols, and observation protocols	Survey instrument, interview and observation protocols	PI and Co-PIs	Aug – Oct 2022
Apply for IRB approval	IRB approval	PI and Co-PIs	Oct 2022 – Nov 2022
Prepare ALA presentation and submit to ALA 2023	ALA presentation	PI and Co-PIs	Aug – Sept 2022
Create the project website	Outcome 1.5	PI and Co-PIs, GA	Jan 2023
Collect data (survey)	Outcomes 1.1, 1.2, 1.3, 1.4	PI and Co-PIs, GA	Dec 2022 – Jan 2023
Analyze data (survey)	Outcomes 1.1, 1.2, 1.3, 1.4; a pool of potential librarian focus group participants	PI and Co-PIs	Feb – Apr 2023
Recruit focus group participants	Pool of librarian focus group participants	PI, Co-PIs, GA	Apr – May 2023
Conduct focus groups at ALA	Librarian focus group data	PI, Co-PIs	June 2023
Present survey data findings	Outcome 1.1, ALA presentation	PI, Co-PIs	June 2023
Begin data analysis of librarian focus groups	Outcomes 1.1, 1.2, 1.3, 1.4	PI, Co-PIs	July 2023
Conduct performance evaluation and review of project performance	Performance measures evaluation report	PI-Co-PIs	July 2023
<i>Year 2 (Goals #1-5 and Project Questions 1-5))</i>			
Recruit refugees for refugee focus groups	Pool of refugees for focus groups	PI, Co-PIs	Aug 2023 – Sept 2023
Conduct refugee focus groups	Outcomes 2.1, 2.2, 2.3, 2.4	PI, Co-PIs	Aug 2023 – Oct 2023
Complete analysis of librarian and refugee focus groups data	Outcomes 1.1, 1.2, 1.3, 1.4	PI, Co-PIs	Aug 2023 – Dec 2023
Conduct community forum with librarians	Outcomes 2.1-2.4	Pi, Co-PIs	Dec 2023 – Jan 2024
Analyze data from community forum	Outcomes 2.1-2.4	PI and Co-PI	Feb 2024 – Mar 2024
Develop prototype training modules	Outcome 2.5	PI and Co-PI	Feb 2024 – July 2024

Disseminate findings	Outcome 2.6, 2.7; publication articles and conference presentations, updated website	PI and Co-PI	Apr – July 2024
Conduct performance evaluation and review of project performance	Performance measures evaluation report	PI-Co-PIs	July 2024

**Meetings Schedule:** During the two years of the project, the research team will meet regularly and as needed. The PIs and GA will meet every other week in person or through conference calls to discuss and check work progress. In addition, PIs will have day-long meetings eight times to 1) develop national survey and protocols for focus groups and IRB documents (August 2022, September 2022); 2) discuss findings from the survey analysis and identify participant librarians for focus groups (March 2023); 3) discuss findings from the librarian focus groups (August 2023); 4) discuss findings from the refugee focus groups (December 2023); 5) discuss findings from forum (March 2024); 6 and 7) develop prototype training modules (February 2024, May 2024); 8) conduct final performance evaluation of the project (July 2024).

**COVID-19 Contingency Plan:** While we assume that the pandemic will be subsiding by the time we conduct the librarian and refugee focus groups (June 2023, Aug - Oct 2024), we acknowledge that our plan for the focus groups may be influenced by the pandemic or any situation that causes travel restrictions. If the in-person focus groups are not possible, we will change the focus groups to online by (a) asking librarians to participate in focus groups through video conference calls (e.g. Zoom), and (b) arranging video conference calls for focus groups with refugees with the assistance of local libraries or nonprofit organizations who already have built relationships with the refugees. The community forum with librarians is already planned to be conducted through video conference calls, so we expect minimum influence of COVID-19 on this activity. Meetings of the research team are already planned to take place through video conference calls so will not be affected. The all-day meetings will be broken into several sessions as necessary and moved to video conference calls.

**Mitigating Risks to the Planning Grant:** 1) Locating libraries with programming for refugees may prove difficult. Through our preliminary research, we know that there are some libraries with appropriate programming, so we do not anticipate difficulty locating applicable programming as a sample for further research activities. 2) Recruiting librarians who can contribute their expertise and time to the project may be a risk if they are unaccustomed to taking part in research projects. To mitigate this, we will offer an incentive of \$50.00 to each librarian who agrees to participate in both the focus group and community forum. 3) Recruiting refugee participants for focus groups is a third potential risk. We plan to work with libraries and other nonprofit groups in the refugee communities who already have established relationships with the refugee communities. Furthermore, Co-PI Noyori-Corbett has extensive experience and established networks with refugee communities and will be able to contact them for assistance recruiting participants. 4) The amount of research data the project staff will gather, which would make data analysis and management quite demanding, is a fourth risk. The PIs are highly experienced researchers with past successes in large, funded project management and completion. Appropriate plans for data management (version control, file naming, and backups of data) will be in place to address this issue. See the Digital Products Plan for more details.

**Planning Grant Staff and Management:** The project team includes one library and information science university faculty (Abbas), one social work university faculty (Noyori-Corbett) and one education university faculty (Ruan).  
**June Abbas, Ph.D., Professor, School of Library & Information Studies, University of Oklahoma. Principal Investigator and Project Director:** Dr. Abbas is a highly experienced researcher whose long research career has focused on the role of public libraries as community anchors, and the impact of technologies on service provision in public libraries. Dr. Abbas will serve as Project Director and manage the overall project to ensure all goals are met, adherence to the timeline, and completion of all activities. She will also participate in all data gathering and analysis activities, as well as development and delivery of the training modules.

**Chie Noyori-Corbett, Ph.D., Associate Professor, Zarrow School of Social Work, University of Oklahoma. Co-Principal Investigator:** Dr. Noyori-Corbett has served refugees for more than 17 years, both as practitioner and researcher. Dr. Noyori-Corbett will be responsible for assuring we recruit a diverse group of refugee participants. She will also be responsible for culturally sensitive measurements development with her background of rich experiences working with refugees. She will also participate in all data gathering and analysis activities, as well as development and delivery of the training modules and webinars.

**Jiening Ruan, Ph.D., Professor, Jeannine Rainbolt College of Education, University of Oklahoma. Co-Principal Investigator:** Dr. Ruan is a highly experienced reading educator and educational researcher. Her current research interests focus on culturally responsive practices in K-12 and teacher education settings as well as in global contexts. She will lead the development of the prototype learning module and assist with data collection with the survey, conduct focus groups and forums, analyze data, and disseminate research results in a variety of venues including the project website, social media, conferences, and publications.

**Evaluation Plan:** We will conduct a yearly evaluation at the end of each project year (July 2023, July 2024) with which will include assessment of the IMLS performance measures including: 1) Effectiveness: The extent to which activities contribute to achieving the intended results? 2) Efficiency: How well resources (e.g., funds, expertise, time) are used and costs are minimized while generating maximum value for the target group? 3) Quality: How well the activities meet the requirements and expectations of the target group? and 4) Timeliness: The extent to which each task/activity is completed within the proposed timeframe? Adjustments based on year 1 evaluation will be made to the project activities as necessary. (See the Performance Measurement Plan for a complete explanation of our evaluation plans.)

**Consensus Building:** The project team will build consensus by carefully listening to and including the perspectives and voices of all stakeholders including library staff and refugees in all phases of the project, especially through focus group interviews and community forums. We will also seek input from them and share results/findings from analysis of survey data and focus group interviews and ask them to validate the findings. Thus, consensus building is a constant and intentional activity throughout the project process. This is especially important when we work with refugee participants, based on the past experiences in the field, to also build trust relationships since this population has experienced constant oppression by authoritative figures both in the countries of origin and in the United States. We will also obtain “community consensus” by a community leader who has been trusted by the refugee community (Rubin & Babbie, 2017)

**Communication and Dissemination Plan:** The project findings will be shared with librarians and other professionals in several ways. 1) The project team will develop presentations at venues such as the Oklahoma Library Association, PLA, and ALA, and ALISE. 2) The project team will develop prototype training modules for library staff focused on providing accessible, trauma-informed, and culturally responsive programs and services to refugees. 3) Researchers will develop a project website and social media channels (e.g., Twitter, Facebook) to share versions of materials produced by the project team. These will include papers, PowerPoint presentations, and additional materials from the grant, including a link to the database of libraries developed as part of the survey. 4) The project team will write semi-annual project status reports to be posted to the project website, and issue status updates via Twitter and other social media venues. 5) The researchers will also publish at least two academic journal articles and two practitioner-oriented articles based on the project results in library and information science, social work, and education publications. 7) There will also be social media campaigns at key points in the project focusing on Twitter, Facebook, and other social media platforms.

## **DIVERSITY PLAN**

The project will yield important insights about the current status and needs of refugee services in public libraries, establish partnerships with libraries in refugee communities, and develop a prototype of a refugee library services program. These efforts will help refugees adapt to and integrate into their host communities with greater success. The project team will conduct purposive and proportionate sampling methods to develop representative samples of refugee populations in three U.S. locations (Oklahoma City, Oklahoma; Tulsa Oklahoma; and Dallas, TX for the focus groups (Rubin & Babbie, 2017). The program leaders will make every effort to balance both country of origins and the length of the resettlement period while remaining mindful of diversity. The criteria we will apply for proportionate sampling for the four refugee focus groups are 1) the length of stay in the United States, and 2) ethnic background. Each focus group will consist of arrivals in 1990s, 2000s, 2010s, and 2020s with different ethnic/nationality backgrounds. We will collaborate with refugee resettlement service agencies to identify and recruit community members of each group. One of the project leaders (Noyori-Corbett) has been working with refugees for 17 years. We will also be very mindful of recruiting members from backgrounds with no histories of conflicts among themselves back in their countries of origin into one focus group. Groups will consist of refugees from 1) Bosnia (1990s), 2) Myanmar (2000s). 3) Syrian (2010s), and 4) Afghanistan (2020s). Thus, by diversity here, we mean not only the ethnic/national background, but also the length of their resettlement period in the United States. We will have either a professional or volunteer translator/interpreter to prepare any research-related documents, such as consent forms, as well as help the team facilitate focus groups. For the focus groups of librarians, we will try to approach librarians from different areas in the United States and again we will

utilize purposive and proportionate sampling methods to recruit participants from different areas in the United States. As for the survey of librarians, it will be disseminated through a national survey developed and distributed through ALA/PLA listservs, other professional social media channels, and emailed directly to U.S. public libraries using contact information from the IMLS Public Library Survey, which covers potential participants nationwide, thus achieving diversity in terms of geographic areas.

## **PROJECT RESULTS**

The outcomes of this planning grant project will include: 1) a database of U.S. public libraries with applicable programming for refugees that can be used by other public libraries developing programs and services; 2) an analysis of how public libraries in the U.S. deliver accessible, trauma-informed, and culturally responsive programming for refugees; 3) an analysis of the needs of refugees (including adults and children) that can be met by public libraries; 4) an assessment of the challenges of providing services targeting the needs of refugees; 5) suggestions of practical and applicable design for accessible, trauma-informed, and culturally responsive library programming for refugees; 6) a prototype of replicable training modules to train librarians to develop and deliver trauma-informed, and culturally responsive library programming for refugees; 7) the project website that will help disseminate the project's products and outcomes to library, social services, and education communities, and intergovernmental organizations who work with refugees; and 8) practice-oriented publications and scholarly peer-reviewed publications and conference presentations. Each of these outcomes will have broader impacts on the stakeholder communities beyond being distinct project outcomes on their own.

Our findings will benefit *library staff* in several ways: 1) With the final product of assessment of library programming and services for refugees, we will develop prototype training materials for libraries and potential community partner organizations through online resources, webinars, and in-person sessions at national and state conferences. The results will be shared with libraries worldwide through the project website and with intergovernmental agencies who are active worldwide in helping solve refugees' integration issues. 2) Findings of the data we collect through survey and focus groups will also be disseminated through social media channels, journal articles, and presentations at conferences. The results will identify not only information needs, problems, and challenges of the refugee community but also their strengths. Questions asked both in focus groups and the survey will be developed intentionally and in a trauma-informed and culturally sensitive way so that we will be able to reduce cultural bias (Rubin & Babbie, 2017). Throughout the stages of conceptualization and operationalization of variables, especially for the survey, Noyori-Corbett, who has worked with refugee populations for close to 20 years, will assure the validity (face, criterion, and construct) of measurements. These results will assist libraries in the United States in their work with refugees in their communities, creating stronger and more seamless refugee and host communities' pathways to integration. This will in turn help the well-being of entire communities. 3) Another further significant outcome of this project is the development of a community of libraries and librarians who are already providing programs and services to refugee communities, or who are interested in doing so. This community will contribute their experiences and expertise to the development of the prototype training modules through their focus group and community forum participation. Developing this community of information professionals will have more far-reaching impacts sustainable beyond this project as they become a community of experts on this vital societal issue. The community may also serve as potential advisory board members for our future grants, and as test sites for the prototype training modules.

The results will also directly benefit the *refugee communities*: 1) libraries will be able to use the findings of the survey, focus groups, and forums to develop and deliver trauma-informed programs and services to support refugee communities' unique information needs. The prototype training materials that we develop will serve as examples of such programming and provide guidance for libraries developing trauma-informed programs and services. 2) Refugees will have a voice in their new communities and will benefit from the social and psychological outcomes of becoming integrated into society and in turn be recognized as productive citizens in both host and refugee communities.

*Scholars in library and information science, social work, and education* will also benefit from the results of this planning grant. Through the emphasis in a proportionate and purposive sampling method for refugee focus groups, adaptability and usability of the results will be achieved properly. Transferability of the results will also be achieved through representative samples which will be accomplished with purposive and proportionate sampling methods, in this way making results useful to scholars in these disciplines who wish to contribute further knowledge and research to this complex societal issue. Further, scholar educators will be able to integrate the findings into courses in their respective programs who train future information professionals, social workers, and educators.





## Digital Products Plan

The project team will manage all digital products produced by this grant as outlined below. Here we describe the types of digital products created by the grant activities, how the products will be made openly accessible, the copyright and intellectual property rights of each product, and how the products will be sustained after completion of the grant project.

### 1. Types

#### *1A. Types of digital products produced*

We will create five main types of digital products:

1. Anonymized research data, including survey data as a digital database, de-identified focus group interview data from library staff and refugees, and interview data from forums with library staff.
  - A. The national survey will be conducted using Qualtrics software. The data will be exported as CSV files to Excel for data analysis. Qualtrics runs on a secured site hosted by the University of Oklahoma.
  - B. An online database will be developed and made available on the project website. The database will be created using MySQL and linked to the project website.
  - C. There will be nine focus group interviews (five focus groups with library staff and four focus groups with refugees) of 60-90 minutes each. Interviews will be digitally audio recorded and then transcribed into text files. The audio files will be deleted after they are transcribed. The transcribed interview files will be transferred to NVivo for data analysis. Data will be coded and exported to Excel or Word files for further analysis.
  - D. There will be 45 participant consent and assent forms signed by all librarians and refugee participants who volunteer to participate in focus group interviews. These will be Word files.
  - E. Five forums with library staff will be held virtually using Zoom. Each forum will be recorded and the recordings transcribed by the graduate assistant. The video recordings will be kept until after transcriptions are completed and then deleted.
2. Project team meeting notes from project conference calls will be created in Word and stored on a university owned shared OneDrive.
3. Project press releases about project activities and achievements. There will be four press releases written in text files and released via Twitter, Facebook, via ALA's Young Adult Library Services blog, and the PLA blog.
4. Prototype training materials (public education materials that libraries can use for developing trauma-informed programming for refugees). The digital training modules, which may be either videos, recorded webinars, or PowerPoint and Word files, can be customized by libraries for their use. The modules and training guidelines will be posted to the project website.
5. The project website, including information about the project (goals, progress updates, and public education materials resulting from the research). The project website will be created using WordPress.

#### *1B. Metadata*

A shared Excel spreadsheet will be used to document each project file. A file naming convention will be used for each file generated by the project. The researchers and graduate assistant will complete the metadata for each file on the shared Excel spreadsheet. The project will adapt the Dublin Core metadata scheme to document each project file. Additional elements will be added as necessary to describe the project files in more depth. A README file will also be generated by PI Abbas and the graduate assistant to document version control and file contents. The README file will be continually updated throughout the project as new files are created. The metadata generated by this research project is only of use to the PIs and the graduate assistant and will not be made publicly available.

### 2. Availability:

De-identified research files and the README file will be made openly available through the University of Oklahoma's institutional repository, ShareOK (<https://shareok.org/>). ShareOK assigns a DOI to each dataset and maintains the data files under each project uploaded to its site. The PI will assure that all personally identifying information is removed from the files before uploading the data to ShareOK for storage. ShareOK is discoverable over the Web, so anyone wishing to access the research files will be able to search the project name and gain access.

The project website and all digital projects available on the site will be maintained by the PI after the project concludes. The project website will also provide a link to the ShareOK site and DOI for the project's research data. All publications

The Board of Regents of the University of Oklahoma will be cited on the project website, and pre-prints of each will be made available on the project website and ShareOK site as permitted by the publisher's copyright agreement.

### **3. Access:**

Ownership will reside with the research team with the provisions required by IMLS. We will assign an Attribution 4.0 International Creative Commons license to enable unrestricted use of the digital products. We will put no restrictions on reuse. The overriding goal of the project is public education. Therefore, we encourage reuse of our digital products. As required by our Institutional Review Board (IRB), we will anonymize the data before releasing it for reuse. We will not include any personally identifying information (personal names, institutional name, geographic locations, etc.) in the products that we create. The products will not create any privacy or cultural sensitivity issues.

We will create five categories of digital content. Each are described below along with access provisions.

*Type 1)* Anonymized research data, including survey data, de-identified focus group interview transcripts from library staff and refugees, and de-identified interview transcripts from the forums with library staff, and files generated by the analysis of the focus groups and forums data. We will assign an Attribution 4.0 International Creative Commons license to enable unrestricted use of these data for each set of digital content, with the exception of the data analysis files. De-identified transcriptions from the focus group interviews and forums will be made available on the University of Oklahoma's institutional repository, ShareOK, with permission from the participants. Permission will be secured on the consent forms signed by all participants. If participants do not want their data shared, their data will not be publicly available on ShareOK. The data analysis files will not be made publicly available but will be kept on a password protected external drive in the PIs locked file cabinet for the period specified by the university's institutional review board.

*Type 2)* Online database of public libraries that include programming and/or services for refugees (gathered through survey in Year 1). This database will be freely available on the project website. We will assign an Attribution 4.0 International Creative Commons license to enable unrestricted use of the database.

*Type 3)* Meeting notes, press releases, social media posts, and other project documents will be kept by the PI on a password protected external drive and will be deleted after the mandated period for storage.

*Type 4)* Prototype training materials, which may be either videos, recorded webinars, or PowerPoint and Word files, that can be customized by libraries for their use. The training materials will not be available on the project website until we have tested them and gathered feedback from public librarians who develop programs for refugees. We will, however, add a description of the training materials to the project website and plan to implement them after the completion of the planning grant.

*Type 5)* The project website, including information about the project (goals, progress updates, and public education materials resulting from the research). We will assign an Attribution 4.0 International Creative Commons license to ensure unrestricted use of all project website content.

### **4. Sustainability:**

During the project period, the Project Director and the graduate assistant will be responsible for assuring all data files are secure and backed up weekly. Each set of data will be stored on a password protected University of Oklahoma OneDrive folder and only accessible to the PIs and the graduate assistant. The PI will also ensure that Research Data Management (RDM) principles are adhered to throughout the project. Original files of all data sources will be stored separately from the working files and not accessible except to PI Abbas. Doing so will protect the data from being corrupted or being written over accidentally. Only working files will be accessed by the project team. *Copies of all working files* will be backed up weekly on a secured external drive that will be kept in a locked cabinet in her office. We will also develop a project specific metadata scheme adapted from the Dublin Core metadata scheme and a ReadMe file for all digital assets to assure that all files and resulting versions are controlled. Data will be maintained for the specified period by the University of Oklahoma's IRB. The PI, Co-PIs Noyori-Corbett and Ruan, and the project graduate assistant will have permissions for uploading content to the password protected WordPress website. We will coordinate content development via our regular project team meetings.

After the project period, de-identified research files will be made openly available (as explained in the Availability section above) through the University of Oklahoma's institutional repository, ShareOK (<https://shareok.org/>). All research files will be converted to pdf format for repository storage. Meeting notes and other project documents will be kept by the PI on a password protected external drive and will be deleted after the mandated period for storage. The project website and all digital projects available on the site will be maintained by the PI after the project concludes.

## Organizational Profile

**The University of Oklahoma's Mission:** The mission of the University of Oklahoma is to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society. (<http://www.ou.edu/provost/mission>, undated).

**The mission of the University of Oklahoma School of Library and Information Studies (SLIS)** is to: 1) educate socially responsible, innovative leaders for the information society; advance interdisciplinary knowledge and design creative solutions to information problems; and contribute to the public good by engaging diverse communities through teaching, research, and service.

The OU SLIS offers a Bachelor of Arts in Information Studies, a Bachelor of Science in Information Science & Technology, an ALA accredited Master of Library and Information Studies, a Ph.D. in Information Studies, and graduate certificates in Archival Studies, Data Analytics for Information Professionals, and Digital Humanities. The SLIS was established on the Norman campus in 1929 by Jesse Lee Rader and began offering a Bachelor of Arts in Library Science. Two master's degrees were introduced in 1954 and received ALA accreditation in 1956. The University of Oklahoma continues to offer the only ALA accredited master's degree in Oklahoma. The OU SLIS predominately serves LIS communities in Oklahoma and Arkansas, with around 80% of our MLIS alumni finding employment within Oklahoma. Our alumni hold top leadership positions in the state, heading seven of the eight large library systems in the state, and the directorship of the Oklahoma Department of Libraries. Oklahoma has a large and active state library association, and OU SLIS alumni run active Alumni Association and Beta Phi Mu chapters.

**The mission of the University of Oklahoma School of Social Work (SSW)** is to advance relevant and high-quality knowledge and values of social work practice useful in preparing competent social workers who can elevate the status of people, populations or communities that experience considerable vulnerability and injustice within Oklahoma and the broader society. OU SSW aims to:

1. Develop social workers who are critical thinkers and competent at practice infused by professional values and ethics.
  2. Prepare social workers with the knowledge and systemic skills necessary for effective practice with diverse individuals, families, groups, organizations, and communities.
  3. Respond to the professional practice needs of historically oppressed groups and diverse backgrounds in Oklahoma, the nation, and the globe.
  4. Affect societal change by improving social service delivery systems through:
    - o faculty and student scholarship, research, and/or creative activities;
    - o service, leadership, and evaluation of state and national human service programs; and
    - o innovative continuing education and advanced training for practicing social work professionals.
- Social work education has been a part of the curriculum at the University of Oklahoma since 1917. A separate School of Social Work was established in 1935. The graduate program was fully accredited by the Council on Social Work Education in 1957 and has maintained continuous accreditation.

**The mission of the University of Oklahoma Jeannine Rainbolt College of Education (JrCOE)** is to promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of teaching, research and practice in the multi-disciplinary field of education. Founded in 1929 as the School of Education, JrCOE offers B.S., M.Ed., and Ph.D. degrees and has prepared tens of thousands of educators impacting the education of children in the State of Oklahoma and beyond. The college houses three departments: The Department of Instructional Leadership and Academic Curriculum (ILAC), the Department of Educational Leadership and Policy Studies (ELPS), and the Department of Educational Psychology. In particular, the ILAC department specializes in preparing teachers and other professionals for leadership roles in education-related settings; to engage in critical inquiry through professionally recognized research and scholarship; and to provide leadership to the profession and society.